

**California State University, Long Beach**

**Athletic Training Education Program  
(ATEP)**

**Handbook, Policy, and  
Procedures Manual**



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**Revised January, 2005**

**California State University, Long Beach  
Athletic Training Education Program  
Handbook, Policy, and Procedures Manual  
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# **General Program Information**

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Vision Statement**

The Athletic Training Education 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 high school and 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 Education Program**  
**Mission Statement**

The Athletic Training Education Program in the Department of Kinesiology delivers professional instruction and clinical experiences 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:

- Risk Management and Injury Prevention
- Pathology of Injuries and Illness
- Assessment and Evaluation
- Acute Care of Injury and Illness
- Pharmacology
- Therapeutic Modalities
- Therapeutic Exercise
- General Medical Conditions and Disabilities
- Nutritional Aspects of Injury and Illness
- Psychosocial Intervention and Referral
- Health Care Administration
- Professional Development and Responsibilities

Clinical experiences in athletic training/sports medicine are integrated 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 Education Program  
Points of Academic Excellence**

- Model for athletic training education programs
- Diverse student learning styles and abilities are enhanced through applicable teaching strategies and instructional technology
- Instructional technology used in each athletic training course

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Academic Goals**

**Goal 1:** Achieve CAAHEP accreditation for the athletic training education program.

**Goal 2:** Revise athletic training education curriculum to reflect CAAHEP educational standards and accreditation as a Bachelor of Science in Kinesiology, Option: Athletic Training.

**Goal 3:** To continue to develop and strengthen the athletic training curriculum according to CAAHEP 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:** To strengthen and develop liaisons 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 education 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 Education Program**  
**Program Overview: Option in Athletic Training (120 units)**

This Option 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. A Certified Athletic Trainer works 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.

The athletic training option offers students two paths of educational study. One path leads students to a career in athletic training and eligibility to sit for the National Athletic Trainer's Association Certification Examination. A second path offers students an overview of athletic training courses that may be applied to related allied health programs.

Additional requirements are needed for students who wish to sit for the NATABOC Certification Examination in Athletic Training. The path to NATABOC must include a minimum two-year clinical education (KIN 490A-E, 10 units) in addition to the courses in the athletic training option. Students interested in NATABOC certification should meet with the Director for the Athletic Training Education Program (ATEP).

**California State University, Long Beach  
Athletic Training Education Program  
Accreditation Status**

The CSULB Athletic Training Education Program is currently in year 3 of the JRC-AT Candidacy for CAAHEP accreditation process. Please be advised that candidacy does not guarantee the ATEP accreditation.

**California State University, Long Beach  
Athletic Training Education Program  
On Campus Associated Faculty**

**Athletic Training Faculty**

Name	Specialty
Keith Freeseemann, EdD, ATC ATEP Program Director	Athletic Training
Paul Krawietz, EdD, ATC ATEP Coordinator of Clinical Education	Athletic Training

**Affiliate ATEP Faculty**

Name	Specialty
D. Margaret Costa, PhD	Sport Studies
James A. Davis, PhD	Applied Exercise Physiology
Jill A. Crussemeyer, PhD	Biomechanics
Janet M. Fisher, PhD	Motor Development/ Kinesiotherapy/ Pedagogy
John J. Garhammer, PhD	Biomechanics
Sharon R. Guthrie, PhD	Sport Studies
Daniel W. Jones, PhD	Kinesiotherapy
Michael G. Lacourse, PhD	Exercise Sciences
Jacqueline Polz, MS	Fitness
Ralph Rozenek, PhD	Exercise Physiology- Endocrinology
Jan M. Schroeder, PhD	Fitness
Kevin Sverduk, ABD	Sport Psychology and Coaching
Alison M. Wrynn, PhD	Sport Studies
Douglas E. Young, PhD	Motor Learning

**California State University, Long Beach**  
**Athletic Training Education Program**  
**CSULB Medical Director**

The CSULB Athletic Training Education Program (ATEP) 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 various venues. In particular, the ATEP 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 KIN 306, KIN 490 A-E, and various in-services
- Provides Informal Instruction with ATS

**California State University, Long Beach  
Athletic Training Education Program  
Approved Clinical Instructors and Sites**

Approved Clinical Instructors and Affiliated Sites

<b>Name</b>	<b>Contact Information</b>
Mary Aja, MA, ATC	Athletic Trainer Long Beach City College
Mimi Aoyagi, ATC	Athletic Trainer Cerritos College
Dan W. Bailey, PT, ATC	Head Athletic Trainer Division of Sports, Athletics, and Recreation CSULB
Dan Bright, MS, ATC	Head Athletic Trainer Orange Coast College
Nicole Bulick, ATC	Graduate Assistant Athletic Trainer Division of Sports, Athletics, and Recreation CSULB
Brian Cable, MS, ATC	Co-Head Athletic Trainer Cerritos College
Erick H. Chen, ATC	Head Athletic Trainer Los Angeles Harbor College
Corrie Ciucci-Barbara, MA, ATC	Dynasplint Systems, Inc
Steve Costales, DC, ATC	La Paz Chiropractic/ Saddleback College
Patrick Frohn, ATC	Athletic Trainer Golden West College
Keith Freeseemann, EdD, ATC	ATEP Program Director Department of Kinesiology CSULB
Constance “Connie” George, ATC	Athletic Trainer Golden West College
Paul Krawietz, EdD, ATC	ATEP Clinical Education Coordinator Department of Kinesiology CSULB
Michael Landas, ATC	Mt. San Antonio College Athletics Department

Mike Miller, ATC	Athletic Trainer Health Sciences and Athletics El Camino College
Rory Natividad, M.Ed, ATC	Senior Athletic Trainer Health Sciences and Athletics El Camino College
Mike Owens, MS, ATC	Athletic Trainer Long Beach City College
Andy Paulin, MS, ATC	Head Athletic Trainer Mt. San Antonio College
Nathan Peck, ATC, CSCS	Graduate Assistant Athletic Trainer Division of Sports, Athletics, and Recreation CSULB
John Siegel, MS, ATC, EMT-1	Head Athletic Trainer Department of Dance CSULB
Beverly Sweet, MS, ATC	Co-Head Athletic Trainer Cerritos College
Bobby Walls, ATC	Head Athletic Trainer Long Beach Ice Dogs Hockey Team Long Beach Arena
Deborah Williams, MS, ATC	Athletic Trainer Division of Sports, Athletics, and Recreation CSULB

**California State University, Long Beach  
Athletic Training Education Program  
Affiliated Sites-Team Physician and Allied Health Professionals**

The athletic training students in the CSULB program complete clinical rotations at various affiliated sites. Each site, under the direction of the ATC/ACI, maintains their individual team physicians. Various charts are provided below which identify 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**

<b>Name, Title, Specialty</b>	<b>Activity</b>
Larry Drum, MD CSULB Medical Director Internal Medicine	<ul style="list-style-type: none"> <li>• Provides medial care to CSULB Athletes in office</li> <li>• Training Room Clinic with athletes (game days)</li> <li>• Home game coverage</li> </ul>
Alexandra Chrysanthis, MD Internal Medicine	<ul style="list-style-type: none"> <li>• Provides medial care to CSULB Athletes in office</li> <li>• Training Room Clinic with athletes (game days)</li> <li>• Home game coverage</li> </ul>
Peter Kurzweil, MD Team Orthopedist	<ul style="list-style-type: none"> <li>• Training Room Clinic with athletes</li> <li>• Home game coverage</li> <li>• Informal Instruction with ATS</li> </ul>

**Cerritos College**

<b>Name, Title, Specialty</b>	<b>Activity</b>
Gerald Swanson, MD Team Orthopedist	<ul style="list-style-type: none"> <li>• Training Room Clinic with athletes</li> <li>• Home game coverage w/ football</li> <li>• Informal Instruction with ATS</li> </ul>

**El Camino College**

<b>Name, Title, Specialty</b>	<b>Activity</b>
William Mealer, MD Team Orthopedist	<ul style="list-style-type: none"> <li>• Training Room Clinic with athletes</li> <li>• Home game coverage w/ football</li> <li>• Informal Instruction with ATS</li> </ul>
George Thompson, MD Team General Practitioner, El Camino College, Student Health Center General Practice	<ul style="list-style-type: none"> <li>• Provides medial care in student health center (ATS often accompany and observe examination)</li> </ul>
Ron Satow, PT, OCS	<ul style="list-style-type: none"> <li>• Training Room Clinic with athletes</li> <li>• Home game coverage w/ football</li> <li>• Informal Instruction with ATS</li> </ul>

### **Golden West College**

<b>Name, Title, Specialty</b>	<b>Activity</b>
Bassil Aish, MD General Practice	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Informal Instruction with ATS</li></ul>
Russell Petrie, MD Orthopedic Surgery	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Informal Instruction with ATS</li><li>• Home and away game coverage with football</li></ul>
Arnold Brender, MD General Practice	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Informal Instruction with ATS</li><li>• Alternate physician for football games</li></ul>

### **Long Beach City College**

<b>Name, Title, Specialty</b>	<b>Activity</b>
Grant Ubu, MD Team Physician General Practice	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Home and away game coverage w/ football</li><li>• Informal Instruction with ATS</li></ul>
Bill Worden, MD Team Orthopedist	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Home game coverage</li><li>• Informal Instruction with ATS</li></ul>
Mark Wilson, MD Orthopedist	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Home game coverage</li><li>• Informal Instruction with ATS</li></ul>

### **Long Beach Ice Dogs**

<b>Name, Title, Specialty</b>	<b>Activity</b>
Peter Kurzweil, MD Orthopedic Surgeon	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Home game coverage</li><li>• Informal Instruction with ATS</li></ul>

### **Orange Coast College**

<b>Name, Title, Specialty</b>	<b>Activity</b>
David Bloom, MD General Practice	<ul style="list-style-type: none"><li>• Training Room Clinic with athletes</li><li>• Home and away game coverage and clinic</li><li>• Informal Instruction with ATS</li></ul>
Dr. Steve Becker, MD Orthopedist	<ul style="list-style-type: none"><li>• Home and away game coverage and clinic</li><li>• Informal Instruction with ATS</li></ul>

# **Pre-Professional Phase of Study**

## **California State University, Long Beach Athletic Training Education Program Supplemental Impaction Program Introduction**

### **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.

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 are received in the filing period (October and November for fall terms, August for spring terms) than can be accommodated. Some programs are impacted at every campus where they are offered; others are impacted only at some campuses. Students must meet supplementary admission criteria if applying to an impacted program.

The CSU will announce during the fall filing period which programs are impacted and the supplementary criteria campuses will use. That announcement is published in the CSU Review, and distributed to high school and college counselors, and available online at <http://www.calstate.edu/AR/csureview/>. Information about the supplementary criteria also is sent to program applicants.

The degree program, Bachelor of Arts in Kinesiology, Option: Athletic Training (code KIN\_BA04), at California State University, Long Beach is an impacted program. In addition to meeting admission requirements to CSULB, students must satisfy supplementary admission criteria to the impacted option.

### **Supplementary Admission Criteria**

Each campus with impacted programs uses supplementary admission criteria in screening applicants. Supplementary 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 Arts in Kinesiology, Option: Athletic Training (code KIN\_BA04), at California State University, Long Beach are admitted in the pre-major code. Students are formally admitted to the Bachelor of Arts in Kinesiology, Option: Athletic Training (code KIN\_BA04) following review and approval of the "Impacted Option Application" by the Athletic Training Education Committee.

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Supplementary Admission Criteria for Impacted Program**

Students seeking admission to the Bachelors of Science in Kinesiology, Option: Athletic Training must meet Supplementary Criteria for Admission.

- **Freshmen applicants to the Bachelor of Arts in Kinesiology Option 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 supplemental application to the department by February 1 for the fall semester or by October 1 for the spring semester. The supplemental application must be accompanied by 3 letters of recommendation, one of which must be from the athletic training observation or participation site.
- 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. Applicants must have met requirements for admission to the university as a freshman or transfer student.
  2. Applicants must have completed the following prerequisite courses, each with a grade of “C” or better: BIOL 207, BIOL 208, and PSY 100.
  3. Applicants must have completed the following prerequisite course with a grade of “B” or better: KIN 207 (Prevention and Care of Athletic Injuries).
  4. Applicants must have completed a minimum of 150 hours of athletic training experience. At least 100 of these hours must be attained by participation in a traditional athletic training setting under the supervision of a NATABOC – certified athletic trainer. A maximum of 50 of these hours may be attained in an allied clinical setting, such as sports medicine clinics, summer sports camps, sports performance facilities, hospital facilities, or dance performance centers.
  5. Applicants must submit a supplemental application to the CSULB Department of Kinesiology by February 1 for the Fall semester or by October 1 for the Spring semester. The supplemental application is available from the KIN Department Office or the KIN web site ([www.csulb.edu/kpe](http://www.csulb.edu/kpe)).

6. The supplemental application must be accompanied by 3 letters of recommendation; one letter must be from the athletic training setting noted above.
  
7. 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.
  
8. Candidates must review and sign the CSULB Athletic Training Education 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.

**California State University, Long Beach  
Athletic Training Education Program  
Supplementary Admission Checklist**

	1. Meet requirements for admission to the university as a freshmen or transfer student or matriculated into the University
	2. Complete the KIN <u>Supplemental Application for Admission to Impacted Option</u> ; available from the Department of Kinesiology (562-985-4051) or visit the website at <a href="http://www.csulb.edu/kpe">http: www.csulb.edu/kpe</a> .
	3. Meet <u>Application Deadline</u> : February 1 for the Fall Semester or October 1 for the Spring Semester. This is a separate procedure from admission to the University. The supplemental application should be submitted in a 9 x 12 envelope and must be postmarked or received in the Department Office by the deadline. The application cannot be submitted electronically or by FAX. Incomplete or late applications will not be considered. <i>Direct the application to: California State University, Long Beach; Department of Kinesiology; Attn.: Impacted Option Applications / Athletic Training; 1250 Bellflower Boulevard; Long Beach, CA 90840-4901.</i>
	4. <u>Transcripts</u> : Submit official transcripts from <b>all</b> colleges attended.
	5. <u>General Education (Lower Division)</u> : Complete all lower division General Education requirements. Submit one of the following (unofficial is acceptable): CSU General Education Breadth Certification, IGETC Certification, Current CSULB Degree Audit, or General Education Worksheet from CSULB Academic Advising Center.
	6. <u>Prerequisite courses and minimum grades</u> : Applicants to the upper division major must be able to demonstrate that they will meet requirements for admission prior to the semester for which the application is submitted. The Athletic Training Option prerequisites and minimum grade requirements are as follows: Applicants must have completed the following prerequisite courses, each with a grade of “C” or better: BIOL 207, BIOL 208, and PSY 100. Applicants must have completed the following prerequisite course with a grade of “B” or better: KIN 207.
	7. <u>College Cumulative GPA</u> : Maintain the minimum GPA required by the Athletic Training option: 2.75
	8. <u>Pre-Professional Hours</u> : Complete a minimum of 150 pre-pre-professional hours of athletic training experience. At least 100 of these hours must be attained by participation in a traditional athletic training setting under the supervision of a NATABOC-certified athletic trainer. A maximum of 50 of these hours may be attained in an allied clinical setting, such as sports medicine clinics, summer sports camps, sports performance facilities, hospital facilities, or dance performance centers.
	9. <u>Letters of Recommendation</u> : Submit three letters of recommendation; one of which must be from the NATABOC certified athletic trainer at the athletic training pre-professional training site.
	10. <u>First Aid and CPR Certification</u> : Provide a copy of your current First Aid Card and CPR certification (CPR for the Professional Rescuer) and AED cards

	11. <u>Essay</u> : Complete the handwritten essay stating your professional goals and reasons for applying to the Option; this is located in the supplemental application
	12. <u>Note</u> : 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.
	13. <u>Probationary Admittance</u> . Upon meeting the above criteria and receiving notification from the CSULB ATEP admissions committee, probationary admittance is granted.
	14. <u>Technical Standards Form</u> . Probationary students for admission must review and sign the CSULB Technical Standards for Admission form
	15. <u>Verification of Physical Exam Form</u> . Probationary students for admission must schedule and obtain a physical exam by a physician. Upon completion, this form is to be turned into the Clinical Education supervisor
	16. <u>Admittance into the CSULB ATEP</u> . Seek academic advisement from the ATEP Program Director and clinical rotation advisement from the Clinical Education Supervisor for placement at an affiliated site.

# California State University, Long Beach

## Athletic Training Education Program

### Clinical Placement Requirements

#### Clinical Setting

Clinical experiences for athletic training student are closely linked to the NATA Athletic Training Competencies and Clinical Proficiencies (1999). These practicum 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:

- KIN 490A Clinical Practicum in Athletic Training
- KIN 490B Clinical Practicum in Athletic Training
- KIN 490C Clinical Practicum in Athletic Training
- KIN 490D Clinical Practicum in Athletic Training
- KIN 490E Clinical Practicum in Athletic Training

#### Clinical Assignments

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

Factors considered in the utilization of on and off campus affiliated sites includes:

- Educational willingness of site clinical instructor
- Type of educational clinical experience to be provided
- Compliance with CAAHEP accreditation standards for educational clinical skill competencies and experiences
- Size, composition, and credentials of the athletic training staff
- Type of 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 on-campus and the off-campus clinical sites:

- Rotational need of the student. Each student is required to be exposed to the following rotations:
  - Lower extremity sport
  - Upper extremity sport
  - Equipment intensive sport

- General medical

- Relationship of educational and professional objectives with type of clinical facility
- A student may request in writing to the Coordinator of Clinical Education a 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> 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 education clinical experiences will be classified for the purpose of clinical assignments according to the number of clinical semesters completed since entry into the clinical program and mastery of identified proficiencies (e.g., KIN 490A, KIN 490B, KIN 490C, KIN 490D, and KIN 490E).

3. Each student, over a minimum of a two (2) year period, will complete 1200 hours of clinical athletic training experience (i.e., approximately 300 hours per semester; 20 hours per week)

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

### **Evaluation**

The Coordinator of Athletic Training Education shall monitors academic and clinical progress each semester.

1. A student athletic trainer's clinical performance will be assessed at the conclusion of each academic semester by the clinical instructor of the clinical site through a performance evaluation according to their clinical level.

2. 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.

3. If the student's performance evaluation fails to show satisfactory performance or progression in clinical skills and/or clinical level performance, the student will be placed on "clinical probation" up to one semester to remedy the deficiencies. [Interpretation: The student will receive a grade of "NC" (No Credit) for the level of clinical performance and must complete a grade "Repeat/Delete" of this performance level the next semester.] At the end of the "clinical probation" the student's performance will be evaluated for program retention or dismissal.

## **Preprofessional Hours**

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

### **KIN 490A**

- A. Minimum Hours: 300 hours per term (15-20 hours per week in sessions of a 3-4 hour time block). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
- B. Current certification in First Aid and CPR for the Professional Rescuer/AED Certification
- C. Attend mandatory Blood Borne Pathogen Training (must re-certify yearly)
- D. Optional: Purchase athletic training malpractice insurance
- E. Enrollment in KIN 490A Clinical Practicum in Athletic Training
- F. Attend the weekly KIN 490A-E Series meetings (Mondays, 12 noon)
- G. Maintain appropriate documentation and signatures for athletic training clinical hours, logs, and skill proficiencies sheets.
- H. Professional Development: Join the Sports Medicine Club and attend meetings.
- I. Professional Development: Become a member of NATA and CATA and attend regional, district, and national athletic training meetings.
- J. Complete a diversity of practice and event experiences for men's teams and women's teams
- K. Depending on skill and experience level: Responsibilities include practical experiences in athletic training involving all domains of athletic training: prevention, recognition, rehabilitation, administration, and professional development.

### **KIN 490B**

- A. Minimum Hours: 300 hours per term (15-20 hours per week in sessions of a 3-4 hour time block). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
- B. Current certification in First Aid and CPR for the Professional Rescuer/AED Certification
- C. Attend mandatory Blood Borne Pathogen Training (must re-certify yearly)
- D. Optional: Purchase athletic training malpractice insurance.
- E. Enrollment in KIN 490B Clinical Practicum in Athletic Training
- F. Attend the weekly KIN 490A-E Series meetings (Mondays, 12 noon)
- G. Maintain appropriate documentation and signatures for athletic training clinical hours, logs, and skill proficiencies sheets.
- H. Professional Development: Join the Sports Medicine Club and attend meetings.
- I. Professional Development: Become a member of NATA and CATA and attend regional, district, and national athletic training meetings.

- J. Complete a diversity of practice and event experiences for men's teams and women's teams
- K. Depending on skill and experience level: Responsibilities include practical experiences in athletic training involving all domains of athletic training: prevention, recognition, rehabilitation, administration, and professional development

### **KIN 490C**

- A. Minimum Hours: 300 hours per term (15-20 hours per week in sessions of a 3-4 hour time block). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
- B. Current certification in First Aid and CPR for the Professional Rescuer/ AED Certification
- C. Attend mandatory Blood Borne Pathogen Training (must re-certify yearly)
- D. Optional: Purchase athletic training malpractice insurance.
- E. Enrollment in KIN 490C Clinical Practicum in Athletic Training
- F. Attend the weekly KIN 490A-E Series meetings (Mondays, 12 noon)
- G. Maintain appropriate documentation and signatures for athletic training clinical hours, logs, and skill proficiencies sheets.
- H. Professional Development: Join the Sports Medicine Club and attend meetings.
- I. Professional Development: Become a member of NATA and CATA and attend regional, district, and national athletic training meetings.
- J. Complete a diversity of practice and event experiences for men's teams and women's teams
- K. Depending on skill and experience level: Responsibilities include practical experiences in athletic training involving all domains of athletic training: prevention, recognition, rehabilitation, administration, and professional development

### **KIN 490D**

- A. Minimum Hours: 300 hours per term (15-20 hours per week in sessions of a 3-4 hour time block). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
- B. Current certification in First Aid and CPR for the Professional Rescuer/ AED Certification
- C. Attend mandatory Blood Borne Pathogen Training (must re-certify yearly)
- D. Optional: Purchase athletic training malpractice insurance.
- E. Enrollment in KIN 490D Clinical Practicum in Athletic Training
- F. Attend the weekly KIN 490A-E Series meetings (Mondays, 12 noon)
- G. Maintain appropriate documentation and signatures for athletic training clinical hours, logs, and skill proficiencies sheets.
- H. Professional Development: Maintain membership in NATA and attend regional, district, and national athletic training meetings. Professional Development
- I. Professional Development: Become a member of NATA and CATA and attend regional, district, and national athletic training meetings.

- J. Complete a diversity of practice and event experiences for men's teams and women's teams
- K. Depending on skill and experience level: Responsibilities include practical experience in athletic training involving all domains of athletic training: prevention, recognition, rehabilitation, administration, and professional development.
- L. Depending on skill and experience level: Per discretion of the clinical instructor, observe or assist the team physician or orthopedist with injury clinic.

**KIN 490E**

- A. Minimum Hours: 300 hours per term (15-20 hours per week in sessions of a 3-4 hour time block). Hours are assigned in the athletic training room and may change or vary according to responsibilities related to team practices and events.
- B. Current certification in First Aid and CPR for the Professional Rescuer/ AED Certification
- C. Attend mandatory Blood Borne Pathogen Training (must re-certify yearly)
- D. Optional: Purchase athletic training malpractice insurance.
- E. Enrollment in KIN 490E Clinical Practicum in Athletic Training
- F. Attend the weekly KIN 490A-E Series meetings (Mondays, 12 noon)
- G. Maintain appropriate documentation and signatures for athletic training clinical hours, logs, and skill proficiencies sheets.
- H. Professional Development: Maintain membership in NATA and attend regional, district, and national athletic training meetings.
- I. Professional Development: Become a member of NATA and CATA and attend regional, district, and national athletic training meetings.
- J. Complete a diversity of practice and event experiences for men's teams and women's teams
- K. Depending on skill and experience level: Responsibilities include practical experience in athletic training involving all domains of athletic training: prevention, recognition, rehabilitation, administration, and professional development.
- L. Depending on skill and experience level: Per discretion of the clinical instructor, observe or assist the team physician or orthopedist with injury clinic and observe an orthopedic surgery

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Information Concerning the Pre-Professional Hours for Admission**

**Pre-Professional Hours**

Students applying to the Athletic Training Option 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 NATABOC 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 NATABOC certified athletic trainer.

**And** complete a maximum of the 50 remaining hours in an allied clinical setting such as:

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

**Log Sheets**

Log hour sheets are required during this pre-professional period. Please see the Program Director or Coordinator of Clinical Education for copies of these sheets. A sample of this document follows:

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

**SUPERVISED ATHLETIC TRAINING CLINICAL EXPERIENCE RECORD**

Name of ATS \_\_\_\_\_ Clinical Site \_\_\_\_\_

Clinical Site Supervisor/ACI \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Check one of the following: \_\_\_\_\_ Pre-Professional \_\_\_\_\_ Clinical Practicum

Date	Check-in	Check-out	Total Hours	Cumulative Total hours	Supervisor's Initial	Daily Log (Type of work and sports involved)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Date	Check-in	Check-out	Total Hours	Cumulative Total hours	Supervisor's Initial	Daily Log (Type of work and sports involved)
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

**Total Clinical Hours This Month:** \_\_\_\_\_

I certify that the record above is correct for the dates indicated.

I certify that the clinical hours recorded on this form have been completed under my direct supervision.

\_\_\_\_\_  
**ATS Signature/ Date**

\_\_\_\_\_  
**ACI or Supervisor Signature / Date**

Revised: Dec 2004

NATABOC Certification No. \_\_\_\_\_  
 (if applicable)

## **California State University, Long Beach Athletic Training Educational Program Technical Standards for Admission**

The Athletic Training Educational 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 Educational 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 Allied Health Education Programs [CAAHEP]). 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 NATABOC certification exam.

Candidates for selection to the Athletic Training Educational 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 Education Program Professional Phase of Study Introduction**

Background Information: Athletic Training Education Programs (ATEP) must instruct and evaluate Athletic Training Students (ATS) on various competencies/ proficiencies based on the following 12 major areas designated by the NATA's Athletic Training Education Competency Handbook (1999):

1. Risk Management and Injury Prevention
2. Pathology of Injuries and Illness
3. Assessment and Evaluation
4. Acute Care of Injury and Illness
5. Pharmacology
6. Therapeutic Modalities
7. Therapeutic Exercise
8. General Medical Conditions and Disabilities
9. Nutritional Aspects of Injury and Illness
10. Psychosocial Intervention and Referral
11. Health Care Administration
12. Professional Development and Responsibilities

Specific Educational Competencies delineated under each of the 12 content areas categories listed which define the educational content required of a entry-level athletic training program and are used to develop curricular and educational experiences for students enrolled in CAAHEP-accredited, entry-level athletic training educational programs. Competencies have three components: cognitive (knowledge), psychomotor (skill), and affective (value). Related to the competencies, are the designated Clinical Proficiencies which define the common set of skills that entry-level athletic trainers should possess at the completion of their educational experiences. In the CSULB ATEP, ATS are first exposed to the competencies and proficiencies in the classroom and laboratory settings (e.g. KIN 207, 300, 301, 304, 306, 308A, 308B, 309, 310, 407, etc.).

Later, in the KIN 490A-E practicum series, students are instructed and evaluated on specific Teaching Objectives (TO) that are derived from the educational competencies and clinical proficiencies. Some teaching objectives are delineated further and are represented by a number and letter. CSULB course references (CRSE) are also identified for each clinical proficiency indicating where the competency is taught and practiced.

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Introduction to the Athletic Training Major**

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 Arts in Kinesiology, Option: Athletic Training (code KIN\_BA01)
  
- Please note the Bachelor of Arts in Kinesiology, Option: Athletic Training is being replaced with a BS in Kinesiology, Option: Athletic Training (code KIN\_BS0 ). Implementation pending for Fall 2005.

**California State University, Long Beach  
Athletic Training Education Program  
Academic Advising**

All athletic training majors and pre-majors will receive academic advising from either the Program Director or Coordinator of Clinical Education. 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 Education Program**  
**Degree Plan**

**Core Courses:** BIOL 207, 208; KIN 300, 301, 312.

**Lower Division:** CHEM 100 or 111A; FCS 132 or 430; H SC 210; KIN 207, 263, PHYS 100A; PSY 100; Select one course from BIOL 260, Math 180, KIN 483.

**Upper Division:** H SC 427, KIN 308, 309, 310, 315, 332I or 335, 339I, 368, 407.

Current certification in First Aid (American Red Cross: Community First Aid & Safety, or workplace training, or Standard First Aid or equivalencies) and Cardiopulmonary Resuscitation (American Red Cross: CPR for the Professional Rescuer; American Heart Association: ACLS Provider or equivalence) and Automatic External Defibrillator (AED).

**Degree Program Proposed Curriculum for the  
Bachelor of Science in Kinesiology, Option: Athletic Training (68-69 units)**

**Core Courses (17 units)**

BIOL 207 Human Physiology (4)\*  
BIOL 208 Human Anatomy (4)  
KIN 300 Biomechanics of Human Movement (3)  
KIN 301 Exercise Physiology (3)  
KIN 312 Motor Control and Learning (3)

**Required Lower Division Courses (25-26 units)**

BIOL 260 Biostatistics (3) or MATH 180 Elementary Statistics (3)  
or KIN 483 Measurement & Evaluation in Physical Education (3)  
CHEM 100 Chemistry and Today's World (4)\*  
or CHEM 111A General Chemistry (4)  
FCS 132 Introductory Nutrition (3)\*  
or FCS 430 Nutrition and Health  
H SC 210 Contemporary Health Problems (3)\*  
KIN 207 Prevention and Care of Athletic Injuries (3)  
KIN 263 Techniques of Physical Fitness (2)  
PHYS 100A General Physics I (4)\*  
PSY 100 General Psychology (3)\*

### **Required Upper Division Courses (26 units)**

H SC 427 Drugs and Health (3)\*  
KIN 304 Clinical Aspects of Athletic Training (3)  
KIN 306 Medical Aspects of Athletic Training (3)  
KIN 308A Athletic Training Evaluation 1 (2)  
KIN 308B Athletic Training Evaluation 2 (2)  
KIN 309 Developmental and Therapeutic Exercise (3)  
KIN 310 Therapeutic Approaches in Athletic Training (3)  
KIN 315 Motor Development (3)  
KIN 332I Sociocultural Dimensions of Sport and Human Movement(3)\*\*, #  
    or KIN 335 Historical and Cultural Foundations of Sport in America (3)  
KIN 339I Psychology of Sport Behavior and Athletic Performance (3)\*\*, #  
KIN 368 Resistance Training for Fitness (3)  
KIN 407 Management Strategies of Athletic Training (3)

\*General Education Course

\*\* General Education Course that meets the Interdisciplinary requirement (catalog years 1993-1994 or later).

# General Education Course that meets the Capstone requirement (catalog years 1999-2000 or later).

**California State University, Long Beach  
Athletic Training Education Program  
Academic Roadmap (4 year)**

ADVISING ROADMAP TO COMPLETE THE B.A. DEGREE (KIN\_BA01) IN FOUR YEARS  
120 UNITS REQUIRED DEPARTMENT OF KINESIOLOGY: ATHLETIC TRAINING

Semester 1 (Fall)\*

Semester 2 (Spring)\*

Course	Units	Course	Units
COMM - General Education (A2)	3	CHEM 111A (B1b)	5
ENGL 100 (A1)	3	General Education (C1)	3
POSC 100 (D1b)	3	General Education (D1a)	3
PSYC 100 (D2, Major)	3	MATH - General Education (B2)	3
UNIV 100 (University)	1	PHIL 170 (A3)	3
<b>TOTAL UNITS</b>	<b>13</b>	<b>TOTAL UNITS</b>	<b>17</b>

Semester 3 (Fall)\*

Semester 4 (Spring)\*

Course	Units	Course	Units
BIOL 208 (Major)	4	BIOL 207 (B1a, Major)	4
General Education (C2, Global)	3	General Education (C2)	3
H SC 210 (E, Major)	3	General Education (C3)	3
KIN 207 (Major)	3	H SC 150 (Elective Course)	3
PHYS 100A (B3, Major)	4	KIN 263 (Major)	2
		KIN 490A **(if applicable)	(2)
<b>TOTAL UNITS</b>	<b>17</b>	<b>TOTAL UNITS</b>	<b>15(17)</b>

Semester 5 (Fall)

Semester 6 (Spring)

Course	Units	Course	Units
FCS 132 (E, Major)	3	KIN 304 (Major)	3
KIN 308B (Major)	2	KIN 308A (Major)	2
KIN 300 (Major)	3	KIN 309 (Major)	3
KIN 301 (Major)	3	KIN 315 (Major)	3
KIN 310 (Major)	3	KIN 339I (D2, Capstone, GE UD)	3
KIN 490B **(if applicable)	(2)	KIN Elective Courses **(if applicable)	2
		KIN 490C **(if applicable)	(2)
<b>TOTAL UNITS</b>	<b>14(16)</b>	<b>TOTAL UNITS</b>	<b>16</b>

Semester 7 (Summer)

Course	Units
KIN 306 (Major)	3
<b>TOTAL UNITS</b>	<b>3</b>

Semester 8 (Fall)

Semester 9 (Spring)

Course	Units	Course	Units
KIN 312 (Major)	3	H SC 427 (E, GE UD, Major)	3
KIN 332I (D2, Capstone, GE UD)	3	KIN 338I (D2, Capstone, HD, GE UD)	3
KIN 368 (Major)	3	KIN 483 or BIOL 260 or Math 180 (Major)	3
KIN 407 (Major)	3	KIN Elective Courses **(if applicable)	2
KIN Elective Courses **(if applicable)	2	KIN 490E **(if applicable)	(2)
KIN 490D **(if applicable)	(2)	<b>TOTAL UNITS</b>	<b>11</b>
<b>TOTAL UNITS</b>	<b>14</b>		

\*Students should enroll in a four-unit, GE lab science course at some point during the first four semesters.

\*\*Students pursuing athletic training certification must take the KIN 490A-E in place of the KIN Elective Courses.

**California State University, Long Beach  
Athletic Training Education Program  
Academic Roadmap (5 year)**

ADVISING ROADMAP TO COMPLETE THE B.A. DEGREE (KIN\_BA01) IN FIVE YEARS  
120 UNITS REQUIRED      DEPARTMENT OF KINESIOLOGY: ATHLETIC TRAINING

Semester 1 (Fall)\*

Semester 2 (Spring)\*

Course	Units	Course	Units
COMM - General Education (A2)	3	General Education (C1)	3
ENGL 100 (A1)	3	MATH - General Education (B2)	3
FCS 132 (E, Major)	3	PHIL 170 (A3)	3
POSC 100 (D1b)	3	PSYC 100 (D2, Major)	3
UNIV 100 (University)	1		
<b>TOTAL UNITS</b>	<b>13</b>	<b>TOTAL UNITS</b>	<b>12</b>

Semester 3 (Fall)\*

Semester 4 (Spring)\*

Course	Units	Course	Units
BIOL 208 (Major)	4	BIOL 207 (B1a, Major)	4
General Education (C2, Global)	3	General Education (C2)	3
General Education (D1a)	3	General Education (C3)	3
H SC 210 (E, Major)	3	PHYS 100A (B3, Major)	4
<b>TOTAL UNITS</b>	<b>13</b>	<b>TOTAL UNITS</b>	<b>14</b>

Semester 5 (Fall)

Semester 6 (Spring)

Course	Units	Course	Units
CHEM 111A (B1b)	5	KIN 301 (Major)	3
KIN 207 (Major)	3	KIN 304 (Major)	3
KIN 263 (Major)	2	KIN 308A (Major)	2
KIN 300 (Major)	3	KIN 339I (D2, Capstone, GE UD)	3
		KIN 490A **(if applicable)	(2)
<b>TOTAL UNITS</b>	<b>13</b>	<b>TOTAL UNITS</b>	<b>11(13)</b>

## Semester 7 (Fall)

## Semester 8 (Spring)

Course	Units	Course	Units
H SC 150 (Elective)	3	KIN 309 (Major)	3
KIN 308B (Major)	2	KIN 315 (Major)	3
KIN 368 (Major)	3	KIN 332I (D2, Capstone, GE UD)	3
KIN 310 (Major)	3	KIN Elective Courses **(if applicable)	2
KIN 490B **(if applicable)	(2)	KIN 490C **(if applicable)	(2)
TOTAL UNITS	11(13)	TOTAL UNITS	11

## Semester 9 (Summer)

Course	Units
KIN 306 (Major)	3
TOTAL UNITS	3

## Semester 10 (Fall)

## Semester 11 (Spring)

Course	Units	Course	Units
KIN 312 (Major)	3	KIN 483 or BIOL 260 or Math 180 (Major)	3
KIN 338I (D2, Capstone, HD, GE UD)	3	H SC 427 (E, GE UD, Major)	3
KIN 407 (Major)	3	KIN Elective Courses **(if applicable)	2
KIN Elective Courses **(if applicable)	2	KIN 490E **(if applicable)	(2)
KIN 490D **(if applicable)	(2)	TOTAL UNITS	8
TOTAL UNITS	11		

\*Students should enroll in a four-unit, GE lab science course at some point during the first four semesters.

\*\*Students pursuing athletic training certification must take the KIN 490A-E in place of the KIN Elective Courses.

Elective Courses.

**California State University, Long Beach  
Athletic Training Education Program  
Academic Roadmap (6 year)**

ADVISING ROADMAP TO COMPLETE THE B.A. DEGREE (KIN\_BA01) IN SIX YEARS  
120 UNITS REQUIRED      DEPARTMENT OF KINESIOLOGY: ATHLETIC TRAINING

Semester 1 (Fall)\*

Semester 2 (Spring)\*

Course	Units	Course	Units
COMM - General Education (A2)	3	General Education (C1)	3
ENGL 100 (A1)	3	MATH - General Education (B2)	3
POSC 100 (D1b)	3	PHIL 170 (A3)	3
UNIV 100 (University)	1		
<b>TOTAL UNITS</b>	<b>10</b>	<b>TOTAL UNITS</b>	<b>9</b>

Semester 3 (Fall)\*

Semester 4 (Spring)\*

Course	Units	Course	Units
General Education (C2, Global)	3	BIOL 207 (B1a, Major)	4
General Education (D1a)	3	General Education (C2)	3
H SC 210 (E, Major)	3	General Education (C3)	3
KIN 263 (Major)	2		
<b>TOTAL UNITS</b>	<b>11</b>	<b>TOTAL UNITS</b>	<b>10</b>

Semester 5 (Fall)

Semester 6 (Spring)

Course	Units	Course	Units
BIOL 208 (Major)	4	CHEM 111A (B1b)	5
PHYS 100A (B3, Major)	4	FCS 132 (E, Major)	3
PSYC 100 (D2, Major)	3	H SC 150 (Elective)	3
<b>TOTAL UNITS</b>	<b>11</b>	<b>TOTAL UNITS</b>	<b>11</b>

Semester 7 (Fall)

Semester 8 (Spring)

Course	Units	Course	Units
KIN 207 (Major)	3	KIN 304 (Major)	3
KIN 300 (Major)	3	KIN 308A (Major)	2
KIN 301 (Major)	3	KIN 315 (Major)	3
KIN 339I (D2, Capstone, GE UD)	3	KIN 490A **(if applicable)	(2)
<b>TOTAL UNITS</b>	<b>12</b>	<b>TOTAL UNITS</b>	<b>8(10)</b>

## Semester 9 (Fall)

## Semester 10 (Spring)

Course	Units	Course	Units
KIN 308B (Major)	2	H SC 427 (E, GE UD, Major)	3
KIN 338I (D2, Capstone, HD, GE UD)	3	KIN 309 (Major)	3
KIN 368 (Major)	3	KIN 332I (D2, Capstone, GE UD)	3
KIN 310 (Major)	3	KIN Elective Courses **(if applicable)	2
KIN 490B **(if applicable)	(2)	KIN 490C **(if applicable)	(2)
<b>TOTAL UNITS</b>	<b>11(13)</b>	<b>TOTAL UNITS</b>	<b>11</b>

## Semester 11 (Summer)

Course	Units
KIN 306 (Major)	3
<b>TOTAL UNITS</b>	<b>3</b>

## Semester 12 (Fall)

## Semester 13 (Spring)

Course	Units	Course	Units
KIN 312 (Major)	3	KIN 483 or BIOL 260 or Math 180 (Major)	3
KIN 407 (Major)	3	KIN Elective Courses **(if applicable)	2
KIN Elective Courses **(if applicable)	2	KIN 490E **(if applicable)	(2)
KIN 490D **(if applicable)	(2)	<b>TOTAL UNITS</b>	<b>5</b>
<b>TOTAL UNITS</b>	<b>8</b>		

\*Students should enroll in a four-unit, GE lab science course at some point during the first four semesters.

\*\*Students pursuing athletic training certification must take the KIN 490A-E in place of the KIN Elective Courses.

Elective Courses.

# **Clinical Education**

## **California State University, Long Beach Athletic Training Education Program Clinical Education General Information**

Athletic training students who are pursuing NATABOC certification are required to perform a clinical component within the degree plan. In accordance with the NATA athletic training education competencies, appropriate clinical settings are used to provide for designated learning experiences in lower extremity sports, upper extremity sports, equipment intensive. In addition, an appropriate setting is established for a general medical practicum. Athletic training students at CSULB will experience the following settings upon completion of the program:

- A collegiate training room for a lower extremity sport practicum
- A collegiate training room for an upper extremity sport practicum
- A collegiate training room or a professional sport for an equipment intensive sport practicum
- A health care facility for a general medical practicum

### General Clinical Responsibilities

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

- Learn the correct and effective application of all taping, bandaging, padding, etc. All student trainers 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 yourself with proper first aid procedures and emergency care. At some time or another, you will be asked to cover an athletic event or practice by yourself; know the location of all emergency phones.
- Familiarize yourself with general 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.
- Familiarize yourself with daily cleaning duties as well as opening and closing duties. The training room is a medical facility and should be cleaned throughout the work day and at closing.

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Timeliness of Clinical Experiences**

Athletic Training Students begin clinical experiences early in the program. Due to the curricular arrangement of the CSULB ATEP, students who are accepted into the Athletic Training option actually begin clinical experience the semester after acceptance into the program (2<sup>nd</sup> semester) by enrolling in KIN 490A Clinical Practicum in Athletic Training. As part of this practicum, the ATS is assigned to an ACI at a particular site. During this time they will work under the supervision of the ACI, 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 KIN 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 NATABOC and provides the first experience for the candidate athletic training student.

**Description of the Clinical Experiences in Relation to Cognitive and Affective Aspects of Each Domain as well as Psychomotor and Clinical Proficiencies**

Alignment of academic courses (cognitive/affective) and Clinical Experiences (psychomotor) and Learning Over Time (LOT) Exam schedule

Clinical Experience focusing on psychomotor skills	Learning Over Time Exams to verify mastery learning	Academic Courses focusing on cognitive and affective competencies	Academic Courses focusing on cognitive and affective competencies
Pre professional Skills/Candidate		KIN 207	
KIN 490A Clinical Practicum 1		KIN 207	
KIN 490B Clinical Practicum 2	LOT Exam in first 2 weeks of semester covering skills learned in KIN 207	KIN 308A	KIN 304
KIN 490C Clinical Practicum 3	LOT Exam in first 2 weeks covering skills learned in KIN 490B, KIN 308A; KIN 304	KIN 308B	KIN 309
KIN 490D Clinical Practicum 4	LOT Exam in first 2 weeks covering skills learned in KIN 490C, KIN 308B, KIN 309	KIN 306	KIN 310
KIN 490E Clinical Practicum 5	LOT Exam in first 2 weeks covering skills learned in KIN 490D, KIN 306, KIN 310	KIN 407	

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Description of the Learning Over Time Concept**

**Learning Over Time Considerations**

The learning over time standard by the JRC-AT is achieved by the introduction of a 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 competencies are evaluated by written exams, quizzes, presentations, research papers, portfolios, and projects. The proficiencies are evaluated in a laboratory setting by way of practical exams and demonstrations.

Thus, the student has been introduced to the competencies (cognitive, psychomotor, and affective) and the related proficiencies, and been evaluated in usually a written exam and lab exam. Later, in the clinical practicum courses (KIN 490A through KIN 490E) we reevaluate the proficiency 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 Record Sheet. Also, to once again verify learning over time, we have initiated Learning Over Time (LOT) Exams, discussed below on the next page.

### **Learning Over Time Exams**

In an effort to maximize the learning over time concept, and reinforce the importance of the various proficiencies, we have decided to also initiate Learning Over Time (LOT) Exams. This involves a review and assessment of the proficiencies acquired in the previous semester. The LOT Exam is administered in the second or third week of the semester, in which the student will demonstrate adequate mastery of the proficiencies they were responsible for in the previous semester. Thus, for clarity, the following table illustrates an example scope and sequence:

<b>Enrolled</b>	<b>Scope and Sequence of LOT Exam</b>
KIN 490A	ATS reviews and practices skills ACI evaluates skills for mastery
KIN 490B	Proficiency LOT exam over designated proficiencies covered in KIN 490A; Administered in Weeks 2 and 3 of the semester
KIN 490C	Proficiency LOT exam over designated proficiencies covered in KIN 490B; Administered in Weeks 2-3 of the semester
KIN 490D	Proficiency LOT exam over designated proficiencies covered in KIN 490C; Administered in Weeks 2 and 3 of the semester
KIN 490E	Proficiency LOT exam over designated proficiencies covered in KIN 490D; Administered in Weeks 2 and 3 of the semester
	Proficiency LOT exam over designated proficiencies covered in KIN 490E; Administered in the last 2 to 3 weeks of the semester

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

**SUPERVISED ATHLETIC TRAINING CLINICAL EXPERIENCE RECORD**

Name of ATS \_\_\_\_\_ Clinical Site \_\_\_\_\_

Clinical Site Supervisor/ACI \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_

Check one of the following:  Pre-Professional  Clinical Practicum

Date	Check-in	Check-out	Total Hours	Cumulative Total hours	Supervisor's Initial	Daily Log (Type of work and sports involved)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Date	Check-in	Check-out	Total Hours	Cumulative Total hours	Supervisor's Initial	Daily Log (Type of work and sports involved)
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						

**Total Clinical Hours This Month:** \_\_\_\_\_

I certify that the record above is correct for the dates indicated.

I certify that the clinical hours recorded on this form have been completed under my direct supervision.

\_\_\_\_\_  
**ATS Signature/ Date**

\_\_\_\_\_  
**ACI or Supervisor Signature / Date**

Revised: Dec 2004

NATABOC Certification No. \_\_\_\_\_  
(if applicable)

# **Program Policies**

## **California State University, Long Beach Athletic Training Education 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 2004-2005 CSULB catalog, Page 86, section heading entitled “Disqualification From Impacted Programs.”

The policy states: “Students who fail to maintain an overall GPA of 2.0 will be immediately removed from an impacted major and placed in the undeclared category (Major Code 0000) 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 is found on page 86 which 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).”

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. Students actively participating in an intervention program may request an extension of time to achieve a 2.0 GPA. Such extensions will be granted if, and only if, the student is making progress toward the degree

### Academic

1. Progress toward completion of academic requirements for the Bachelor of Arts in Kinesiology, Option: Athletic Training.
2. Progress towards toward University graduation requirements is evident through achievement of a minimum 2.0 (C) grade point average in each of the following: a) The entire college record. b) All units attempted at CSULB. c) All courses in the major. d) All upper-division courses in the major completed at CSULB.
3. 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 California State University, Long Beach falls below 2.0 (C). Failure to resolve academic probation will result in Administrative – Academic Probation or Academic Disqualification or Administrative – Academic Disqualification.
4. Disqualification From Impacted Programs – Students who fail to maintain an overall GPA of 2.0 will be immediately removed from an impacted major, placed in the undeclared category (Major Code 0000), 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 is normally accepted.

**California State University, Long Beach**  
**Athletic Training Education 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 Education Program Statement**

The Athletic Training Education 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 Education 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.

## **California State University, Long Beach Athletic Training Education Program Blood Borne Pathogen Policy**

The CSULB ATEP complies with Occupational Safety and Health Administration (OSHA) blood-borne pathogen requirements. The ATEP 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 ATEP 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. Mr. Richard Johnson, Associate Director of Environmental Health and Safety, in the Office of Safety and Risk Management, California State University, Long Beach, provides this training at the beginning of each academic year.

### **Personal Protection**

All persons working with bodily fluids (e.g. blood, urine, etc) will wear non-sterile latex 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.

## Location, Maintenance, and Disposal of Universal Precaution Materials at each site

School	Location, Maintenance, Disposal
California State University, Long Beach	Biohazard receptacle is located adjacent to taping/wound care area; Sharps container are located on top of wound care area counter along with first aid supplies which are checked and refilled daily; Disposal is handled by CSULB Student Health Service
California State University, Long Beach Department of Dance Training Room	Biohazard kits are located by the phones in each of the seven studios. In each kit, is an emergency plan along with procedures for dealing with biohazard cleanup. There are two storage containers in the department for biohazardous materials. One is located in the Dance Athletic Training Clinic and the other is in the Dance Department Office. The athletic trainer maintains both, and any biohazard material is transported to the Student Health Center for proper disposal.
Cerritos College	Biohazard receptacle located in main training room next to first aid cabinet and also in the fieldhouse training room; First aid station is checked daily and restocked as needed; Biohazardous waste is disposed of by the Cerritos Health Center as needed
El Camino College	Biohazard materials/ first aid supplies are kept in the main training room first aid cabinet; this includes gloves, biohazard bags, blood buster, hand wash, gauze, and mask and face shields
Golden West College	Biohazard receptacle located in main training room next to first aid cabinet; first aid cabinet contains gauze, gloves, etc for wound care management.
Long Beach City College	Biohazard trash can, large sharps container, and disposable blade remover are located on the wound care counter in main training room along with other wound management materials; Biohazard bags are located in first aid cabinet; glove dispenser is in the treatment area and also in the doctor's office; Biohazardous materials are picked up every Monday morning outside the North Treatment Center by student health center
Mount San Antonio College	Biohazard trash can and sharps container and other biohazard materials are located near the entrance of the athletic training room. A biohazard storage unit is brought to games and practices and the first aid kits also have biohazard supplies. Disposal of biohazard waste occurs via transportation to the Mount San Antonio College Student Health Center
Orange Coast College	Biohazard receptacle is in the corner of the main training room; Sharps box is kept in the main office and all first aid equipment is stored in a side closet with some present at the entrance of the training room for emergencies; A blood spill kit is kept in kits

## **Disinfection**

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.

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Clinical Probation Policy**

Athletic training students' clinical performance will be assessed at the conclusion of each academic semester by the ACI or clinical instructor 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.

If the student's performance evaluation fails to show satisfactory performance or progression in clinical skills and/or clinical level performance, the student will be placed on "clinical probation" up to one semester to remedy the deficiencies. [Interpretation:

The student will receive a grade of "NC" (No Credit) for the level of clinical performance and must complete a grade "Repeat/Delete" of this performance level the next semester.]

At the end of the "clinical probation" the student's performance will be evaluated for program retention or dismissal.

California State University, Long Beach  
Department of Kinesiology

Athletic Training Education Program

**Dress and Grooming Policy**

**1.0 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 casual.

**2.0 Scope/Eligibility**

This policy applies to all athletic training students enrolled in KIN 490 A, B, C, D, E Clinical Practicum in Athletic Training.

**3.0 Dress Guidelines**

3.1 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 Approved Clinical Instructors (ACI) 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 practicum 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.

3.2 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 Education 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:

3.2.1 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.

3.2.2 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.

3.3 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.

3.4 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.

3.5 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.

#### **4.0 Grooming Guidelines**

4.1 Personal cleanliness/hygiene will reflect professional standards (clean and neat) to include at least:

4.1.1 Free of unpleasant body odors or breath.

4.1.2 Hair is to be clean, neatly arranged and does not interfere with clinical practicum functions. Hair should not be extreme in color or styling.

4.1.3 Face is shaved or mustache/beards/sideburns, etc., if worn, are to be neatly trimmed, clean, and appropriate for business appearance.

4.1.4 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/patients’ clinical conditions.

4.1.5 Cosmetics in moderation are acceptable.

4.1.6 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.

4.1.7 Tattoos or non-ear piercings should be kept out of sight during the clinical practicum work hours.

4.1.8 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.

4.2 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.

## **5.0 Questions**

Questions concerning the dress and grooming requirements should be directed to the Director of Athletic Training Education or Coordinator of Clinical Education or the ACI.

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Immunization Policy**

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).*

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Professional Conduct and Confidentiality Policy**

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.

## **California State University, Long Beach Athletic Training Education Program Student Grievance Policy**

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.

### **Policy Statement: 95-21 Student Grievance Procedure**

This policy was recommended by the Academic Senate on October 26, 1995 and approved by the President on November 13, 1995.

The California State University, Long Beach Student Grievance Procedure is designed to give the campus community a grievance structure in those instances where no other policy or procedure exists. (This policy does not cover grade appeals, prohibited discrimination etc. where there are existing policies). Students are advised to consult appropriate additional policies and procedural resources (e.g. University Bulletin, Schedule of Classes, "Campus Regulations", "Resolving Differences", and Student Handbook) for information on existing policies.

The Office of the Vice President for Student Services has staff to help students understand the details of the Grievance Procedure and may be called on for assistance.

### What are Student Grievance Procedures?

Student Grievance Procedures at California State University, Long Beach are intended to provide a formal, standardized means for students to seek redress concerning actions of the faculty, administrators, or staff of the University. Further, the purpose is to establish standardized procedures and safeguards which shall be followed by the University in the adjudication of grievances.

### What is a Grievance?

A grievance is a formal complaint by a student arising out of an alleged action of the faculty, administrators, or staff of the University. The person or entity against who the complaint is made is referred to in this document as the "respondent." Such action is alleged by the student to be an unauthorized or unjustified action which adversely affects the status, rights, or privileges of the student.

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

### What is a Statement of Grievance?

The statement of grievance is a clear, simple statement according to the student's understanding of what happened. It should provide enough information to give the committee a complete understanding of the situation and the nature of the remedy sought from the student's perspective. The following steps are designed to assist in the preparation of a Grievance Statement.

### How does one Grieve?

#### **INFORMAL PROCEDURE**

##### Step 1:

Informal discussion between the concerned parties is always the place to start. If attempts to resolve the problem at this level fail, or if the person alleged to have aggrieved the student cannot be reached by reasonable effort, or if the nature of the grievance is such that an informal communication with the respondent is not feasible, the student must meet informally with the employee's department Chair, or the program's Director.

##### Step 2:

If after ten instructional days beyond the informal meeting a satisfactory solution is not found, the department Chair or program Director will meet with the student. Within 15 instructional days of the receipt by the Chair or program Director of the student's complaint, the Chair or program Director will investigate the allegations and reach a conclusion. The Chair or program Director shall promptly communicate the decision to the student and the respondent. If either the student or the respondent disagrees with the chair's or program director's findings, recommendations, or decision, that person may appeal under step three.

##### Step 3:

If the student or respondent is not satisfied with the results of step two, or if the grievance is against the Chair of a department or Director of a program, the student may consult with the appropriate college Dean (academic) or responsible person at the next administrative level (non-academic).

#### **FORMAL PROCEDURE**

##### Step 1:

In the event the informal process does not bring satisfactory resolution to the complaining student or the respondent, then either party may initiate the formal procedures by writing a letter of complaint and submitting it to the appropriate department Chair or program Director. The Chair or Director then submits a copy of the letter of complaint to the

dean1 and the responding party. The responding party will reply in writing, normally within 10 instructional days, to the Chair or Director. The Chair or Director submits a copy of the reply to the other party and the Dean.

Step 2:

The Dean may then: (1) Normally within 10 instructional days after reviewing the letter of complaint and the response, the Dean may seek additional information from the parties or witnesses, and (2) review the matter and render a decision or (3) form a hearing committee which will make a recommendation to the Dean as follows:

A. The hearing committee in academic matters will consist of two faculty members, two student members and one staff member. The two students and the two faculty shall both be within the college, with one student and one faculty within the department and one student and one faculty outside the department of the respondent. The staff member shall be from within the college.

B. The hearing shall normally be held within 10 instructional days after the hearing committee is formed unless the letter of complaint is withdrawn or there occurs an earlier settlement of the matter. Internal hearing procedures regarding the conduct of the hearing shall be developed by each college and be made available to both parties. Each party may have one representative at the hearing who may be anyone other than legal counsel.

C. In matters outside an academic department in which no other policy or procedures apply, the responsible person one level above the employee's supervisor shall have the option of establishing an all University hearing committee consisting of three other employees, two of whom must be from outside the respondent's program, and two students selected in consultation with the A.S.I. President.

D. The charge of the committee will be to investigate, and recommend a proposed resolution to the Dean. After receiving the recommendation, the Dean shall notify both parties of the decision. In the absence of an appeal, the decision of the Dean is final.

Step 3:

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 decision (Step 2). The Provost or Vice President will notify both parties of the appeal, review all written documentation and may investigate further or refer back to the Dean for further findings. The Provost or Vice President will then notify both parties of her/his decision.

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[Note: In the event that the respondent is at the level of a Dean or higher, the complaint should be directed to the responsible person at the next administrative level. For non-academic matters, throughout these procedures, the term "Dean" refers to the responsible individual of comparable level e.g., typically an Associate Vice President, or Vice President.

EFFECTIVE: Spring 1996

**California State University, Long Beach**  
**Athletic Training Education Program**  
**Student Health Maintenance Policy**

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 feels that he/she may have a medical condition, which could affect the safety of the student or patient, the athletic training student must inform their clinical instructor and the clinical instructor supervisor immediately.
- 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.
- Cover your 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.

# **Program Statements**

**California State University, Long Beach  
Athletic Training Education Program  
Emergency Action Plan Statement**

Athletic Training Education Program affiliated sites within the California State University System has developed & maintain an emergency action plan which are utilized by each individual site.

**California State University, Long Beach  
Athletic Training Education Program  
Hepatitis B Statement**

CSULB ATS are highly encouraged to obtain the Hepatitis B Vaccination. However, since ATS are not paid employees of the university, and the exposure is relatively low, the vaccination is optional and done at the student's own expense. The CSULB Student Health Center 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.

# **Appendix A: CSULB ATEP Evaluation Forms**

**California State University, Long Beach**  
**Department of Kinesiology- Athletic Training**  
**Approved Clinical Instructor (ACI) Performance Review**  
**of the Athletic Training Student (ATS)**

**Name of Student:** \_\_\_\_\_  
**Clinical Instructor Conducting Evaluation:** \_\_\_\_\_  
**Clinical Site:** \_\_\_\_\_ **Date** \_\_\_\_\_

**The purpose of this performance review is to:**

- Assist the ATS in identifying their strengths and weaknesses of their performance in clinical responsibilities so they can work with the Approved Clinical Instructor, Program Director, and Athletic Training Faculty to improve performance
- Collect clinical performance information that can be used for advancement, retention, dismissal, and repetition,
- Provide valuable feedback to the ATS regarding the NATA-identified competencies/ proficiencies
- Provide appropriate feedback to the athletic training education program director and faculty concerning the performance of the ATS
- Meet NATA-ATEP requirements

**Access to this form:** The individuals who will be privy to this evaluation form will be the ATS, the ACI, the ATEP program director and faculty

**Instructions to the Evaluator:** Assess the performance of the ATS for each specific clinical responsibility. Based upon your direct observation and feedback from the team physician and athletic training co-workers, if applicable, please provide a rating for both quality and frequency according to the following scales.

**Performance Quality Ratings**

NP– not performed

- 1 – Performed at an unacceptable level of quality (significant improvement is expected)
- 2 – Performed at a below-average level of quality (significant improvement is expected)
  - 3 – Performed at an average level of quality (most other student athletic trainers perform at this level)
- 4 – Performed at an above- average level of quality (some improvement is possible)
- 5 – Performed at an outstanding level of quality (no improvement possible)

**Performance Frequency Ratings (that percentage of time that the ATS potentially has to demonstrate or perform a skill)**

NP- Not performed

- 1 – Performed 0-20% of the time
- 2 – Performed 21-40% of the time
- 3 – Performed 41-60% of the time
- 4 – Performed 61-80% of the time
- 5 – Performed 81-100% of the time

A. Skills and Abilities

<b>1. Risk Management and Injury Prevention</b>	<b>Quality</b>	<b>Frequency</b>
a. Pre-practice/game taping	1 2 3 4 5 NP	1 2 3 4 5 NP
b. Demonstrates knowledge of and is able to design training and conditioning programs	1 2 3 4 5 NP	1 2 3 4 5 NP
c. Able to select, maintain, and fit protective equipment	1 2 3 4 5 NP	1 2 3 4 5 NP
d. Able to coordinate and assist with pre-participation physical examinations	1 2 3 4 5 NP	1 2 3 4 5 NP
e. Taping Skills- works with speed and accuracy	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>2. Pathology of Injury and Illness</b>		
a. Demonstrates an understanding of the pathologies of common athletic injuries and illnesses	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>3. Assessment and Evaluation</b>		
a. Follows appropriate steps in the evaluation process, (e.g. history, inspection, palpation, testing) during practices and games	1 2 3 4 5 NP	1 2 3 4 5 NP
b. Demonstrates knowledge of anatomy and physiology- able to describe verbally and/or in writing	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>4. Acute care</b>		
a. Demonstrates knowledge of immediate care, management, and disposition of injuries and illness	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>5. Pharmacological Aspects of Injury and Illness</b>		
a. Knowledge of common over the counter and prescription drugs used in athletics, their indications, contraindications, and side effects	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>6. Therapeutic Modalities</b>		
a. Demonstrates appropriate knowledge and skill related to common therapeutic modalities including the selection, set-up, parameters, and operation	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>7. Therapeutic Exercise</b>		
a. Able to design and supervise logical and progressive rehabilitation programs	1 2 3 4 5 NP	1 2 3 4 5 NP
b. Able to take athlete through functional assessment for safe return to physical activity	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>8. General Medical Conditions and Disabilities</b>		
a. Demonstrates knowledge of common medical conditions and disabilities in athletics	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>9. Nutritional Aspects of Injury and Illness</b>		

a. Demonstrates knowledge of the role of proper nutrition among athletes	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>10. Psychosocial Intervention and Referral</b>		
a. Knowledge of various psychosocial aspects within the athletic training setting (e.g. motivational techniques during rehab, depression, substance abuse problems)	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>11. Health Care Administration</b>		
a. Completes accurate and thorough injury report forms	1 2 3 4 5 NP	1 2 3 4 5 NP
b. Assists in data entry and maintenance of computerized injury and treatment database	1 2 3 4 5 NP	1 2 3 4 5 NP
c. Enforces training room policies/procedures	1 2 3 4 5 NP	1 2 3 4 5 NP
<b>12. Professional Development and Responsibilities</b>		
a. Exhibits behaviors in strict compliance with the NATA Code of Professional Practice	1 2 3 4 5 NP	1 2 3 4 5 NP

B. Personality Traits

	<b>Quality</b>	<b>Frequency</b>
1. Reliability and dependability- the student accepts full responsibility for their actions and decisions	1 2 3 4 5 NP	1 2 3 4 5 NP
2. Cooperation and Rapport- gets along well with student athletes, doctor, coaches, other athletic trainers	1 2 3 4 5 NP	1 2 3 4 5 NP
3. Personal Appearance- clean, dresses appropriately, well groomed, and neat	1 2 3 4 5 NP	1 2 3 4 5 NP
4. Listens to positive criticism/feedback and implements suggestions	1 2 3 4 5 NP	1 2 3 4 5 NP
5. Initiative- takes necessary and appropriate actions on his/her own	1 2 3 4 5 NP	1 2 3 4 5 NP
6. Is punctual- always on time	1 2 3 4 5 NP	1 2 3 4 5 NP
7. Self-improvement- seeks to learn more; asks questions; learns various and different techniques	1 2 3 4 5 NP	1 2 3 4 5 NP
8. Enthusiasm- motivates others; active in the education of others concerning Athletic Training	1 2 3 4 5 NP	1 2 3 4 5 NP

**California State University, Long Beach**  
**Department of Kinesiology- Athletic Training**  
**Athletic Training Student (ATS) Evaluation of the**  
**Approved Clinical Instructor (ACI)**

Name of Student \_\_\_\_\_  
 Approved Clinical Instructor \_\_\_\_\_  
 Site \_\_\_\_\_  
 Date \_\_\_\_\_

**The purpose of this evaluation is to:**

- Assist the Athletic Training Education Program Director and faculty in assessing the ACI
- Collect data that can be used for the continued use of the ACI
- Meet NATA-ATEP requirements

**Access to this information:** The individuals who will be privy to this evaluation form will be the participating ATS, the ATEP program director and faculty

**Instructions to the Evaluator:** Based upon your direct observations, please assess the performance of the ACI for each category using the following scale:

Please circle the most appropriate rating.

5 = Strongly Agree

3= Neutral

1= Strongly Disagree

N/A= not applicable or not able to judge

**A. The Approved Clinical Instructor**

The ACI was receptive to different ideas	1 2 3 4 5 NA
The ACI possessed a variety of expertise	1 2 3 4 5 NA
The ACI was interested in new treatment techniques	1 2 3 4 5 NA
The ACI was familiar with the educational program's objectives for the curriculum and for clinical education	1 2 3 4 5 NA
The ACI provided timely, appropriate, and constructive feedback in a positive way	1 2 3 4 5 NA
The ACI was enthusiastic toward my learning	1 2 3 4 5 NA
The ACI maintained positive interpersonal relations with colleagues and students	1 2 3 4 5 NA
The ACI showed sensitivity toward students	1 2 3 4 5 NA
The ACI was receptive to suggestions	1 2 3 4 5 NA
I felt comfortable asking my ACI questions (available and made time for me)	1 2 3 4 5 NA
The degree of supervision I received was adequate	1 2 3 4 5 NA
I would rank this ACI as adequate	1 2 3 4 5 NA

**California State University, Long Beach**  
**Department of Kinesiology- Athletic Training**  
**Athletic Training Student (ATS) Evaluation of the Clinical Setting**

**Name of Student** \_\_\_\_\_  
**Clinical Instructor** \_\_\_\_\_  
**Clinical Site** \_\_\_\_\_  
**Date** \_\_\_\_\_

**The purpose of this evaluation form is to:**

- Assist the Athletic Training Program Director and Faculty to assess the clinical setting of the ATS
- Collect data that can be used for the retention of the setting
- Meet NATA Athletic Training Education Program (ATEP) requirements

**Access of form:** The individuals who will be privy to this evaluation form will be the participating ATS, the ATEP program director, and ATEP faculty.

**Instructions to the Evaluator:** Based upon your direct observation please assess the clinical setting for each category using the following scale:

Please circle the most appropriate rating.

5 = Strongly Agree      3 = Neutral      1 = Strongly Disagree

N/A = not applicable or not able to judge

A. The Clinical Education Setting

The clinical education setting provided an active, stimulating environment appropriate for my learning needs	1 2 3 4 5 NA
The clinical education site allowed me to meet my specific objectives without interruption to athlete/patient care	1 2 3 4 5 NA
The clinical education setting allowed me to experience a variety of learning experiences	1 2 3 4 5 NA
The staff practiced legally and ethically	1 2 3 4 5 NA
The setting demonstrated administrative interest in and support of athletic training clinical education	1 2 3 4 5 NA
Communications within the clinical education setting were effective and positive	1 2 3 4 5 NA
The staff was adequate in number to provide a good educational experience for students	1 2 3 4 5 NA
One staff member with specific qualifications was responsible for coordinating the assignments/activities of the students at my setting	1 2 3 4 5 NA
The equipment used was up to date and there were adequate supplies	1 2 3 4 5 NA
Reference materials were available to me	1 2 3 4 5 NA
I had the opportunity to interact with a variety of professionals such as team physicians, nurses, coaches, PT's, PA's, EMT's/Paramedics	1 2 3 4 5 NA
I would rank this setting as adequate	1 2 3 4 5 NA

**California State University, Long Beach  
Department of Kinesiology- Athletic Training  
Clinical Instructor Mid-Semester Overall Review  
of the Athletic Training Student**

**Name of Student:** \_\_\_\_\_  
**Approved Clinical Instructor Conducting Evaluation:** \_\_\_\_\_  
**Clinical Site:** \_\_\_\_\_ **Date** \_\_\_\_\_

A. Skills and Abilities

	<b>Acceptable</b>	<b><u>Needs Improvement</u></b>
1. Risk Management and Injury Prevention		
2. Pathology of Injury and Illness		
3. Assessment and Evaluation		
4. Acute care		
5. Pharmacological Aspects of Injury and Illness		
6. Therapeutic Modalities		
7. Therapeutic Exercise		
8. General Medical Conditions and Disabilities		
9. Nutritional Aspects of Injury and Illness		
10. Psychosocial Intervention and Referral		
11. Health Care Administration		
12. Professional Development and Responsibilities		

B. Personality Traits

	<b><u>Acceptable</u></b>	<b><u>Needs Improvement</u></b>
1. Reliability and dependability		
2. Cooperation and Rapport		
3. Personal Appearance		
4. Able to handle positive criticism/feedback		
5. Initiative		
6. Is punctual		
7. Self-improvement		
8. Enthusiasm		

**Comments**

- Strengths
- Weaknesses
- Opportunities for Improvement

# **Appendix B: CSULB Sports Medicine Club**

## **California State University, Long Beach Athletic Training Education Program Sports Medicine Club Statement**

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 12 noon 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: \$20.00

Full Academic Year: \$30.00

**Possible Officer Positions:**

President

Vice President

Secretary

Treasurer

Public Relations Chair

Fundraising Chair