Master of Science in Athletic Training
Student Handbook

2017-18

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# Athletic Training Student Handbook

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I. Chapman University Athletic Training Program (ATP)

A. Mission, Goals, and Program Outcomes

**Mission**
The mission of the ATP is to provide a distinctive comprehensive health care education that focuses on the care of physically active individuals and prepares students to become ethical, scholarly certified athletic trainers who are leaders in the profession.

**Goals**
1. Meet national accreditation standards set by the Commission on Accreditation of Athletic Training Education (CAATE) and educational competencies as determined by the National Athletic Trainers' Association (NATA)
2. Produce high quality, ethical and professional certified athletic trainers for employment in diverse allied health settings.
3. Prepare students to successfully complete the Board of Certification (BOC) national certification exam.
4. Foster the development of critical thinking and problem solving skills using an evidence-based approach.

**Program Outcomes**
1. Students will pass the Board of Certification, Inc. (BOC) national certification exam at a minimum of 90% first-time test takers
2. Students will apply clinical skills during patient care and be assessed as clinically competent by assigned preceptors
3. Students will be able to critically appraise evidence on various patient interventions and determine the appropriateness for patient care
4. Students will produce an evidence-based project at a level of quality that is appropriate for presentation at a local, regional or national athletic training conference
5. Students will demonstrate the professional behaviors and ethics of entry-level certified athletic trainers while completing assigned clinical experiences with assigned preceptors over a minimum of two academic years

B. Overview
Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities.

Chapman University’s ATP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) as a professional graduate program and employs a competency-based, medical education model. This model includes both didactic and clinical courses that prepare our students to pass the Board of Certification examination and pursue careers in athletic training.
The ATP’s didactic courses introduce principles, theory, and applications of athletic training and sports medicine. The clinical education portion of the ATP provides opportunities for students to engage in “hands-on” experiences in laboratory settings and at various clinical sites where they apply their athletic training skills. These sites include the university’s own athletic training facility, as well as community colleges, high schools, performance training centers, local professional teams, physical rehabilitation/sports medicine clinics, hospitals, and medical offices.
II. Program Admission

A. Admission Requirements
Athletic training students must meet complete the pre-requisite courses below and meet competitive program admission requirements. A program admission selection committee consisting of, at a minimum, two academic faculty will review all applicants and determine final admission status. An applicant may reapply in subsequent years if denied initial admission.

There are two routes of admission into the AT program, these are:
1. A student who has obtained a bachelor’s degree and prerequisites from a regionally accredited college or university. Applicants will apply through the CAATE’s Athletic Training Centralized Application Service (ATCAS).
2. The 3+2 accelerated program in coordination with the Bachelor of Science in Kinesiology or Health Science and prerequisites at Chapman University. Advising for this route of admission is critical and applicants will apply directly through ATCAS.

It is highly recommended to submit a completed admission application by December 1.

ATP Admissions Requirements
Completion of all of the following pre-requisites is mandatory:
1. Human Anatomy + Lab
2. Human Physiology + Lab
3. Chemistry or Biology
4. Physics or Biomechanics
5. Human Nutrition
6. Exercise Physiology + Lab
7. General Psychology

Completion of the following courses is recommended:
1. Statistics

To be considered for admission, applicants must submit the following:
1. Application to MS in Athletic Training program through the ATCAS
2. Cover letter and resume
3. Official transcripts from all colleges/universities attended
4. Cumulative GPA of 3.0 or higher in last 60 undergraduate credits
5. Prerequisite course GPA of 3.0 or higher with no course grade below a "C" and all prerequisites taken in the previous seven years
6. Official GRE Scores
7. Hours verification form (120 hours observing a certified athletic trainer)
8. 3 Letters of Recommendation. One must be from a professor/teacher who can describe your academic abilities. One must be from a Certified Athletic Trainer who can discuss your potential as a health care professional.
9. (International Students Only) - applicants who have completed their undergraduate degree outside of the United States are required to achieve an acceptable score on the
Test of English as a Foreign Language (TOEFL), minimum 550 (paper-based), or 80 (internet-based).

After admission into the MS in Athletic Training program, the following documentation must be submitted to the AT Coordinator of Clinical Education prior to beginning any clinical placements:
   1. CPR Certification. Emergency Cardiac Care or CPR/AED for the Professional Rescuer (note: online CPR courses and Lay Responder Certification are not accepted)
   2. Immunizations record (e.g., hepatitis B, TB-test within the past 2 months, etc.) as required by individual clinical sites
   3. Federal background check (can be completed upon arrival on campus)

B. Selection Criteria for Admission
   To maximize objectivity and equitable consideration of all program applicants, the ATP Admission Selection Committee uses a rubric to objectively assess and rank the qualifications of each prospective athletic training student.

C. When to Apply
   Each prospective athletic training student must assume responsibility for completing and submitting all program application. Only completed applications will be considered.

   It is highly recommend to submit a completed admission application by December 1.

   Please note that space in the Athletic Training Program is limited
III. Academic Program

A. Academic Requirements

The AT program requires all athletic training students to maintain a 3.00 graduate GPA. Failure to meet the 3.00 GPA requirements automatically places the student on academic probation (Probation I status). If the student fails to re-establish a graduate GPA of 3.00 after one semester, or has a semester GPA below a 2.7, he/she will be placed on Probation II status and removed from the program.

The minimum passing grade for any athletic training graduate course is a B-. If a student does not meet this minimum passing grade, the student will be required to re-take the course. Since the AT program follows a cohort model of education where courses are offered yearly, retaking a course will require the student to re-take the course the following year. In that case, there is no guarantee that the re-take course will fit into the planned schedule of courses for the student. There is a strong possibility that re-taking a course will delay the student’s graduation date and the ability to take the national certification exam.

In addition to academic performance, professional responsibilities and behaviors are also critical to the success of the student. It is imperative that graduates from the Chapman University Athletic Training Program have the academic ability to succeed, as well as the professional demeanor and interpersonal skills necessary to be successful in a healthcare environment. Professional behavior may include, but is not limited to:

- Adhering to program and clinical site dress code
- Arriving promptly to class and/or clinical sites
- Appropriate behavior with patients, clients, faculty, or staff that is free of any form of harassment or discrimination
- Ability to maintain confidentiality of medical records
- Maintaining appropriate attitude and/or communications
- Checking Chapman University email account daily for academic, clinical, and program communications and updates

See the Athletic Training Student Code of Conduct for additional details.

B. Academic Expectations

The Athletic Training program is a graduate health care professional program, and as such, has higher expectations and demands than the undergraduate degree programs that most students are accustomed. A significant amount of time is expected of graduate students outside of class to study course material, read, perform literature searches, practice clinical skills, and prepare for upcoming class discussions. Graduate faculty rely less on “lecture” of material and more on “discussion” of material as compared to undergraduate faculty. This higher level of application, analysis, and synthesis of course content greatly enhances the learning of the student and the potential outcomes with each student’s patient at their clinical sites.

In general, for every 1-hour in class, students should dedicate about 2-hours outside of class towards academic coursework. For example, during the fall semester of a student’s first year a student is enrolled in 10 credits or didactic or lab-based courses, which is
equal to 10 hours per week in class. In order to become high-quality health care providers, it is expected for students to spend an additional 20 hours outside of class dedicated to academic work. In addition, students spend an average of 25 hours per week at their assigned clinical site. Students should expect to remain extremely busy with approximately 55 hours per week dedicated to the AT program (class time + outside class time + clinical site hours).

C. Academic Calendar
The Chapman AT Program is a year-round professional graduate program leading to eligibility for the BOC certification examination. The program begins each academic year in the summer session and concludes each year at the end of the spring semester. In general, the AT Program follows the academic calendar of the Orange campus with some notable exceptions. Please see below for the general academic calendar of the AT Program for 2016-17:

Master of Science in Athletic Training
Academic Calendar 2017-18

Summer 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday, June 24</td>
<td>Incoming Student Orientation</td>
</tr>
<tr>
<td></td>
<td>Preceptor Workshop</td>
</tr>
<tr>
<td>Monday, June 26</td>
<td>First Day of Instruction – Summer Session V</td>
</tr>
<tr>
<td></td>
<td>1st year students – see summer specific schedule</td>
</tr>
<tr>
<td>Monday, June 26†</td>
<td>First Day of General Population Clinical Rotations (2-year students only)</td>
</tr>
<tr>
<td>July 4†</td>
<td>Independence Day Holiday (no class)</td>
</tr>
<tr>
<td>August 9-11</td>
<td>Program Assessment</td>
</tr>
<tr>
<td></td>
<td>Emergency Simulation Day / CPR recertification</td>
</tr>
<tr>
<td></td>
<td>Clinical Education Orientation</td>
</tr>
<tr>
<td></td>
<td>(1st year students only)</td>
</tr>
<tr>
<td></td>
<td>Blood-borne Pathogens Training</td>
</tr>
<tr>
<td>August 12† – 26†</td>
<td>Immersive Clinical Rotations</td>
</tr>
<tr>
<td></td>
<td>(specific dates TBD by clinical site &amp; Dr. Kugler)</td>
</tr>
</tbody>
</table>

Fall 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, August 28†</td>
<td>First Day of Instruction – Fall</td>
</tr>
<tr>
<td>Monday, August 28†</td>
<td>First Day of Fall Clinical Rotation</td>
</tr>
<tr>
<td>Monday, September 4†</td>
<td>Labor Day Holiday (no class)</td>
</tr>
<tr>
<td>Monday, September 11†</td>
<td>Program In-service (7-9am)</td>
</tr>
<tr>
<td>Wednesday, September 20†</td>
<td>IPE Event at Rinker Campus</td>
</tr>
<tr>
<td>4-7pm</td>
<td>(1st year students only)</td>
</tr>
<tr>
<td>Monday, October 9†</td>
<td>Program In-service (7-9am)</td>
</tr>
<tr>
<td>Wednesday, November 1†</td>
<td>Last Day to Become/Renew NATA Membership – eligibility requirement for</td>
</tr>
</tbody>
</table>
**NATA/FWATA Scholarships**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program In-service (7-9am)</td>
<td>Monday, November 13-</td>
</tr>
<tr>
<td>Program In-service (7-9am)</td>
<td>November 20-24</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>December 8- (specific date TBD by Dr. Kugler)</td>
</tr>
<tr>
<td>Last Day of Fall Clinical Rotation</td>
<td>December 8-</td>
</tr>
<tr>
<td>Last Day of Fall Instruction</td>
<td>December 11-15-</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>December 16- – January 1-</td>
</tr>
</tbody>
</table>

**Interterm 2018**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Instruction (1st year students only)</td>
<td>Tuesday, January 2nd</td>
</tr>
<tr>
<td>First Day of Spring Clinical Rotation (all students)</td>
<td>Monday, January 8th</td>
</tr>
<tr>
<td>Program In-service (7-9am)</td>
<td>Monday, January 15th</td>
</tr>
<tr>
<td>Deadline to fill Application for Degree Conferral for May 2018</td>
<td>Monday, January 15th</td>
</tr>
<tr>
<td>Martin Luther King Holiday (no class)</td>
<td>Monday, January 15th</td>
</tr>
<tr>
<td>IPE Event at Rinker Campus (1st year students only)</td>
<td>Wednesday, January 24th (4-7pm)</td>
</tr>
<tr>
<td>Last Day of Interterm Instruction &amp; Final Exams</td>
<td>Friday, January 26th</td>
</tr>
</tbody>
</table>

**Spring 2018**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Day of Instruction – Spring</td>
<td>Monday, January 29th</td>
</tr>
<tr>
<td>Program In-service (7-9am)</td>
<td>Monday, February 5th</td>
</tr>
<tr>
<td>CATA Conference &amp; Hit-the-Hill in Sacramento</td>
<td>February 24-26</td>
</tr>
<tr>
<td>Program In-service (7-9am)</td>
<td>Monday, March 12th</td>
</tr>
<tr>
<td>Spring Break (no class)</td>
<td>March 19-24</td>
</tr>
<tr>
<td>- please work with Preceptor in advance regarding expectations</td>
<td></td>
</tr>
<tr>
<td>Program In-service (7-9am)</td>
<td>April 2-</td>
</tr>
<tr>
<td>FWATA Conference in Las Vegas</td>
<td>April 26-29</td>
</tr>
<tr>
<td>Last day of Interterm/Spring Clinical Rotations</td>
<td>May 11- (specific date TBD by Dr. Kugler)</td>
</tr>
<tr>
<td>Last day of Spring Classes</td>
<td>May 11-</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>May 14-18</td>
</tr>
<tr>
<td>Commencement (graduation)</td>
<td>Saturday, May 19th</td>
</tr>
</tbody>
</table>

*Calendar is subject to change*
## D. Curriculum & Plan of Study

<table>
<thead>
<tr>
<th>Athletic Training Practice Area &amp; Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence-based Practice/Clinical Research Project (7 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>AT 501 Seminar in Evidence-Based Practice I: Foundations of EBP</td>
<td>1</td>
</tr>
<tr>
<td>AT 502 Seminar in Evidence-Based Practice II: Research Design &amp; Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>AT 601 Seminar in Evidence-Based Practice III</td>
<td>1</td>
</tr>
<tr>
<td>AT 602 Seminar in Evidence-Based Practice IV</td>
<td>1</td>
</tr>
<tr>
<td>AT 603 Seminar in Evidence-Based Practice IV</td>
<td>1</td>
</tr>
<tr>
<td><strong>Clinical Examination and Diagnosis (14 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>AT 530 Clinical Examination and Diagnosis: Lower Extremity</td>
<td>2</td>
</tr>
<tr>
<td>AT 530L Clinical Examination and Diagnosis: Lower Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 540 Clinical Examination and Diagnosis: Upper Extremity</td>
<td>2</td>
</tr>
<tr>
<td>AT 540L Clinical Examination and Diagnosis: Upper Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 570 Clinical Examination and Diagnosis: Neurophysiology of Concussion</td>
<td>1</td>
</tr>
<tr>
<td>AT 670 Clinical Examination and Diagnosis: Head, Neck, and Spine</td>
<td>2</td>
</tr>
<tr>
<td>AT 670L Clinical Examination and Diagnosis: Head, Neck, and Spine Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 675 Clinical Examination and Diagnosis: General Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>AT 675L Clinical Examination and Diagnosis: General Medical Conditions Lab</td>
<td>1</td>
</tr>
<tr>
<td><strong>Therapeutic Interventions (14.5 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>AT 505 Musculoskeletal Anatomy &amp; Biomechanics: Lower Extremity</td>
<td>1</td>
</tr>
<tr>
<td>AT 506 Musculoskeletal Anatomy &amp; Biomechanics: Upper Extremity</td>
<td>1</td>
</tr>
<tr>
<td>AT 510 Emergency Management and Standards of Care in Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>AT 515 Introduction to Patient Care and Clinical Skills</td>
<td>1</td>
</tr>
<tr>
<td>AT 520 Therapeutic Interventions: Modalities</td>
<td>2</td>
</tr>
<tr>
<td>AT 520L Therapeutic Interventions: Modalities Lab</td>
<td>0.5</td>
</tr>
<tr>
<td>AT 560 Therapeutic Interventions: Manual Therapy I</td>
<td>1</td>
</tr>
<tr>
<td>AT 609 Therapeutic Interventions: Foundations of Orthopedic Rehabilitation</td>
<td>1</td>
</tr>
<tr>
<td>AT 610 Therapeutic Interventions: Rehabilitative Exercise</td>
<td>3</td>
</tr>
<tr>
<td>AT 610L Therapeutic Interventions: Rehabilitative Exercise Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 620 Therapeutic Interventions: Orthopedic Casting and Bracing</td>
<td>1</td>
</tr>
<tr>
<td>AT 560L Therapeutic Interventions: Manual Therapy II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Advancing Professional Practice (8 credits)</strong></td>
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<tr>
<td>AT 665 Health &amp; Psychosocial Strategies</td>
<td>3</td>
</tr>
<tr>
<td>AT 680 Leadership, Administration &amp; Ethics in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 685 Professional Topics in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>IPE 501 Inter-Professional Education I</td>
<td>0</td>
</tr>
<tr>
<td>IPE 502 Inter-Professional Education II</td>
<td>0</td>
</tr>
<tr>
<td>IPE 503 Inter-Professional Education III</td>
<td>0</td>
</tr>
<tr>
<td><strong>Clinical Experiences (12 credits)</strong></td>
<td></td>
</tr>
<tr>
<td>AT 550 Athletic Training Clinical Experience I</td>
<td>3</td>
</tr>
<tr>
<td>AT 551 Athletic Training Clinical Experience II</td>
<td>1</td>
</tr>
<tr>
<td>AT 552 Athletic Training Clinical Experience III</td>
<td>2</td>
</tr>
<tr>
<td>AT 594 Immersive Clinical Experience I</td>
<td>0.5</td>
</tr>
<tr>
<td>AT 650 Athletic Training Clinical Experience IV</td>
<td>0.5</td>
</tr>
<tr>
<td>AT 651 Athletic Training Clinical Experience V</td>
<td>3</td>
</tr>
<tr>
<td>AT 694 Immersive Clinical Experience II</td>
<td>0.5</td>
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</tbody>
</table>
## 2017-18 Plan of Study

### Year 1: Summer (9.5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AT 501 Seminar in Evidence-Based Practice: Foundations of EBP</td>
<td>1</td>
</tr>
<tr>
<td>AT 505 Musculoskeletal Anatomy &amp; Biomechanics: Lower Extremity</td>
<td>1</td>
</tr>
<tr>
<td>AT 510 Emergency Management and Standards of Care in Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>AT 515 Introduction to Patient Care and Clinical Skills</td>
<td>1</td>
</tr>
<tr>
<td>AT 530 Clinical Examination and Diagnosis: Lower Extremity</td>
<td>2</td>
</tr>
<tr>
<td>AT 530L Clinical Examination and Diagnosis: Lower Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 570 Clinical Examination and Diagnosis: Neurophysiology of Concussion</td>
<td>1</td>
</tr>
<tr>
<td>AT 594 Immersive Clinical Experience I</td>
<td>0.5</td>
</tr>
</tbody>
</table>

### Year 1: Fall (12.5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>AT 502 Seminar in Evidence-Based Practice: Research Design &amp; Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>AT 506 Musculoskeletal Anatomy &amp; Biomechanics: Upper Extremity</td>
<td>1</td>
</tr>
<tr>
<td>AT 520 Therapeutic Interventions: Modalities</td>
<td>2</td>
</tr>
<tr>
<td>AT 520L Therapeutic Interventions: Modalities Lab</td>
<td>0.5</td>
</tr>
<tr>
<td>AT 540 Clinical Examination and Diagnosis: Upper Extremity</td>
<td>2</td>
</tr>
<tr>
<td>AT 540L Clinical Examination and Diagnosis: Upper Extremity Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 550 Athletic Training Clinical Experience I</td>
<td>3</td>
</tr>
<tr>
<td>IPE 501 Inter-Professional Education I</td>
<td>0</td>
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</table>

### Year 1: Interterm (3 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 560 Therapeutic Interventions: Manual Therapy I</td>
<td>1</td>
</tr>
<tr>
<td>AT 620 Therapeutic Interventions V: Orthopedic Casting and Bracing</td>
<td>1</td>
</tr>
<tr>
<td>AT 551 Athletic Training Clinical Experience II</td>
<td>1</td>
</tr>
<tr>
<td>IPE 502 Inter-Professional Education II</td>
<td>0</td>
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### Year 1: Spring (10 credits)

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>AT 601 Seminar in Evidence-based Practice III</td>
<td>1</td>
</tr>
<tr>
<td>AT 610 Therapeutic Interventions: Rehabilitative Exercise</td>
<td>3</td>
</tr>
<tr>
<td>AT 610L Therapeutic Interventions: Rehabilitative Exercise Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 670 Clinical Examination and Diagnosis: Head, Neck, and Spine</td>
<td>2</td>
</tr>
<tr>
<td>AT 670L Clinical Examination and Diagnosis: Head, Neck, and Spine Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 552 Athletic Training Clinical Experience III</td>
<td>2</td>
</tr>
<tr>
<td>IPE 503 Inter-Professional Education III</td>
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</table>

### Year 2: Summer (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 602 Seminar in Evidence-based Practice IV</td>
<td>1</td>
</tr>
<tr>
<td>AT 660 Therapeutic Interventions: Manual Therapy II</td>
<td>1</td>
</tr>
<tr>
<td>AT 665 Health &amp; Psychosocial Strategies</td>
<td>3</td>
</tr>
<tr>
<td>AT 675 Clinical Examination and Diagnosis V: General Medical Conditions</td>
<td>3</td>
</tr>
<tr>
<td>AT 675L Clinical Examination and Diagnosis V: General Medical Conditions Lab</td>
<td>1</td>
</tr>
<tr>
<td>AT 650 Athletic Training Clinical Experience IV</td>
<td>0.5</td>
</tr>
<tr>
<td>AT 694 Immersive Clinical Experience II</td>
<td>0.5</td>
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### Year 2: Fall (9 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 603 Seminar in Evidence-based Practice V</td>
<td>1</td>
</tr>
<tr>
<td>AT 680 Leadership, Administration &amp; Ethics in Athletic Training</td>
<td>3</td>
</tr>
<tr>
<td>AT 685 Professional Topics in Athletic Training</td>
<td>2</td>
</tr>
<tr>
<td>AT 651 Athletic Training Clinical Experience V</td>
<td>3</td>
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### Year 2: Interterm (1 credit)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 695 Immersive Clinical Experience III</td>
<td>1</td>
</tr>
</tbody>
</table>

### Year 2: Spring (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>AT 696 Immersive Clinical Experience IV</td>
<td>5</td>
</tr>
</tbody>
</table>

Total 60
E. Academic Probation

The following ATP academic probation rules have been established:

**Probation I:**

**Criteria:**
- Single semester graduate GPA below 3.00, and/or
- One course grade below a B-.
- Inappropriate behavior by the student at an affiliated site or in the academic program that requires repeated intervention by the Preceptor, faculty, or other staff.

**Consequences:**
- Student is encouraged to find a tutor from the AT program and/or to meet with the Program Director or Clinical Education Coordinator to ensure academic/behavioral progress. Student must improve GPA up to 3.00 required minimum by the end of the subsequent semester.
- Student must re-take any course that is less than a B-.

**Probation II:**

**Criteria:**
- Single semester major and overall GPA below 2.7 or subsequent/repeat semester GPA below 3.00
- Two (2) or more courses with a B- or lower in a single semester
- Failure to complete required yearly Blood-borne pathogens training
- Failure to maintain valid ECC certification during clinical rotations
- Repeated behavioral issues either in the classroom or at clinical experience sites

**Consequences:**
- Removal from the program

F. Appeals

Each case brought to the Athletic Training Program committee will be handled on an individual basis, and a recommendation will be made regarding probation or termination from the program. The student may appeal the committee’s decision per university procedures. The ATP committee consists of the AT Program Director and at least two additional members, which may include:

- Athletic Training Clinical Education Coordinator
- Athletic Training Full-time Faculty
- Preceptor
- Dean of the College of Health & Behavioral Sciences (if necessary)

G. Graduation Requirements

Each student must be in good standing with Chapman University and the Athletic Training Program to graduate. The following are the graduation requirements:

- Completion of all academic courses with a minimum of 3.0 GPA
- All courses in the program must be taken for a letter grade, except immersive clinical experience courses
- Student must not be on academic probation at time of graduation
Each student must satisfactorily complete all assigned competencies and clinical proficiencies
Each student must complete all clinical rotations

H. Tuition Refund Policy
Please refer to the Chapman University Graduate Catalog for tuition refund policies (https://www.chapman.edu/catalog/oc/current/gr/). Additional information about tuition and financial aid can be found at http://www.chapman.edu/students/tuition-and-aid/.
IV. Clinical Education

The purpose of clinical education is to allow the opportunity for students to develop and practice their clinical skills with patients while working with credentialed healthcare providers.

A. Clinical Experience Courses

Students receive academic credit for their clinical education courses through Clinical Experience Courses. Students will be required to complete clinical experience courses I-VI in order to be eligible to sit for the Board of Certification Exam. Each clinical experience course includes clinical education rotation objectives, hours verification by preceptor, evaluations, and additional assignments to assess student application of clinical skills, clinical reasoning, and professionalism. Clinical experience course meetings consist of large group, small group, and program-wide meetings. Course meetings are specified on clinical experience course calendars, and may extend beyond the scheduled course time for special events or guest speakers.

B. Clinical Education Experiences

All Athletic Training Students will complete a variety of clinical education experiences before graduation in order to meet CAATE requirements. This includes, but is not limited to, a variety of settings (high school, college/university, rehabilitation clinic, medical clinic), activity exposures (upper extremity, lower extremity, equipment intensive), and populations (female, male, general). These experiences address the continuum of care and prepare a student to function in a variety of settings and meet the domains of practice delineated for an entry-level certified athletic trainer. In order to meet these accreditation standards, students are not allowed to select their clinical rotations. The clinical education coordinator determines each student’s clinical education experience with input and approval by the program director.

During clinical experiences, the athletic training student (ATS) provides athletic training services at an affiliated clinical site under the supervision of an assigned preceptor. Clinical experiences provide students with opportunities to practice and integrate the cognitive learning their didactic and psychomotor knowledge with the associated psychomotor skills requirements of the profession, to develop entry-level clinical proficiency and professional behavior as an athletic trainer as defined by the National Athletic Trainers’ Association (NATA) Educational Competencies. A credentialed healthcare provider supervises each athletic training student and is defined as a Preceptor for the ATP. Athletic training students have numerous clinical sites to practice their patient-care skills including Chapman University athletics, various local high schools, community colleges, rehabilitation clinics, medical clinics, and professional sport teams. Clinical sites and preceptors are updated on the program website at least once a year.

During a clinical education experiences, students may NOT perform skills on a patient until the skill has been taught and assessed by a classroom instructor or preceptor. The purpose of clinical education is to engage in patient care and educational opportunities with a preceptor, which may include practicing skills learned in courses. However, “studying,” including reading textbooks, notes, etc. that does not include engagement with a preceptor should not occur during clinical education time. The first time this occurs the student will receive a verbal warning. Subsequent violations will be routed through the code of conduct procedures.

Students may only complete clinical education experiences at Affiliated Clinical Sites. All affiliated clinical sites have completed an “affiliation agreement” that outlines the legal liability and supervisory requirements of the Preceptor, Student, and Chapman University. The
affiliation agreement requires all students to be current in CPR for the Professional Rescuer certification and OSHA Blood Borne Pathogen (BBP) training. The ATP provides annual training in BBP and OSHA requirements. Any student who is not current in BBP and OSHA training will be removed from his/her clinical site until fulfilling these requirements. In addition, within the student’s first week at an affiliated site, the student is required to review with their assigned Preceptor the affiliated site’s venue-specific emergency action plans (EAP), blood-borne pathogens policy, communicable disease policy, security/confidentiality policy, and modalities/equipment policy in the Clinical Experience Orientation form.

C. Clinical Education Rotation Objectives
A major component of most clinical education course is Clinical Education Rotation Objectives (CEROs). Each student will complete a certain type and number of CEROs during each clinical experience that is determined by their setting, activity exposure, and patient population. CEROs are primarily evaluated by the assigned preceptor for that clinical experience, however in certain facilities with multiple preceptors students may occasionally be evaluated by a different preceptor. Students must complete all CEROs by the end of the semester in order to pass the course. If all CEROs are not completed by the end-of-semester due date, a grade of an “F” (failing) will be received for the course. Additional details are provided in each clinical education course syllabus.

D. Clinical Experience Hours Requirements
Students enrolled in clinical experience courses are required to accumulate a certain number of hours per semester. Students should refer to each clinical experience course syllabus for hours requirements. The only exception to this rule is during times when school is not in session for the athletic training student (e.g., in August). The Clinical Education Coordinator will set the official start and end dates of a clinical experience (established in the course syllabus). A student must complete a Clinical Experience Orientation Form before starting their clinical experience, including provision of patient care and earning of hours. The clinical experience concludes with completion of final evaluations of preceptor, student, and clinical site. Students are responsible for communicating with their preceptors regarding scheduling and hours completion throughout the semester. Students must have 1 day off of clinical experiences in each 7-day period. Students should record hours starting when they arrive at their clinical site and stop recording at the time they depart their clinical site. Travel time to, from, and during the site should not be included.

If a student anticipates any difficulty with achieving the required minimum number of hours (e.g., physician-documented illness, injury, medical leave of absence, scheduling conflict with a required course, etc.), he/she must notify the Clinical Education Coordinator as soon as possible. Failure to complete the required minimum number of clinical rotation hours by the end of the semester will result in a course grade of Fail (F).

Students may not load clinical experience hours at the beginning, middle, or end of the semester or experience. Students are required to attend their clinical experience throughout the entire semester to ensure students are learning the entire continuum of care of athletic trainers and facilitating learning over time. Hours reporting periods (as described in course syllabi) help facilitate the completion of clinical hours and experiences throughout the entire time frame of the experience.
E. Clinical Education Progression

The clinical education portion of the program includes a variety of clinical sites, courses, and types of rotations. Clinical experiences provide students with the opportunity to develop proficiency in treating patients in a variety of settings across the continuum of care. The clinical education portion of the program also allows for flexibility in addressing specific students’ needs as a clinician and professional goals. Clinical sites are classified with several terms, listed below:

- **Foundational Clinical Experiences:** The objectives of these experiences are to expose students to a variety of patient populations, clinical settings, injuries, and conditions. Students will gain minimum clinical competence in each of these rotations as assessed by preceptors and the coordinator of clinical education. By the completion of the foundational year, students should gain experience in multiple clinical settings, with a variety of patients, injuries, and conditions adequate to develop a minimum competence of athletic training knowledge, skills, and abilities.

- **Transition to Practice Clinical Experiences:** The objectives of these experiences are to advance students’ proficiency as clinicians, address weaknesses noted in the foundational experiences, and assist students in meeting their professional goals and interests. The preceptor and coordinator of clinical education will assess students’ proficiency with holistic patient care interactions and the breadth of knowledge, skills, and abilities of athletic trainers, including administrative duties and professional behaviors. By completion of the transition to practice year, students should have increased proficiency compared to the foundational year and should be ready to practice as an autonomous clinician upon graduation.

- **Immersive Clinical Experience:** An immersive clinical education experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers. Students must participate in the full-time, day-to-day role of athletic trainer for a period of time identified by the program. (CAATE, 2016)

- **Hybrid Clinical Experience:** A clinical experience completed during the same time frame as didactic coursework.

- **Observation Clinical Experience:** A clinical experience where the primary objectives are for students to interact with other healthcare providers and gain exposure to a variety of patient populations, injuries, and conditions. Students primarily observe patient care interactions and do not gain hands-on patient care experience.

- **Setting Exposures:** The classification of different clinical practice settings, including High School (HS), College/University (CU), Rehabilitation Clinic (RC), and Medical Clinic (MC).

- **Activity Exposures:** The classification of different clinical activities, which often relate to different types of injuries, therapeutic interventions, and prevention considerations. These include Upper Extremity (UE), Lower Extremity (LE), and Equipment Intensive (EQ) exposures.

- **Population Exposures:** The classification of different patient populations, including Male (M), Female (F), and General (G) patient/client populations.

The progression of clinical experiences students will complete throughout the program is described in the table on the following page. Specific exposure assignments and hours requirements may vary for each student each semester, and are provided to students in their official notification of clinical site along with clinical education course syllabi.
<table>
<thead>
<tr>
<th>Clinical Course Name</th>
<th>Program Phase (Clinical)</th>
<th>Clinical Rotation Length</th>
<th>Settings/Patients</th>
<th>Key Course Outcomes</th>
<th>Criteria to Progress</th>
</tr>
</thead>
</table>
| AT 594: Immersive Clinical Experience I | Year 1 - Foundational | 2 weeks immersive | • High school, college, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities  
• Athletic, mixed-gender populations | • Minimum of 25-50 (depending on clinical schedule)  
• Level 1 CEROs | • Minimal proficiency (“3” on every CERO)  
• Minimum grade of “Pass” in immersive clinical course |
| AT 550: Athletic Training Clinical Experience I | Year 1 - Foundational | 14 weeks hybrid | • High school, college, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities  
• Athletic, mixed-gender populations | • 300-450 hours  
• Level 1 CEROs | • Minimal proficiency (“3” on every CERO)  
• Minimum grade of B- as assessed by preceptor on final evaluation  
• Minimum grade of B- in clinical course |
| AT 551: Athletic Training Clinical Experience II | Year 1 - Foundational | 4 weeks hybrid | • High school, college, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities  
• Athletic, mixed-gender populations | • 60-120 hours  
• Level 1 CEROs | • Minimal proficiency (“3” on every CERO)  
• |
| AT 552: Athletic Training Clinical Experience III | Year 1 - Foundational | 14 weeks hybrid | • High school, college, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities | • 300-450 hours  
• Level 1 CEROs | • Minimal proficiency (“3” on every CERO)  
• Minimum grade of B- as assessed by preceptor on final evaluation |
<table>
<thead>
<tr>
<th>Course</th>
<th>Year</th>
<th>Duration</th>
<th>Description</th>
<th>Minimum Requirements</th>
</tr>
</thead>
</table>
| AT 650: Athletic Training Clinical Experience IV | Year 1 – Foundational | ~30 hours observation | • Medical clinic settings (orthopedic, family practice)  
• Variety of injuries and medical conditions  
• Varied patient population | • ~30 observation hours  
• Inter-professional practice reflection  
• Surgery observation experience  
• General medical reflection  
• Minimum grade of B- in clinical course |
| AT 694: Immersive Clinical Experience II | Year 2 – Transition to Practice | 2 weeks immersive | • High school, college, rehabilitation clinic, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities  
• Athletic, mixed-gender populations | • Minimum of 50-75 hours  
• Level 2 CEROs  
• Minimal proficiency (“3” on every CERO)  
• Minimum grade of “Pass” in immersive clinical course |
| AT 651: Athletic Training Clinical Experience V | Year 2 – Transition to Practice | 14 weeks hybrid | • High school, college, rehabilitation clinic, or university settings  
• Equipment, upper extremity, or lower extremity intensive activities  
• Athletic, mixed-gender populations | • 300-450 hours  
• Level 2 CEROs  
• Minimal proficiency (“3” on every CERO)  
• Minimum grade of B- as assessed by preceptor on final evaluation  
• Minimum grade of B- in clinical course |
| AT 695: Immersive Clinical Experience III | Year 2 – Transition to Practice | 4 weeks immersive | • Experience targeted to professional interests and clinical needs  
• Options for any setting, including performing arts, | • 120 hours minimum  
• Clinical practice reflections  
• Minimum grade of “Pass” in immersive clinical course |
| AT 696: Immersive Clinical Experience IV | Year 2 – Transition to Practice | 14 weeks immersive | • Experience targeted to professional interests and clinical needs  
• Options for any setting, including performing arts, professional, collegiate, high school, clinic, etc. | • 450-600 hours  
• Clinical practice reflections | • Minimum grade of B- in clinical course |
| TOTAL | 46 weeks hybrid  
22 weeks immersive  
30 hours observation | 1,430-2,030 hours | Completion of UE, LE, EQ, M, F, CU, HS clinical rotation objectives |
F. Athletic Training Student Responsibilities during Clinical Education

The athletic training student attends clinical education experiences to learn from a preceptor under direct supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Students should follow the following guidelines during their experiences:

1. Communicate with their preceptor early and often regarding schedules, feedback, learning opportunities, academic responsibilities, and other topics relevant to their clinical education and academic experiences.
2. Take advantage of learning opportunities present at the clinical site, including patient care, non-patient care duties, informal and formal instruction from their preceptor, and teaching and learning with peers.
3. Prioritize academic courses while ensuring a balanced commitment to both academic and clinical requirements.
4. Take responsibility for completion of clinical hours, CEROs, and all evaluations that are a part of the clinical education course.
5. Be open to preceptors’ different approaches to patient care and completion of skills. Facilitate discussions about different approaches and experiences with your preceptors.
6. Approach clinical education experiences with professional, ethical behavior at all times.
7. Provide honest feedback on all evaluation forms.
8. Perform skills on patients only after being instructed on those skills by program faculty and/or a preceptor.

G. Preceptors

Preceptors play an integral and essential role within the Chapman University Athletic Training Program. A Preceptor is a BOC Certified Athletic Trainer who has been trained by the Chapman University Athletic Training Program. Only individuals who have completed a recent Chapman University Preceptor Workshop are eligible to supervise and evaluate students in the clinical setting.

A Preceptor may also be a credentialed health care professional as defined by the American Medical Association and the American Osteopathic Association, and be appropriately credentialed for a minimum of one year. Preceptors utilized by the AT program include athletic trainers (ATC), physicians (MD and DO), nurses (RN), and physical therapists (PT).

H. Preceptor Responsibilities during Clinical Education

The athletic training student attends clinical education experiences to learn from a preceptor under direct supervision. Learning experiences should occur with actual patients. Students are not present to replace medical staff. Preceptors should follow the following guidelines during their experiences:

1. Accept the athletic training student assigned to their facility without discrimination.
2. Follow athletic training program hours requirements for students without pressuring students to go beyond requirements.
3. Communicate with their student early and often regarding schedules, feedback, learning opportunities, policies and procedures, and other topics relevant to their clinical education experiences.
4. Provide direct supervision of the athletic training student, including maintaining visual and auditory interaction during all patient care situations AND situations where patient care may occur (e.g. practice coverage).
5. Allow students to apply skills to patients once instructed on the skills by athletic training program faculty or yourself.

6. Assess the student and provide ongoing feedback on their skills, professional behaviors, and clinical reasoning.

7. Provide supervised opportunities for providing patient care and furthering their development as clinicians.

8. Cooperate with the student during their completion of clinical hours, CEROs, and all evaluations that are a part of the clinical education course. Communicate with the student the most effective way to complete their requirements with you at their assigned clinical site.

9. Provide honest feedback on all evaluation and clinical hours reporting forms.

10. Support students’ learning experiences, including being open to new information students learn in during their didactic and laboratory coursework.

11. Demonstrate the integration of evidence-based practice during provision of patient care and discussions with students, including helping students understand the intricacies of evidence-based practice and the balance of clinical expertise, research evidence, and patient preferences and values.

12. Communicate with the Clinical Coordinator on an as-needed basis, particularly if a question or concern arises, in addition to regularly scheduled times for communication.

I. Supervision of Athletic Training Students

Students must be supervised by an assigned preceptor during clinical education experiences. ‘Supervision’ of students by the Preceptor is defined as "constant visual and auditory interaction between the student and the Preceptor" during any patient care interactions, including communication and hands-on patient care. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student to provide ongoing and consistent education. The daily supervision of students by the Preceptor includes multiple opportunities for evaluation and feedback between the student and Preceptor.

Students are assigned to one preceptor at a time during their clinical education experiences to facilitate consistent supervision, feedback, and progression of the athletic training student’s experience. Students are not permitted to work with a different preceptor unless the assigned preceptor is also present.

It is the policy of the ATP that students will always be supervised during their clinical experiences. The professional liability insurance that is purchased by Chapman University does NOT cover students that wish to volunteer their time to work in an unsupervised situation. In addition, any fieldwork hours worked in an unsupervised situation will not be accepted.

J. Suspension or Dismissal from Clinical Site

Students are required to follow all athletic training program, clinical experience course, and specific clinical site policies and procedures. If at any time the student is in violation of one or more of these policies, the student is at risk for suspension or dismissal from the clinical site. Once the clinical education coordinator has been notified of an issue at a clinical site, or the student has been in violation of program or clinical experience policies, the clinical
education coordinator will initiate a meeting with the student to discuss the issue and discuss strategies for improvement. Consistent with Code of Conduct violations, a written reprimand will be placed in the student’s file. If the student does not improve based on these discussions, additional meetings will be initiated with the preceptor, program director and/or other applicable parties. If the issues on the student’s part continue, the clinical education coordinator, in conjunction with the program director, will determine if the student should be dismissed from the clinical site. In some cases it may be determined that a temporary suspension is the most appropriate course of action. If the student is dismissed from the clinical site, he or she will receive an F in the clinical education course they are currently enrolled in, and will need to re-take the course at a different time to be permitted to obtain their degree and be endorsed for the Board of Certification exam. If a student is temporarily suspended from the clinical site they will forfeit the hours opportunities that occur during that time frame, potentially impacting their clinical experience course grade. Dismissal from a clinical site or ongoing issues at clinical sites may lead to academic probation or dismissal, as described in the athletic training program code of conduct.

K. Concerns with Clinical Education Experience
It is the student’s responsibility to report any issues or concerns with a clinical site or preceptor as soon as they arise. If an issue is present, the clinical education coordinator will work with the student, preceptor, and other involved parties to address the issue. If an issue cannot be resolved and is significantly negatively impacting the student’s learning experience, the student may be reassigned to a different clinical site and/or preceptor within the same semester. Concerns with the clinical education coordinator should be communicated with the athletic training program director.

L. Extracurricular Clinical Activities
Students may choose to participate in internships, volunteer experiences, summer camps, and other events not affiliated with the Chapman University athletic training program. Students are encouraged to proceed with caution when choosing these opportunities. Students should never provide athletic training services without direct supervision of a certified athletic trainer. If providing athletic training services under supervision, students must ensure they are not in violation of any athletic training licensure laws or other regulations in the state(s) where the internship will take place. In addition, students are encouraged to purchase their own liability insurance that would cover them during these un-affiliated events. Lastly, students should not represent the Chapman University athletic training program in any way during these events, including wearing program attire or nametags, nor stating their affiliation with the athletic training program. Students who violate the above policies may be in violation of the National Athletic Trainers’ Association (NATA) Code of Ethics, Board of Certification (BOC) Standards of Professional Practice, and/or CAATE accreditation standards. Chapman ATP students, faculty, and staff have the duty to report this behavior to the NATA, BOC, and CAATE, which may place the program at risk for CAATE accreditation sanctions. Students who violate the above policies may be removed from the program as part of the Code of Conduct.

M. Transportation during Clinical Education Experiences
Students are responsible for providing their own transportation to their assigned clinical experience. In the case that their clinical experience has an event at a different location, the student should be expected to travel to that location as long as it is within a reasonable distance.
Students should not be expected to travel excessive distances for typical clinical education experiences, such as away games.

Chapman University’s radius for clinical sites (excluding final semester immersive sites) is approximately 60 miles from Chapman’s Orange campus. Most clinical sites are within a 20-mile radius of Chapman University’s Orange campus. While most sites are within a 20 minute drive of Chapman’s campus, students should anticipate being assigned to one clinical site that is further away (e.g. 40-60 miles). Estimated commute distances are based on traveling from the city of Orange, not from the student’s residence.

Students should not be the driver of an ill or injured patient unless the necessary training and paperwork for a specific clinical site have been completed (e.g. cart driver training). Students should not be placed in positions to drive patients to physician appointments, away games, or practices. Students are advised not to transport patients in their personal vehicles.

Transportation or travel time should not be counted in clinical hours. If traveling with a preceptor to an event that includes preparation time at the home facility, travel, then patient care at the off-site location, the student will pause their hours clock for the time spent during travel.

N. Background Checks
Most clinical sites require students to clear a background check before starting their clinical rotation. There is currently no universal background check process for all sites, therefore students may be required up to 4 background checks throughout the duration of their time in the athletic training program. Students are responsible for inquiring about the background check policy at a newly assigned clinical rotation within 2 weeks of being assigned to that rotation. Students are also responsible for paying for each background check out of pocket, which typically range between $25-100 each.

N. Dress Code
During clinical rotation assignments, athletic training students are required to adhere to the ATP dress code and to wear their name badge at all times. Students, faculty, and Preceptors provide high quality health care services to athletes and patients; therefore, it is unacceptable to compromise integrity or trust by wearing unprofessional attire. The ATP’s dress code is delineated below—these specific requirements are the minimum dress standards. Students must adhere to the ATP dress code regardless of whether or not their Preceptor wears/permits what the program considers unacceptable (e.g., t-shirts, denim). Students must also consult with their Preceptors to determine if their site requires standards that exceed the ATP’s (e.g., business attire vs. polo shirt and chinos).

The following are ACCEPTABLE DRESS CODE STANDARDS
- Chapman University Athletic Training issued polo shirt or clinical site issued shirt
- Khaki or other single color chino style pants or shorts of appropriate length
- Closed-toe, closed-heel athletic shoes; socks must also be worn
- Durable watch with ability to count seconds
- Professional dress attire when applicable (e.g. medical or rehabilitation clinic settings, indoor athletic events)
The following are UNACCEPTABLE AT ALL TIMES WHILE PRESENT AT CLINICAL ROTATION SITES

- T-shirts or tank tops of any kind
- Jeans or denim of any kind
- Sandals, open-toed or open-heel shoes
- Cotton, fleece, jersey, spandex, yoga, athletic, or “warm-up” pants of any type*
- Clothing with reference to drugs, alcohol, gangs, or violence
- Clothes that obviously haven’t been washed or cared for appropriately
- Exposed cleavage, midriff, or buttocks
- Long or excessive jewelry that may interfere with patient care

*In inclement weather (e.g. rain), warm-up or rain pants may be worn over other attire. However, cold weather does not justify wearing sweats or warm-ups. Students should use their best attempts to wear more layers under their approved clothing, such as thermals and undershirts.

Remember…

- If a student is unsure about the acceptability of their dress, he/she should consult his/her Preceptor before wearing the item to the clinical site
- Failure to follow the above standards will result in the student being sent home to change. A student may be sent home by a preceptor or program faculty.
- Excessive body art is an inappropriate distraction. Certain visible body piercings (e.g., nose, eyebrow, tongue, lip) and tattoos can divert attention from the student’s professional purpose. Body jewelry should be removed. Students with body art should consult with their individual preceptor on acceptability of visible body art at each of their clinical sites. It is appropriate for a preceptor/clinical site to require a student to cover the body art using long-sleeves, long-pants, tape, or other appropriate mechanisms.
- Students should consult their assigned Preceptor if they have any questions. It is not the ATP’s intention to limit student’s individual expression, but rather to decrease the chances that a distraction could hinder their communication or relationship with a patient, coach, staff member, or health care professional.
V. Code of Conduct

A. Confidentiality
Chapman University’s Athletic Training Program students are bound to maintain strict security (i.e., physical access), privacy, and confidentiality of all information concerning patients and clients of the university’s own athletic teams, as well as those of its affiliated clinical sites. This expectation extends to any and all data considered Personal Health Information (PHI), whether in written, computerized, or verbal form. The ATP follows all federal and state regulations related to the protection of PHI (e.g., HIPAA and FERPA).

Students shall not, at any time, intentionally or unintentionally provide or divulge PHI to any third party who is not an authorized member of the medical team without the patient/client’s written consent. PHI will be released only when authorization has been signed by the patient/client or his/her legal representative (e.g., parent, guardian), or by court order. Medical information is released only to physicians, hospitals, attorneys, medically affiliated regulatory agencies, or to the patient/client’s medical insurance company and their authorized agents. A “Release of Information” document should be signed by the patient/client to authorize such releases to the aforementioned persons/entities.

In regards to communications among authorized medical team members, it is essential for staff and students to be cautious to prevent inadvertent/unintentional release of PHI during conversations that can be overhead by others not directly involved with the care of the patient/client. Additionally, written medical records must not be left in the open, unattended where others can read them. Computerized medical information must also be properly safeguarded. Students are required to follow all PHI at their clinical sites, as discussed in the Clinical Experience Orientation Form at the start of each clinical rotation.

B. Relationships
Athletic training students have the unique opportunity to interact with diverse populations. ATP athletic training students have a responsibility to Chapman University and the Athletic Training profession to conduct themselves in a professional manner at all times, including all interactions with patients, clients, faculty, and staff. Preceptors will evaluate student conduct in this regard. Inappropriate and unprofessional behavior will be managed in accordance with the Chapman University Student Code of Conduct, and violations could result in ATP probation.

C. Personal Conduct
Athletic training students are expected to conduct themselves professionally by adhering to and enforcing the Athletic Training Program rules or comparable procedures/rules at the affiliated clinical sites. If a student’s personal conduct is in violation of the policies of the AT program or affiliated clinical sites, then the student Conduct Code will be used to address the situation. It is expected that affiliated clinical site rules will be explained to students during their clinical orientation meeting by the preceptor. If this is not the case, students should ask their Preceptor for their site rules to prevent miscommunication. Students should notify the Coordinator of Clinical
Education immediately if there appears to be any conflict between the affiliated site rules and the AT Program rules.

D. Discrimination and Harassment

Chapman University is committed to providing an environment which is free of any form of harassment and discrimination based upon an individual's race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status, or any other classification protected by law, so that all members of the community are treated at all times with dignity and respect. The ATP enforces the University's policy and prohibits all forms of such harassment or discrimination among faculty, students, staff, and administration.

The term "discrimination" refers to conduct that subjects an individual to disparate treatment on the basis of race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status, or any other classification protected by law. This would include within its scope alleged conduct that deprives an individual of academic, employment, or other opportunities offered by the University on the basis of such protected characteristics. Examples of types of discriminatory conduct prohibited by this policy include:

1. Depriving an individual of opportunities on the basis of a protected characteristic such as:
   2. Subjecting a student to different performance standards or reviews because of a protected characteristic, other than in conjunction with a reasonable accommodation offered to a qualified individual with a disability
   3. Depriving an individual of academic opportunities on the basis of a protected characteristic

The term "harassment" refers to conduct that is considered "unwelcome" (unsolicited or regarded by the recipient as undesirable or offensive) or directed or related to an individual's race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law.

Harassment may occur when either of the following conditions exists:

1) It is implicitly or explicitly suggested that submission to or rejection of the conduct will be a factor in academic or employment decisions, evaluations, or permission to participate in a University activity; or
2) The conduct would be offensive to a reasonable person under the circumstances in question and, if not corrected, could interfere with an individual's academic or work performance or create or substantially contribute to an intimidating or hostile work, academic, or student living environment.

In determining whether the alleged conduct constitutes discrimination or harassment under this policy, consideration of the incident will include but not limited to the totality of the circumstances, the context in which the alleged incident(s) occurred, the relationship of the
parties, whether the alleged offending party was asked to cease the offending conduct and principles of academic freedom.

Examples of types of harassment prohibited by this policy include:

a. Verbal harassment, such as harassing phone calls, jokes, slurs, epithets, anecdotes, or other derogatory statements directed to an individual or group of individuals’ race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law other than in an appropriate academic study of such activity; or

b. Visual, through the use of writings, graffiti, e-mail, posters, objects, or symbols that ridicule or demean an individual or group of individuals’ race, color, religion, ancestry, national origin, gender, marital status, sexual orientation, age, disability, veteran status or any other classification protected by law other than in an appropriate academic study of such material; or

c. Physical, such as unwanted touching, stalking, or impeding an individual's free movement on the basis of a protected characteristic.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work/academic performance or creates an intimidating, hostile or offensive work/educational environment.

If a student feels like he/she is being discriminated or harassed it is critical that the student notify their Preceptor, the Clinical Coordinator, and/or the Program Director. The Athletic Training Program does not tolerate unlawful discrimination or harassment, and the victim's rights are paramount. Any student who feels that the course of action taken by the Preceptor, Clinical Coordinator, and/or Program Director is not sufficient is encouraged to file a complaint with the University Equal Opportunity Officer ("EOO"), whose offices are located in the Administration Building.

E. Academic Integrity

Chapman University is a community of scholars that emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will be subject to sanction by the instructor/administrator and referral to the university's Academic Integrity Committee, which may impose additional sanctions up to and including expulsion.

Academic dishonesty can take a number of forms including, but not limited to the following:

- **Cheating**: Using or attempting to use unauthorized assistance, information or study aids in any academic exercise.
  - Copying answers from or looking at another student’s exam.
  - Accessing or possessing any material not expressly permitted during an exam, such as crib sheets, notes, books.
- Using electronic devices such as cell phones, digital cameras, PDA’s, data storage devices, computers, internet or other electronic devices unless expressly permitted by the instructor for the required coursework.
- Continuing to write after a timed exam has ended. Taking the exam from the room and later claiming the instructor lost it.
- Fraudulent possession of a test prior to exam date.
- Submission of the same term paper or other work to more than one instructor, where no prior approval has been given.
- Submission of purchased term papers or projects done by others.

- **Fabrication:** The falsification or invention of any information or citation in an academic exercise.
  - Changing answers after an exam has been returned.
  - Falsifying/omitting data and/or sources, otherwise violating the ethical principles of research.

- **Facilitating Academic Dishonesty:** Knowingly helping or attempting to help another to violate any provision of this policy.
  - Allowing another student to copy one’s work.
  - Having another person take an exam or complete an assignment for oneself.
  - Taking an exam or completing an assignment for another student.

- **Plagiarism:** Representing the words, research findings or ideas of another person as your own in any academic exercise. [At their discretion, faculty may submit student work to plagiarism-detection software, such as Turnitin for review.]
  - Copying word for word without proper attribution.
  - Paraphrasing without proper attribution.
  - Using phrases from another source embedded into original material without proper attribution.
  - Copying of intellectual property without proper attribution.

- **Misrepresentation of Academic Records:** Misrepresenting, tampering with or attempting to tamper with any university academic document, either before or after coming to Chapman University.
  - Creating or altering a Chapman University transcript, diploma, verification of enrollment or any other official university document *(In this case the student(s) may also face prosecution for violation of Federal and State statutes).*
  - Submitting false records or other documents such as transcripts from another institution.
  - Failure to report all previous academic work at the time of admission.
  - Failure to report all academic work attempted at other institutions after admission to the university.
  - Forgery, alteration or misuse of official academic documents (e.g., petition forms, advising forms, internship forms, etc.).

Chapman University’s Academic Integrity Policy is publicly available online at https://www.chapman.edu/academics/academic-integrity/_files/academic-integrity-policy.pdf. The policy also outlines the procedure for students to contest an academic integrity violation and the appeals process for students. It is critical that students within a graduate healthcare professions program adhere to the academic integrity policy and to understand that potential violations will be taken seriously with possible recommended sanction of removal of the student from the program.
F. Violation of Code of Conduct
Any violation of the professional behavior code of conduct outlined above could be grounds for dismissal from the clinical site and/or the Chapman University Athletic Training Program. Preceptors reserve the right to dismiss any athletic training student from his/her clinical assignment for any violation of clinical site rules and regulations through the procedures outlined below. The typical sequence of disciplinary actions follows:

1st Offense
Written reprimand will be placed in student’s file.

2nd Offense
Mandatory meeting with ATP committee and possible dismissal from clinical experience and/or Athletic Training Program. The ATP committee consists of at least two of the following who will handle each case on an individual basis:
- Athletic Training Program Director
- Athletic Training Clinical Education Coordinator
- Athletic Training Full-time Faculty
- Preceptor
- Dean of the College Health & Behavioral Sciences (if necessary)

G. Grievance Policy
For more information regarding the University’s Student Grievance Policy, please see the Chapman University Graduate Catalog: https://www.chapman.edu/catalog/oc/current/gr/.

H. Technical Standards
The Athletic Training Program (ATP) at Chapman University is a rigorous and intense program that places specific requirements and demands on athletic training students, in order to prepare graduates to render care to a wide spectrum of individuals engaged in physical activity in a variety of employment settings. The technical standards set forth by the ATP establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

The technical standards for admission can be found online at www.chapman.edu/crean/_files/forms/technical-standards1.pdf
VI. Health & Safety Standards

A. OSHA/BBP Compliance
Students enrolled in the Athletic Training Program must attend an OSHA Bloodborne Pathogen lecture annually. The lecture will cover current information and regulations concerning HBV/HIV infection control. In addition, students must sign the Blood and Body Fluid Exposure Control Plan Policy form as part of the application process.

B. Blood and Body Fluid Exposure Control Plan
The purpose of the Athletic Training Program’s blood and body fluid exposure plan is to establish roles, responsibilities, and consistent procedures for reporting, treating, and follow-up care for Chapman University’s Athletic Training Students accidentally exposed to the blood or other body fluids while performing patient care duties at their clinical rotations. This plan complies with guidelines established by the Occupational Safety & Health Administration (OSHA) and the Centers for Disease Control (CDC).

C. Communicable Disease Policy
Athletic Training Students encounter potential modes of communicable disease transmission daily during their clinical rotations. Due to the nature of athletic activities, health care personnel including athletic training students are at increased risk for the spread of communicable and infectious diseases; therefore, Chapman University’s Athletic Training Program (ATP) has instituted the communicable disease policy and procedures to prevent the transmission of communicable and infectious diseases.

D. Vaccinations
Students enrolled in the Athletic Training Program must submit proof of completion of the HBV vaccination series or an immunization waiver prior to beginning their clinical rotations. Vaccinations may be obtained through the Health Center or the student’s primary care physician.

E. Emergency Cardiac Care (ECC) Certification
Emergency cardiac care (ECC) certification that includes the following: 1) Adult and pediatric CPR, 2) AED, 3) 2nd rescuer CPR, 4) Airway obstruction, and 5) Barrier devices (e.g., pocket mask, bag valve mask)

Acceptable ECC providers are those adhering to the most current International Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiac Care. The two most common courses that meet these requirements are: CPR/AED for the Professional Rescuer through the American Red Cross and BLS Healthcare Provider through the American Heart Association. Please note that other courses offered by the American Red Cross and the American Heart Association might not meet all of the above requirements. The original certificate (front and back, including instructor’s signature) must be presented with your application. A copy will be made and maintained by the ATP.

CPR re-certification courses are usually offered at least once per year through the Chapman University Athletic Training Program. Additional opportunities are available through the...
local Red Cross or American Heart Association. Cost of the course must be covered by the student.
VII. Athletic Training Program Faculty and Staff

A. Full-Time Faculty

**Jason Bennett, DA, ATC - Program Director**
DA - Middle Tennessee State University
MA - California State University, Chico
BA - California State University, Chico
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**Michelle Cleary, PhD, ATC, CSCS – Associate Professor**
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MEd – Temple University
BS – University of New Mexico
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**Sara Nottingham, EdD, ATC – Assistant Professor**
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MS - University of Oregon
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**Ky Kugler, EdD, ATC – Professor, Clinical Education Coordinator**
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MS – New Mexico State University
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B. Chapman University Preceptors

**Pamela Gibbons, MA, ATC - Head Athletic Trainer**
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**Beri Dwyer, MS, ATC – Assistant Athletic Trainer**
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BS – Chapman University
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Ashley Raciak, MA, ATC - Assistant Athletic Trainer
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  BS – Chapman University
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Austin Martinez, MS, ATC, CSCS - Assistant Athletic Trainer
  MS – Ohio University
  BS – Chapman University
Phone: (714) 628-7279
Email: TBD

C. Administrative Staff
  Darla Welty
  Administrative Assistant
  College of Health & Behavioral Sciences
  welty@chapman.edu

D. Physicians
  Chapman University Athletics Team Physicians
  Orthopaedic Specialty Institute
  230 South Main Street, Suite 200
  Orange, CA  92868
  Phone (714) 634-4567

  ATP Medical Director
  Dr. Miguel Prietto, MD – Orthopedic Surgeon

The ATP utilizes various physician guest speakers in many of the didactic and clinical courses throughout the academic year.
VIII. BOC Certification Examination

Each Chapman ATP graduate is expected to attempt and ultimately pass the BOC certification examination. In order to qualify as a candidate for the BOC certification examination, an individual must meet the following requirements:

1. Candidates who are enrolled and/or registered in their final semester/trimester prior to graduation are eligible to sit for the BOC exam.
2. Qualified candidates for the BOC exam must have received confirmation on their exam application by the Program Director recognized by the CAATE that they have earned or will earn their Master’s degree.

More specific information about the certification examination can be downloaded at http://www.bocatc.org/candidates.