West Chester University
Department of Sports Medicine
BS in Athletic Training
Athletic Training Education Program

POLICY and PROCEDURE MANUAL

as revised for Millersville University athletic training students

Revised Sep. 2010

West Chester University/Millersville University
Athletic Training Education Program
POLICY and PROCEDURE MANUAL

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The provisions of this document are not regarded as an irrevocable contract between the student and the program or University. West Chester University's athletic training education program reserves the right to change any provisions or requirements at any time. Updates to this manual will be made in late in the spring each year and will posted directly to the program's web site: http://www.millersville.edu/~muathtrn/ATprogram/intro.htm

INTRODUCTION

Our Athletic Training Education Program accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE) affords students the opportunity to pursue a combination of classroom, laboratory and clinical educational experiences in athletic training. West Chester University has offered athletic training education programming for students from this and other institutions since 1970. Students of West Chester University who complete the Athletic Training Education Program meet the eligibility requirements to sit for the national certification examination of the Board of Certification, Inc. (BOC). They will also meet the requirements for certification as an athletic trainer by the Commonwealth of Pennsylvania. (It should be understood that completion of the program does not imply automatic certification as an athletic trainer by either the BOC or the Commonwealth of Pennsylvania.)

HOW TO ADDRESS ATHLETIC TRAINERS and ATHLETIC TRAINING STUDENTS

Individuals who have successfully completed the BOC certification examination are eligible to use the ATC initials as part of their credentials and should be referred to as "Certified Athletic Trainer". The use of the correct title, ATC or Certified Atheltic Trainer, will help end the confusion created when just the term trainer is used. Additional information about BOC Certification and/or the ATC credential is available at the BOC and NATA web sites: www.bocatc.org; www.nata.org.

Students enrolled in a CAATE accredited athletic training education program should be referred to as "athletic training students".

MILLERSVILLE UNIVERSITY ATHLETIC TRAINING FACULTY/STAFF CONTACT SHEET

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WCU DEPARTMENT OF SPORTS MEDICINE FACULTY/STAFF CONTACT SHEET

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Drs.. Katherine Morrison	kmorrison@wcupa.edu	(610) 436-1091
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Mrs. Wendy Showers Department Secretary	wshowers@wcupa.edu	(610) 436-2119

ATHLETIC TRAINING EDUCATION PROGRAM ASSESSMENT PLAN

I. DEPARTMENT VISION STATEMENT

Educational programming within the Department of Sports Medicine is predicated upon the philosophical belief that the physically active of all ages should be able to pursue their activities with vigor and enthusiasm; that such athletic participation has inherent value to the individual participant, to the institution sponsoring the activity and society as a whole; that most injuries suffered by the physically active are preventable; and that these individuals receive quality medical care for their injuries. Given this the department is committed to provide quality educational programming in athletic training, a specialized and recognized allied health profession which concerns itself with the health and safety of the physically active.

II. DEPARTMENT MISSION STATEMENT

The department prides itself on aligning with the university and college of health sciences missions by providing high quality classroom education. Furthermore, our students experience clinical instruction within a variety of educational settings, which afford our students the opportunity to apply knowledge and skills in real-life situations, under the supervision of experienced athletic training professionals. The department curriculum provides students with ample opportunities to develop and apply critical thinking and problem solving skills, communicate effectively, respect and understand diversity and to act ethically and professionally to develop skills to become life-long learners. A knowledgeable and diverse faculty serves as both classroom educators and clinical supervisors and thus professional role-models for the students. The faculty is also committed to life-long learning as providers of sports medicine services to the University's intercollegiate athletic program, as well as providing educational opportunities for students from other majors within the University and students from other institutions of higher learning.

III. STUDENT LEARNER OUTCOMES

For assessment purposes the student learner outcomes of the Sports Medicine Department can be simplified into 4 areas:

1) To educate students to be critical thinkers and problem solvers in the content knowledge of athletic training. This content knowledge centers around the 12 content areas of athletic training education which are:
    a. Acute care of injury and illness
    b. Orthopedic clinical examination and diagnosis
    c. Medical conditions and disabilities
    d. Health care administration
    e. Pathology of illness and injuries
    f. Pharmacology
    g. Psychosocial intervention and referral
    h. Risk management and injury prevention
    i. Conditioning and rehabilitative exercise
    j. Therapeutic modalities
    k. Professional development and responsibility
    l. Nutritional aspects of injuries and illnesses

2) To help students to acquire effective communication skills as it relates to content knowledge.
    a. Verbal
    b. Non-verbal
    c. Written communication
3) To help students acquire skills to become life-long learners through:
    a. Information literacy
    b. Research skills
    c. Evidence based practice skills
4) To prepare students for life after graduation by emphasizing the following attributes in students:
    a. understanding their role in society with respect to service
    b. encouraging respect for diversity
    c. instilling an appreciation for the field of athletic training.
5) To help students acquire effective skills as it relates to the clinical education.
    a. ensuring that psychomotor skills and clinical proficiencies within the educational competencies are completed throughout the students clinical courses
    b. creating an environment that encourages learning.

Millersville University / West Chester University Dual Degree Program

1. *BACHELOR of SCIENCE IN* ***BIOLOGY****/PRE-ATHLETIC TRAINING:* MU DEPARTMENT OF BIOLOGY
2. *BACHELOR of SCIENCE IN ATHLETIC TRAINING*: WCU DEPARTMENT OF SPORTS MEDICINE
3. *CLINICAL EDUCATION: MU DEPARTMENT OF WELLNESS & SPORT SCIENCES and* MU DEPT. OF INTERCOLLEGIATE ATHLETICS

Locale	Course	C.H.	Locale	Course	C.H.
First Semester			**Second Semester**		
WCU-DL	*SMD100 Found. Spts. Med*	3.0	MU	BIOL 211 Zoology	4.0
MU	COMM 100 Found. of Speech	3.0	MU	ENGL 110 Composition	3.0
MU	BIOL 101 Foundations of Bio	4.0	MU	MATH 161 Calculus	4.0
MU	CHEM 111 Intro to Chemistry I	4.0	MU	CHEM 112 Intro to Chemistry II	4.0
Total Credits		14	Total Credits		15
First Summer					
MU	BIOL 254 Human A/P 1	4.0	MU	BIOL 255 Human A/P 2	4.0
Note: Students may take these classes during their 3rd & 4th semester but will need to substitute two other classes as summer replacements in order to stay on track.					
Third Semester			**Fourth Semester**		
MU	WSSD 591 Exercise Physiology	3.0	MU	BIOL 375 Biometry (WCU Stats)	3.0
MU	WSSD 311 First Aid & CPR	3.0	MU	WSSD 450 Kinesiology	3.0
MU	WELL 175 Wellness (CEC)	3.0	MU	BIOL 352 Nutrition Science (W)	3.0
MU	PSYC 100 Gen Psych (G3, 1)	3.0	MU	Social Science block (G3,2)	3.0
MU	BIOL 362 Cell & Devel. (W)	4.0	MU	Arts/Humanities block (G1, 1)	3.0
Total Credits		16	Total Credits		15
Second Summer					
WCU	SMD 310 Thera Mod in AT	3.0	WCU	SML 310 Thera Mod in AT Lab	2.0
WCU	SMD 311 Thera Ex in AT	3.0	WCU	SMD 311 Thera Ex in AT Lab	1.0
WCU	SMD 312 Path/Eval Ath Inj II	3.0	WCU	SMD 313 Path/Evl Ath Inj III	3.0
MU	WSSD 390 AT Tech + Surf Anat	3.0			
Total Credits					18
Note: these courses (except WSSD 390) must be taken on the campus of West Chester University. Additional tuition and fees will incur.					

Locale	Course	C.H.	Locale	Course	C.H.
Fifth Semester			**Sixth Semester**		
WCU-DL	*SMD 315 Ath Inj Mgmt I*	3.0	*WCU-DL*	*SMD316 Ath Inj Mgmt II*	3.0
MU	CHEM 235 Organic Chem	4.0	*WCU-DL*	*SMD212 Path/Evl Ath Inj I*	3.0
MU	Perspectives (CEC)	3.0	MU	CHEM 326 Biochemistry I	4.0
MU	Social Science block (G3,3)	3.0	MU	WSSD 485 Mental Trn Tech	3.0
MU	Arts/Humanities block (G1, 2, W)	3.0	MU	Arts/Humanities block (G1, 3, W)	3.0
Total Credits		16	Total Credits		16
Seventh Semester			**Eighth Semester**		
WCU-DL	*SMD414 H.,O.,& A. of AT*	3.0	*WCU-DL*	*SMD454 Ther/Prac Cond.*	3.0
WCU-DL	*SMD417 Ath Inj Mgmt III*	3.0	*WCU-DL*	*SMD418 Ath Inj Mgmt IV*	3.0
MU	PHYS 131 Physics I w/Alg	4.0	MU	PHYS 132 Physics II w/Alg	4.0
MU	BIOL 364 Genetics & Molecular	4.0	MU	ENGL 312 Tech. Writing (AW)	3.0
			MU	Gen Ed Open Elec. (CEC)	3.0
Total Credits		14	Total Credits		16

TOTAL CREDITS FOR DUAL DEGREE PROGRAM = 148

Note: Less Prepared Students -- A sample schedule is not provided for less prepared students. The rigorous requirements of the Pre-Athletic Training option would make it difficult for those needing remedial courses such as CHEM 110 and MATH 101 to complete all requirements within the normal time frame.

Note: Several courses in this program have prerequisites. This means students cannot take certain courses until they have completed foundation courses. Enrollment in foundation courses is often determined by student performance on a placement exam. Therefore, poor student performance on a placement exam or failing to pass a foundation course will extend the length of time necessary to complete this program.

Also note: West Chester University requires that students earn the grade of “C” or better in the following courses: SMD 212, 310, 311, 312, 313, 316, 414, 417, 418, 454; SML 310, 311; WSSD 311, 390, 450, 486, 591; and BIOL 254, 255; and maintain a minimum overall Grade Point Average of 2.5 on a 4.0 scale in order to be recommended for the BOC exam to become a Certified Athletic Trainer.

This is a suggested sequence only. See your advisor for guidance.

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MU	ENGL 110 Composition	3.0	MU	COMM 100 Found. of Speech	3.0
MU	BIOL 257 Intro to Allied Health	1.0	MU	MATH 160 Pre Calculus	4.0
MU	BIOL 100 General Biology	3.0	MU	CHEM 112 Intro to Chemistry II	4.0
MU	CHEM 111 Intro to Chemistry I	4.0			
Total Credits		14	Total Credits		14
	First Summer				
MU	BIOL 254 Human A/P 1	4.0	MU	BIOL 255 Human A/P 2	4.0
Note: Students may take these classes during their 3rd & 4th semester but will need to substitute two other classes as summer replacements in order to stay on track.					
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MU	WSSD 311 First Aid & CPR	3.0	MU	WSSD 450 Kinesiology	3.0
MU	PSYC 100 Gen Psych	3.0	MU	BIOL 352 Nutrition Science (W)	3.0
MU	CHEM 235 Organic Chemistry	4.0	MU	BIOL 362 Cell Biology (W)	4.0
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MU	Arts/Humanities block (G1, 2, W)	3.0	*WCU-DL*	*SMD316 Ath Inj Mgmt II*	3.0
MU	MATH 130 Statistics	3.0	MU	CHEM 326 Biochemistry I	4.0
MU	Arts/Humanities block (G1, 3)	3.0	MU	WSSD 485 Mental Trn Tech	3.0
MU	Gen Ed Open Elec. (CEC)	3.0	MU	Social Science block (G3, 3, W)	3.0
Total Credits		15	Total Credits		16
Seventh Semester			**Eighth Semester**		
WCU-DL	*SMD414 H.,O.,& A. of AT*	3.0	*WCU-DL*	*SMD454 Ther/Prac Cond.*	3.0
WCU-DL	*SMD417 Ath Inj Mgmt III*	3.0	*WCU-DL*	*SMD418 Ath Inj Mgmt IV*	3.0
MU	PHYS 131 Physics I w/Alg	4.0	MU	BIOL 454 Immunology	2.0
MU	BIOL 461 General Microbiology	3.0	MU	ENGL 312 Tech. Writing (AW)	3.0
MU	Perspectives (CEC)	3.0	MU	BIOL 364 Genetics & Mol. Biol.	4.0
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Note: Several courses in this program have prerequisites. This means students cannot take certain courses until they have completed foundation courses. Enrollment in foundation courses is often determined by student performance on a placement exam. Therefore, poor student performance on a placement exam or failing to pass a foundation course will extend the length of time necessary to complete this program.

Also note: West Chester University requires that students earn the grade of “C” or better in the following courses: SMD 212, 310, 311, 312, 313, 316, 414, 417, 418, 454; SML 310, 311; WSSD 311, 390, 450, 486, 591; and BIOL 254, 255; and maintain a minimum overall Grade Point Average of 2.5 on a 4.0 scale in order to be recommended for the BOC exam to become a Certified Athletic Trainer.

This is a suggested sequence only. See your advisor for guidance

ATEP Progression and Completion Requirements

Athletic training students must achieve at least a "C" in each of the courses listed above. The student must also have a combined GPA of 2.5 in the courses listed below to be recommended for the Board of Certification (BOC) exam:

BIOL 254, 255, 352

WSSD 311, 390, 591, 485

SMD 212, 310, 311, 312, 313, 315, 316, 361, 414, 417, 418, 454

SML 310, 311

Athletic Training Education Retention Policy The BS in athletic training major uses the West Chester University retention policy that is found in the undergraduate course catalog.

Technical Standards for the BS in Athletic Training Major at West Chester University

The BS in Athletic Training Major at West Chester University prepares students for careers as certified athletic trainers where they will enter into employment settings and render athletic training services to individuals engaged in physical activity. The clinical, classroom and laboratory experiences place specific demands on the students enrolled in the program. The technical standards developed for the BS in Athletic Training Major establish the essential qualities necessary for students to achieve the knowledge, skills and competencies of an entry-level certified athletic trainer and meet the expectations of the agency (Commission on Accreditation of Athletic Training Education {CAATE}) that accredits the program. Students must possess the abilities outlined below to be admitted into the program. Students selected for admission into the BS in Athletic Training Major must verify that they understand and meet these technical standards with or without a reasonable accommodation. A student with a condition who may need a reasonable accommodation to meet the technical standards will be referred to the Office of Services for Students with Disabilities (OSSD) for an evaluation of whether the condition is a disability as defined by applicable laws, and a determination of what accommodations are reasonable. The determination will specifically take into consideration whether the requested accommodations might jeopardize the safety of the patient, and the ability to complete the classroom, laboratory, and clinical coursework required for the Athletic Training Program. The OSSD, with input from the Department of Sports Medicine, will make this determination. Whenever possible, reasonable accommodations will be provided for those individuals with disabilities to enable them to meet these standards and ensure that students are not denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in this program.

Technical Standards of the BS in Athletic Training Major at West Chester University:

(These examples are not inclusive of all expected abilities)

1. Critical thinking ability sufficient for clinical judgment.
2. Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds.
3. Communication abilities sufficient for interaction with others in verbal and written form.
4. Physical abilities sufficient to maneuver in small or confined spaces and to provide emergency care.
5. Gross and fine motor abilities sufficient to provide safe and effective athletic training care.
6. Tactile dexterity sufficient for physical assessment.
7. Visual ability sufficient for observation and assessment necessary in athletic training care.
8. Auditory ability sufficient to monitor and assess health needs.
9. Ability to maintain composure and function in highly stressful situations such as those associated with critical injury or illness.

PLEASE sign and date section A or section B below:

A. I certify that I have read and understand these technical standards and believe that I meet each without accommodation. I understand that if I am unable to meet these standards that I will not be admitted into the BS in Athletic Training Major.

_____	_____	_____
Signature of student	Print name of student	Date

B. I certify that I have read and understand these technical standards and believe that with certain accommodations that I can meet these standards. I will contact the Office of Services for Students with Disabilities to determine what accommodations may be available. I understand that if I am unable to meet these standards with reasonable accommodation that I will not be admitted into the BS in Athletic Training Major.

_____	_____	_____
Signature of student	Print name of student	Date

**Modified from Core Performance Standards Required for Nursing, Board of Directors of the Southern Council on College Education for Nursing (SCCEN), 1993 [http://www.sreb.org/programs/Nursing/publications/adareport.asp] and NATA Education Council [www.nataec.org]*

Clinical Experience

One of the strengths of the Athletic Training Education Program is our clinical education component. Students in the program will have the opportunity to take the knowledge, skills and attitudes obtained in the coursework and apply it in a variety of clinical settings. All students will spend at least one semester in the WCU athletic training rooms, working under the direct supervision of our faculty clinical instructors. The WCU Athletic Department currently sponsors 12 varsity sports for women and 11 for men. The Sturzebecker Health Science Center Athletic Training Room is the base of operations for athletic training services. A smaller, but complete, athletic training room is housed in the Hollinger Field House for basketball, volleyball and indoor track.

In addition, WCU students are able to gain valuable clinical experience at any of at a variety of local high schools, universities, colleges and professional teams. Each site is staffed by at least one certified athletic trainer who shares our philosophy on clinical education. Our students learn along side each of these professionals as they perform their duties during pre-season camps and through the various athletic seasons. Students assigned to off-campus clinical sites are responsible for their own transportation to and from those sites. Clinical experiences may begin prior to the official start of the semester.

2010-2011 Affiliated Clinical Settings:

Lancaster Catholic High School

J.P. McCaskey High School

During the Second Semester of a students' sophomore year a meeting will be held with the sophomore class and the coordinator of athletic training education. At this meeting the following things will be addressed:

- Students must state their intentions by signing a contract agreeing to begin their clinical in the fall of their junior year.
- Students must state their intentions if they wish to continue playing a varsity sport and delaying their clinical for a semester or more.
- The coordinator of athletic training education will inform any students if there is any remediation of courses that need to be finished before beginning of their clinical experience.
- Students will have the opportunity to request a clinical based on interests and/or inability to obtain a car for the first semester. This does not guarantee a specific clinical for the student but may help the coordinator in the decision-making process.
- Athletic Training Student uniform information.
- Students will be given information regarding the following materials that they will be expected to complete before they begin their clinical. The program will provide the Blood Borne Pathogen training and the cost for the Hepatitis B vaccination. **The student is responsible for the other costs**. This includes:
  - CPR for the professional rescuer and first aid certification.
  - Hepatitis B vaccination or sign a vaccination declination.
  - Blood Borne Pathogen training
  - Professional liability insurance coverage
  - State criminal background check*
  - FBI federal criminal history record*
  - State child abuse history clearance*
  - Tuberculin (TB) skin test*

*REQUIRED for clinical sites with school age children (e.g. public and private schools)

Athletic Training Student Responsibilities

An athletic training student in the Athletic Training Education Program at West Chester University may essentially be in two situations throughout their clinical experience. The duties that may be performed in the various situations are listed below.

Supervised Clinical Experience
A supervised clinical experience is when a program clinical instructor, or another approved health care professional such as a doctor associated with the program, is physically present and can intervene on behalf of the athlete/patient. This means that the clinical instructor can have both auditory and visual contact with the student. When in a supervised clinical experience, the student can perform any and all skills that are *previously learned*.

Voluntary Experience
A voluntary experience is one in which a program clinical instructor is NOT physically present to intervene on behalf of the athlete/patient. This experience is where student attendance is voluntary and not required.

When in this situation, a student is restricted to the role of a *first aider*. The student **CAN** only perform the following functions:

1. Apply first aid skills: (Basic injury assessment, RICE, splinting, activate EMS, CPR)
2. Conduct a history evaluation to determine need for referral
3. Apply taping or wrapping to prevent an injury (once the skill is mastered)
4. Control bleeding, and clean and dress a wound
5. Aid in stretching

A student **CANNOT perform the following functions**:

1. Apply modalities other than ice.
2. Perform an injury evaluation for a return to play decision
3. Initiate or change any rehabilitation procedures
4. Make decisions about injury disposition

When participating in a voluntary experience and an injury occurs the student **CAN**:

1. Treat the injury with first aider skills only
2. Refer the athlete at the first available opportunity to a program clinical instructor or an appropriate healthcare provider.

I, _____, (print name) have read and understand the definitions and protocol for the duties associated with the various experiences referred to above.

_____ (student signature/ date)

_____ (program director signature/ date)

Attendance Policy for Clinical Experience Courses
SMD 315, SMD 316, SMD 417, SMD 418:

All students are expected to attend scheduled clinical assignments and act in a professional manner (see clinical evaluation forms section "Professional Evaluation and Personal Attributes and NATA code of ethics). If you have a foreseeable schedule conflict, it is your responsibility to notify your clinical instructor at least 48 hours prior. Unforeseeable absences will not be counted as excused absences unless the student provides the instructor documentation and verification within one week of the absence. Excused absences include an illness (with proper medical documentation), a family crisis or an approved institutional activity. Failure to meet the attendance requirement will result in grade reduction.

Athletic training students have the right to appeal the aforementioned policy above by reporting to the coordinator of athletic training education.

Example:
Offense 1: August 28th, 2010- Absent from first three days of clinical experience. No prior notification was supplied.

Offense 2: September 23, 2010- Absent from clinical experience. No prior notification was supplied.

Clinical Education Confidentiality Agreement

All athletic training students who are assigned observational or clinical rotations through the WCU Bachelor of Science in athletic training are required to sign and abide by this agreement. Any student who refuses to sign OR abide by the agreement listed below will result in immediate termination from their clinical experience. The Board of Certification Standards of Practice for Athletic Training and the NATA's Competencies in Athletic Training and Code of Ethics stipulate several duties owed to the physically active by the athletic trainer. Among other duties, the courts have specified the duty of the athletic trainer to maintain confidentiality of medical records. **The athletic training student is held to the same standard of care**. The following agreement will be a part of the athletic training student's file.

I understand that all of the information which I become privy to in my capacity as an athletic training student is subject to patient-physician privilege and must be considered confidential.

_____ _____
Student Signature Date

_____ _____
Printed Student Name Date

_____ _____
Coordinator of Athletic Training Education Date

Clinical Rotation Orientation Form

Site: _____ Date: _____

ACI: _____ ACI: _____
Name Signature

ATS: _____ ATS: _____
Name Signature

Students enrolled in the Athletic Training Education Program at West Chester University are required to participate in clinical experiences. All Approved Clinical Instructors at all clinical sites are expected to hold an **Orientation Session** to explain and review the information listed below with Athletic Training students assigned to them for clinical rotations.

Date Completed:

_____ Verify ATS current level of emergency response and CPR certification.

_____ Review Emergency Action Plan (EAP): emergency phone numbers, location of the EAP and communications to initiate EAP. This should be posted at the site.

_____ Review all OSHA regulations and locations of personal protective devices and biohazard containers at the site.

_____ Review the chain of command followed at the site.

_____ Determine the ways in which it is best for the clinical instructor and the student to make contact in case of illness, postponed or cancelled events, etc. Email addresses cell phone numbers, home numbers should be exchanged when appropriate.

_____ Dress Code: Students are expected to follow the WCU Dress Code at all clinical sites. Student can utilize the dress code of the affiliated site.

_____ Select a clinical rotation schedule that will maximize student meaningful learning.

_____ Make introductions to the appropriate personnel (athletic director, coaches, players, colleagues).

_____ Review of courses completed and in progress.

_____ In conjunction with the student, identify the student's learning goals for this rotation.

_____ Discuss the student's previous clinical experiences as it pertains to the ATS clinical performance and the clinical skills and proficiencies the student was exposed to. Students are encouraged to share the previous semester(s) final evaluations to facilitate this discussion.

_____ Review of evaluation tools used by ATS to assess ACI performance and clinical setting.

_____ Review and discuss "Athletic Training Student Responsibilities"

Affiliated Clinical Site Visitation Form

Clinical Site: _____ Date of Visit: _____

WCU faculty conducting visit: _____

Approved Clinical Instructor (ACIs): _____

Other clinical instructors (if applicable): _____

MU AT Students: _____

1. Remind ACI about curriculum sequencing for juniors and seniors

2. General feedback- how are MU students doing?
   Clinical skills:

   Professional behavior:

3. Remind that mid-semester evaluations are due March ___ (juniors) and March __ (seniors) or that final evaluations are due May ___ (juniors) and May ___ (seniors)
   Modes of Proficiency Assessment?

4. Was Emergency Action Plan (EAP) reviewed with student?
   Is it readily retrievable?

5. Are there biohazardous waste containers available?

   Was site policy regarding this reviewed with student?

6. Do students interact with MD or other medical professionals?
   Does student present cases to MD?

   List specialty and frequency of interaction

7. Equipment Checks- are modalities, whirlpools, hydocollators, etc. safety check/recalibrations done on an annual basis? Are the stickers dated within the last year.

8. Policy and Procedures for Site (including Communicable Disease Policy)

9. Ask about student supervision- remind about student responsibilities

10. Ask about student hours at clinical sites- (are the students getting hours signed regularly?)- reminder that expectation is about 20 hours per week.

11. Questions/Concerns/Issues that ACI may have?

OSHA and Blood Borne Pathogens Policy

The Athletic Training Education Program at West Chester University adheres to the practice of "Universal Precautions" as outlined by the Occupational Safety and Health Administration. This policy applies to all students in the program starting their second year in the program prior to clinical observation. Students are to be re-trained on OSHA guidelines once a year and every subsequent year in the athletic training program until graduation. Documentation of participation in universal precautions training will be required for each student prior to the start of their clinical observation and/or clinical rotation and a copy will be kept on file in the program director's office.

Transportation of Student Athletes

The transportation of student athletes by athletic training students is not an expectation and is not permitted during clinical education experiences. If a student chooses to transport an athlete they will be paid by the athletic department for their time.

Athletic Training Student Uniform Policy

The athletic trainer is an allied health professional and as part of the WCU Bachelor of Science in athletic training program, one is required to dress appropriately and professionally for all practices and games during their clinical experiences. Athletic training students wearing inappropriate attire will be asked to leave their clinical and may be detrimental to their final grade. The designated uniform for clinical is listed below. The athletic training club will take orders several times throughout the year. The items listed below are the only items to be worn at your clinical assignments unless told otherwise by your clinical instructor.

Mandatory:

1. White or Black Collared Shirt http://www.ourschoolstore.com/millersville
   Or visit EmBroidMe, 55 Rohrerstown Road, Regency Square Shopping Center
   Lancaster, Pennsylvania 17603 717-399-0204
2. Khaki Shorts
   a. Men's Shorts- Dickies- **11" Multi-Use Pocket Short #LR642 Khaki or**
   Dickies - **" Double Seat Short Khaki" #43259 11**
   b. Women's Shorts- Old Navy- **Women's Perfect Khaki Shorts 7"_ #749794 Bassword Brown**
   or Old Navy- **Women's Cuffed Perfect Khaki Shorts 5" #752414 Sash Brown**

   c. Women's Shorts- Aéropostale **Curvy Solid Bermuda Short #8184 Dark Straw**

3. Khaki Pants

   a. Men's Pants- Dickies **multi-use pocket work pant (#8038) Khaki**

   b. Women's Pants- Old Navy **Women's Perfect Khakis #595183 Color: Khaki**

   c. Women's Pants - Gap **Curvy flare pants #620844 Color: Khaki**

4. Jackets http://www.ourschoolstore.com/millersville

Optional:

1. Fleece, Sweatshirt, Raingear http://www.ourschoolstore.com/millersville

Ordering Information:

The Old Navy pants and shorts can be purchased at any Old Navy store or on their website at www.oldnavy.com
Dickies pants and shorts can be purchased at any store that sells the brand or online at www.dickies.com

If an athletic training student becomes ill, he/she should report to the Student Health Center on campus or to another medical practitioner for evaluation as soon as possible. Upon evaluation the medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission.

If the athletic training student acquires a communicable disease, the student will notify their Approved Clinical Instructor (ACI) and Program Director as soon as possible. A signed release from a medical practitioner may be required with certain illnesses, prior to resuming clinical experiences. The Center for CDC provides these preventative guidelines for the reporting of communicable disease with health care facilities. These regulations are designed to provide for the uniform awareness, prevention, and reporting of diseases in order that appropriate control measures may be instituted to interrupt the transmission of disease. Since Athletic Training students are providing direct health care to patients under the supervision of an ACI, the appropriate precautions must be utilized. Any student who acquires any of the listed communicable disease will be dismissed from the clinical experience at West Chester University or other affiliated sites until a medical practitioner has deemed the student non-contagious.

Communicable Diseases sited by the CDC:

- Blood borne pathogens
- Conjunctivitis
- Cytomegalovirus
- Diptheria
- Gastrointestinal infections, acute
- Hepatitis A
- Herpes simplex
- Measles
- Meningococcal disease
- Mumps
- Parovirus
- Pertussis
- Poliomyelitis
- Rabies
- Rubella
- Scabies and pediculosis
- Staphylococcus aureus infection and carriage
- Streptococcus infection
- Tuberculosis

Other Communicable Diseases

- Mononucleosis
- Influenza
- Common Cold

Emergency Action Plan Overview

Introduction

Emergency situations may arise at anytime during athletic events. Expedient action must be taken in order to provide the best possible care to the athletes of emergency and/or life threatening conditions. The development and implementation of an emergency plan will help ensure that the best care will be provided.

Athletic organizations have a duty to develop an emergency plan that may be implemented immediately when necessary and to provide appropriate standards of health care to all sports participants. As athletic injuries may occur at any time and during any activity, the sports medicine team must be prepared. This preparation involves formulation of an emergency plan, proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine. Hopefully, through careful pre-participation physical screenings, adequate medical coverage, safe practice and training techniques and other safety avenues, some potential emergencies may be averted. However, accidents and injuries are inherent with sports participation, and proper preparation on the part of the sports medicine team will enable each emergency situation to be managed appropriately.

Components of the Emergency Plan

There are three basic components of this plan:

1) Emergency personnel 2) Emergency Communication 3) Emergency Equipment

Emergency Plan Personnel

During intercollegiate athletic team practice and competition, the first person to an emergency situation is typically a member of the athletic training staff, most commonly an athletic training student **(ATS)** and/or certified athletic trainer **(AT)**. A team physician will not usually be present at every competition other than football. The type and degree of athletic training coverage for an athletic event may vary widely, based on factors such as the sport or activity, the setting, and the type of training or competition. The first person in some instances may be a **COACH** or other institutional personnel. Certification in cardiopulmonary resuscitation (CPR), blood borne pathogen training, and emergency plan review is required for all athletics personnel associated with practices, competitions, skills instruction, and strength and conditioning.

The development of an emergency plan cannot be complete without the formation of an emergency team. The emergency team consists of a number of healthcare providers including physicians, certified athletic trainers; athletic training students; emergency medical technicians and at times, coaches. Roles of these individuals within the emergency team may vary depending on factors such as the number of members of the team, the athletic venue itself, or the preference of the certified athletic trainer.

There are four basic roles within the emergency team.

1. Immediate care of the athlete
2. Emergency equipment retrieval
3. Activation of the Emergency Medical System
4. Direction of EMS to scene

The first and most important role is **immediate care** of the athlete. Acute care in an emergency situation should be provided by the most qualified individual on the scene. Individuals with lower credentials should yield to those with more appropriate training. The second role, **equipment retrieval**, may be done by anyone on the emergency team who is familiar with the types and location of the specific equipment needed. Athletic training students are good choices for this role. The third role, **EMS activation**, may be necessary in situations where emergency transportation is not already present at the sporting event. This should be done as soon as the situation is deemed an emergency or a life-threatening event. Activating the EMS system may be done by the certified athletic trainer (or someone they deem appropriate) via radio contact with the athletic training room or by cell phone. Athletic training room personnel will then activate EMS by dialing 9-911. If a certified athletic trainer is not available on site or via radio contact, the emergency plan is activated by the coach. **(See Activating EMS by Coaches).** After EMS has been activated, the fourth role in the emergency team should be performed, that of **directing EMS to the scene**. One member of the team should be responsible for meeting emergency medical personnel as they arrive at the site of the contest. Depending on ease of access, this person should have keys to any locked gates or doors that may slow the arrival of medical personnel. An athletic training student, manager, or coach may be appropriate for this role.

Activating EMS by the Athletic Training Staff

- ATC or athletic training student calls athletic training room via radio or uses a cell phone:
- Athletic Training room personnel activate EMS by dialing ext. 9-911.

Activating EMS by Coaches

- Coaches should use the closest emergency phone located at the venue

OR

- Coach activates EMS directly via cell phone if one is available by dialing 911.

Providing Information:

- Name, title (ATC, ATS, Coach) address, telephone number of caller
- number of athletes that need assistance
- condition of athlete(s)
- first aid treatment initiated by a first aider
- specific directions as needed to locate the emergency scene (e.g. come to south campus loading dock)
- other information as requested by dispatcher

It is important that the emergency team be capable of adapting to each situation or sport.
Emergency plans for each sport or sport venue is/are included.

Event areas have phones located in the following areas:

Pucillo

Pool	Phone in coach's office and outside hallway
Wrestling Room	Phone in coaches office
Gymnasium/Soccer Fields	Phones in lobbies and athletic training room
Softball Field	Phones in each dugout/south lobby or athletic training room.
Spoils Field	Phone in south lobby or athletic training room

Brooks

Gym, Field Hockey, Tennis Courts, Pool, Weight Room	Campus phone in south hallway or athletic training room

Stadium

Track, Football practice field	Campus phone in football locker room or athletic training room
Baseball	Phone available in press box
McComsey Tennis Courts	Campus phone available in McComsey Hall. For weekend matches campus security should be called to guarantee building is open.

Carpenter-Trout Phone available at the attendant desk inside the door to the left.

The athletic training staff will have AEDs at staffed events. In case the athletic training staff is not present during an activity, AEDs are located in the following areas for activities near these buildings/locations:

Pucillo AED located in south hallway or athletic training room when staffed.

Spoils Field AED located in south lobby of Pucillo or athletic training room when staffed.

Brooks AED located on the 1st floor in the main gymnasium.

Stadium AED located in Carpenter-Trout or in athletic training room when staffed.

Baseball AED located in Jefferson Hall at the main entrance in the vending area or in Gaige Hall at one the 1st floor at the main entrance.

McComsey Tennis Courts AED located in Hull Hall on the 1st floor at the main entrance or Campus Security/University Police can be contacted to respond with an AED.

Carpenter-Trout AED located at the main entrance to the facility.

Emergency Communication
Communication is the key to quick delivery of emergency care in athletic trauma situations. Athletic trainers and emergency medical personnel will work together to provide the best possible care to injured athletes. The radio communications system should be checked by AT's and ATS's prior to each practice or competition to ensure proper working order. The back-up communication plan will be in effect should there be failure of the primary communication system.

- Primary communication by the sports medicine staff is radio contact or cellular phone if available.
- Secondary communication for sports medicine staff and primary communication for coaches is the closest emergency phone or cellular phone if available.

Emergency Equipment
Necessary emergency equipment will be at the site or quickly accessible. Personnel should be familiar with the function and operation of each type of emergency equipment. Equipment should be in good operating condition, and personnel must be trained in advance to use it properly. Emergency equipment should be checked on a regular basis and use rehearsed by emergency personnel. The emergency equipment available should be appropriate for the level of training for the emergency medical providers.

Transportation
Millersville University coordinates on site ambulances for competition in football. Ambulances may be coordinated on site for other special events/sports, such as major tournaments or Conference/NCAA regional or championship events. In the emergency evaluation, the ambulance personnel assist the emergency care provider (ATC) in identifying emergencies requiring critical intervention and in determining transport decisions. In an emergency situation, the athlete should be transported by ambulance, where the necessary staff and equipment is available to deliver appropriate care.

Conclusion
The importance of being properly prepared when athletic emergencies arise cannot be stressed enough. An athlete's survival may hinge on how well trained and prepared athletic healthcare providers are. It is prudent to invest athletic department "ownership" in the emergency plan by involving the athletic administration and sport coaches as well as sports medicine personnel. The emergency plan should be reviewed at least once a year with all athletic personnel, along with CPR and first aid refresher training. Through development and implementation of the emergency plan, Millersville University helps ensure that the athlete will have the best care provided when an emergency situation does arise.

When athletic training students are completing an off-campus clinical it is imperative that their ACI goes over with them the specific emergency action plan for that site

LIGHTNING SAFETY

Decisions to remove teams or individuals from practice activities will be made by the certified athletic trainers on staff. In absence of a certified athletic trainer individual sport coaches will have to use their best judgment taking into account the guidelines set forth here.

Decisions to remove teams or individuals from athletic competition or events will be made by the certified athletic trainer in conjunction with the athletic director and with the cooperation of the officials.

Suspension of Play/Practice Guidelines:

Millersville University has subscribed to the DTN Weather Sentry Alert System. This system is used by the NCAA for all outdoor championship competitions across the nation. Alerts are sent via email or text message to subscribers to notify of severe weather and lightning. Lightning alerts will be received for the first strike within a 20 mile radius and a 7 mile radius of the University. Upon notification of a strike within 7 miles, play/practice must be suspended, the athletic training staff will monitor the storm via DTN's Weather Sentry Site, and NCAA guidelines will be used for safe return to competition.

When considering resumption of an athletics activity, NSSL staff recommends that ideally everyone should wait 30 minutes after the last flash of lightning or sound of thunder before returning to the field or activity.

If there is not access to the DTN Weather Sentry system, the following are recommendations for ways to proceed. As a minimum, National Severe Storms Laboratory (NSSL) and the NCAA recommend that by the time the monitor obtain a flash-to-bang count of 30 seconds; all individuals should leave the athletic site and go to a safe structure or location.

Guidelines for Lightning Safety:

1. Know where the closest "safe structure or location" is to the field or playing area, and know how long it takes to get to that safe area. Safe structure or location is defined as:

a. Any building normally occupied or frequently used by people, i.e., a building with plumbing and/or electrical wiring that acts to electrically ground the structure. Avoid using shower facilities for safe shelter and do not use the showers or plumbing during a thunderstorm.

b. In the absence of a sturdy, frequently inhabited building, any vehicle with a hard metal roof (not a convertible or golf cart) and rolled up windows can provide a measure of safety. A vehicle is certainly better than remaining outdoors. It is not the rubber tires that make a vehicle a safe shelter, but the metal roof, which dissipates the lightning strike around the vehicle. DO NOT TOUCH THE SIDES OF THE VEHICLE.

2. Be aware of how close lightning is occurring. The flash-to-bang method is the easiest. To use this method count the seconds from the time lightning is sighted to when the clap of thunder is heard. Divide this number by five to obtain how far away (in miles) the lightning is occurring.

3. If no safe structure or location is within a reasonable distance, find a thick grove of small trees surrounded by taller trees or a dry ditch. Assume a crouched position on the ground with only the balls of the feet touching the ground, wrap your arms around your knees and lower your head. Minimize your body's surface area, and minimize contact with the ground. Do not lie flat.

4. If unable to reach safe shelter, stay away from the tallest trees or objects (such as light poles or flagpoles), metal objects (such as fences or bleachers), individual trees, standing pools of water and open fields. Avoid being the highest object in a field. Do not take shelter under a single, tall tree.

5. A person who feels his or her hair stand on end, or skin tingle, should immediately crouch, as described in item 4.

6. Observe the following basic first aid procedures in managing victims of a lightning strike.

- Survey the scene for safety.
- Activate local EMS.
- Lightening victims do not carry a 'charge' and are safe to touch.
- If necessary, move the victim with care to a safe location.
- Evaluate airway, breathing, circulation, and begin CPR if necessary.
- Evaluate and treat for hypothermia, shock, fractures and/or burns.

7. All individuals have the right to leave an athletic site in order to seek a safe structure if the person feels in danger of impending lightning activity, without fear of repercussions or penalty from anyone.

General Medical Rotation Information

The general medical rotation is designed to provide the athletic training student with a clinical experience in identification, assessment and management of common, non-orthopaedic conditions that may be seen in a physically active population. Emphasis is placed on pharmacology; diseases and conditions of the skin; ear, nose and throat; respiratory system; cardiovascular system; endocrine system; gastrointestinal system; genitourinary system; gynecological and neurological systems. The student will also be exposed to viral syndromes, sexually transmitted diseases, systemic diseases and eating disorders.

The athletic training student will gain exposure to general medical conditions in an eight hour rotation. The student will be given the opportunity to integrate competencies learned in SMD 212 into this clinical rotation (see attached syllabus).

Expectations and Requirements

Each student is required to write two case studies in the H& P format upon completion of the rotation. The student will also complete a reflection log about the experience detailing the number and types of patients that they interacted with and the illnesses that they encountered. In addition the supervising physician will complete an evaluation form of the student's knowledge, professional appearance and interaction with the patients.

Case Study Format:

- Chief Complaint
- History of Present Illness
- Prior Medical History
- Social History
- Past Surgical History
- Family History
- Review Of Systems
- Meds/Allergies
- Physical Examination
- Differential Diagnosis
    - Rationale
    - Treatment

Skill Sets

Students should be able to complete the following skills in their clinical rotation:

- Vitals Assessment: Heart Rate (HR), Blood Pressure (including orthostatic BP), Resting Respiration (RR), temperature
- ENT & Respiratory Illness: otoscope, lymph node palpation, lung auscultation, peak flow meter
- Cardiovascular: heart auscultation
- Abdominal (AB), Gastrointestinal (GI), & Genitourinary: bowel auscultation, urinalysis, abdominal palpation & percussion

Use the following web sites as study tools: http://medinfo.ufl.edu/other/opeta/index.html
http://www.martindalecenter.com/MedicalClinical_Exams.html

NATA CODE OF ETHICS

PREAMBLE

The Code of Ethics of the National Athletic Trainers' Association has been written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code is the assurance of high quality health care. The Code presents standards of behavior that all members should strive to achieve.

The principles cannot be expected to cover all specific situations that may be encountered by the practicing athletic trainer, but should be considered representative of the spirit with which athletic trainers should make decisions. The principles are written generally and the circumstance of a situation will determine the interpretation and application of a given principle and the Code as a whole. Wherever, there conflict between the Code and legality, the laws prevail. The guidelines set forth in this Code are subject to continual review and revision as the athletic training profession develops and changes.

PRINCIPLE 1:
Members shall respect the rights, welfare, and dignity of all individuals.

1.1 Members shall neither practice no condone discrimination on the basis of race, creed, national origin, sex, age, handicap, disease entity, social status, financial status, or religious affiliation.
1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of the profession.
1.3 Members shall preserve the confidentiality of privileged information and shall not release such information to a third party not involved in the patient's care unless the person consents to such release is permitted or required by law.

PRINCIPLE 2:
Members shall comply with the laws and regulations governing the practice of athletic training.
2.1 Members shall comply with the applicable local, state, and federal laws and institutional guidelines.
2.2 Members shall be familiar with and adhere to all National Athletic Trainers' Association guidelines and ethical standards.
2.3 Members are encourages to report illegal and unethical practice pertaining to athletic training to the appropriate person or authority.
2.4 Members shall avoid substance abuse when necessary, seek rehabilitation for chemical dependency.

PRINCIPLE 3:
Members shall accept responsibility for the exercise of sound judgment.

3.1 Members shall not misrepresent in any manner, either directly or indirectly, their skills, training, professional credential, identity or services.
3.2 Members shall provide only those services for which they are qualified via education and/or experience and by pertinent legal regulatory process.
3.3 Members shall provide services, make referrals, and seek compensation only for those services which are necessary.

PRINCIPLE 4:
Members shall maintain and promote high standards in the provision of services.

4.1 Members shall recognize the need for continuing education and participate in various types of educational activities that enhance their skills and knowledge.
4.2 Members who have the responsibility for employing and evaluating the performance of other staff members shall fulfill such responsibility in a fair, considerate, and equitable manner on the basis of clearly enunciated criteria.

4.3 Members, who have the responsibility for evaluating the performance of employees, supervisees, or students, are encouraged to share evaluations with them and allow them the opportunity to respond to those evaluations.
4.4 Members shall educate those whom they supervise in the practice of athletic training with regard to the Code of Ethics and encourage their adherence to it.
4.5 Whenever possible, members are encouraged to participate and support others in the conduct and communication of research and educational activities that may contribute knowledge for improved patient care, patient or student education, and the growth of athletic training as a profession.
4.6 When members are researchers or educators, they are responsible for maintaining and promoting ethical conduct in research and educational activities.

PRINCIPLE 5:
Members shall not engage in any form of conduct that constitutes a conflict of interest or that adversely reflects on the profession.

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's excepts when such conduct compromises the fulfillment of professional responsibilities.
5.2 Members of the National Athletic Trainers' Association and others serving on the Association's committees or acting as consultants shall not use, directly or by implication, the Association's name or logo or their affiliation with t he Association in the endorsement of products or services.
5.3 Members shall not place financial gain above the welfare of the patient being treated and shall not participate in any arrangement that exploits the patient.
5.4 Members may seek remuneration for their services that is commensurate with their services and in compliance with applicable law.

BOC CERTIFICATION EXAMINATION

The National Athletic Trainers' Association Board of Certification (BOC) was incorporated in 1989 to provide a certification program for entry-level athletic trainers and recertification standards for certified athletic trainers. The purpose of this entry-level certification program is to establish standards for entry into the profession of athletic training. Additionally, the BOC has established the continuing education requirements that a certified athletic trainer must satisfy in order to maintain current status as an BOC certified athletic trainer.

To Be Certified:

In order to attain certification as an athletic trainer, a candidate must satisfy: the Basic requirements; and pass a national board of certification examination.

The Process:

Annually, the BOC reviews the requirements for certification eligibility and standards for continuing education. Additionally, the Board reviews and revises the certification examination in accordance with the test specifications of the BOC Role Delineation Study that is reviewed and revised every five years. The BOC uses a criterion-referenced passing point for the anchor form of the examination. Each new examination version is equated to the anchor version to ensure that candidates are not rewarded or penalized for taking different versions of the examination.

BOC Exam Security and Confidentiality:

(From BOC Exam Candidate Handbook; www. bocatc.org)

Ethical Behavior- Soliciting questions from candidates who have previously taken the exam is unethical for several reasons:

A. Candidates are expected to pass the exam based on their own merit without assistance. The members of the public who will entrust the ATC® credential with their health and well-being expect that the individual is a trustworthy and competent individual.
B. The purpose of the BOC exam is to protect the public by ensuring that candidates for certification have achieved entry-level competence. By asking previous exam takers to share questions, a candidate undermines the very purpose of the exam.
C. By soliciting questions from previous exam candidates who have accepted the security agreements, an individual is encouraging candidates to commit illegal acts.

Security Violations:

In some instances, fellow students may be a good resource for learning about questions on previous exams. This is not the case when preparing for the BOC exam. It is illegal and unethical to recall (memorize) and share questions that are on the BOC exam. During exam day registration, candidates are required to sign a confidentiality statement attesting to their intent to keep the contents of the exam confidential. As such, candidates may not solicit questions or discuss items that were on previous exams with other BOC candidates or individuals who hold the ATC® credential. Recalling questions from the exam and sharing them with anyone else violates the confidentiality agreement and Federal Copyright Laws. The BOC will prosecute violations of this agreement. Violation of the confidentiality agreement is also a violation of BOC Standards of Professional Practice, which can result in suspension or revocation of certification from those who have earned it or suspension or denial of eligibility for future exams for candidates found to have violated their confidentiality agreement.

For more information on the BOC exam please visit: www. bocatc.org

PROFESSIONAL MEMBERSHIPS

National Athletic Trainers' Association (NATA) (www.nata.org)

Students are encouraged to become members of the NATA. The fee entitles the student member to gain access to the Journal of Athletic Training, (which is the professional journal of the organization) NATA News as well as considerable savings on the fee required to sit for the certification examination and for registration fees for the NATA annual symposia . You must be an NATA member to apply for any of the NATA student scholarships as well. Applications are available online at www.nata.org

The NATA Foundation provides approximately 70 scholarships annually, each for $2,000.

Eligibility Requirements

- **Be at least a junior in college**
- Have a minimum 3.2 GPA based on a 4.0
- Be sponsored by a certified athletic trainer
- Be a member of the NATA

http://www.natafoundation.org/scholarship.html

Eastern Athletic Trainers' Association (EATA) (www.goeata.org)
Pennsylvania Athletic Trainers Association (PATS) (www.gopats.org)

Students who become members of the NATA automatically are members on the EATA and PATS (if your mailing address is in Pennsylvania). As a member of these organizations you are eligible to apply for student scholarships and received reduced registration fees.

SCHOLARSHIP INFORMATION

National Athletic Trainers' Association (NATA)
The NATA scholarship committee awards scholarships annually in three categories. Applications can be downloaded from the NATA website. You must be a NATA member and intend on pursuing athletic training as a career. The national office must receive the application, no later than February 1st. The sophomore year must be completed and the overall GPA requirement is 3.0.

Eastern Athletic Trainers' Association (EATA)
The EATA awards annual scholarships in the amounts of $1500 to junior and senior athletic training students who are pursuing an undergraduate degree in athletic training. See www.goeata.org for more information.

Pennsylvania Athletic Trainers' Association (PATS)
PATS awards annual scholarships in the amounts of $2000.00 to athletic training students. See www.gopats.org for more information.

Sturzebecker Scholarship
Annual scholarships are awarded to students attending West Chester University in the College of Health Sciences, and to recognize individuals associated with West Chester University for distinguished achievement in their chosen professions, extraordinary accomplishments with humanitarian accomplishments and magnificent service to West Chester University and to induct them into the West Chester University Hall of Fame.

Swope Foundation Scholarship
Annual scholarship awarded to undergraduate students in the amount of $2000.00. Award criteria based upon GPA, essay, and letters of recommendation. Information regarding this scholarship can be obtained from the dean's office.

Pat Croce Scholarship
Annual scholarship awarded to an incoming BS IN ATHLETIC TRAINING freshman. Award criteria based upon GPA, resume and essay.

Doug Weiss Scholarship
Annual scholarship awarded to a BS IN ATHLETIC TRAINING junior in the amount of $500.00. Award criteria based upon GPA and quality of essay. For more information ask the Coordinator of Athletic Training Education.

Phil Donley Outstanding Senior Award
Annual scholarship awarded to a BS IN ATHLETIC TRAINING senior. Award criteria: cumulative GPA above 3.0, demonstrated competence and significant contributions to club, department, college and/or university. Selected by the Department of Sports Medicine faculty.
MU Scholarships in Biology or Science

Arthur and Claribel Gerhart Scholarship in Biology. Awarded to a student who is majoring in biology, is in good academic standing, and has completed 60 credits by the end of the semester in which the award is made. Preference is given to sophomores and
juniors.

Dr. Alex Henderson Scholarship in Biology. Awarded to a sophomore or junior biology major who is engaged in a project addressing an issue in biology from an interdisciplinary perspective.

Keever Biology Research Scholarship. Awarded to an undergraduate biology major to train the recipient in the methods and values of scientific research. Preference is given to those concentrating in botany.

Ratzlaff Scholarship. Awarded to an incoming biology major. The scholarship may be renewed for three additional years if the student remains a biology major and maintains a GPA of 3.0 or greater.

Commonwealth of Pennsylvania Universities Biologists Award. Awarded on the basis of academic standing, excellence in biology and research potential.

Daniel G. Engle Scholarship. Awarded on completion of the junior year to a science major for superior scholarship and exceptional
University and community service and for maintaining a 3.0 GPA.

James E. Koken Science Scholarship. Awarded to a student enrolled in a science curriculum or in science education, who has
completed 55 credits at Millersville University by the end of the semester prior to the semester in which the scholarship is awarded.
Preference is given to a chemistry major.

Henry Franklin Bitner Science Prizes. Awarded to two seniors annually, one in physical science and one in biological science.

For more information regarding these scholarships and their qualifications visit the Office of Financial Aid in 1st Floor Lyle Hall

WCU Graduation Application Timeline

Graduation	Available to Apply Online	Deadline to Apply
May 2010	January 1, 2009	December 30, 2009
August 2010	January 1, 2009	December 30, 2009
December 2010	July 1, 2009	June 30, 2010
May 2011	January 1, 2010	December 30, 2010
August 2011	January 1, 2010	December 30, 2010
December 2011	July 1, 2010	June 30, 2011
May 2012	January 1, 2011	December 30, 2011
August 2012	January 1, 2011	December 30, 2011

West Chester University
Department of Sports Medicine
Athletic Training Education Program

Acceptance of Policy and Procedure Manual

I, _____(print name) have read and understand the policies, procedures and information included in this policy and procedure manual. I understand that I must abide by all of the requirements, academically and clinically, as well as policies and procedures for the Athletic Training Education Program at West Chester University.

By signing my name below I confirm that I have a received and read a copy of the manual thoroughly and have been given an opportunity to ask any questions that I have regarding the Policy and Procedure Manual.

_____Date_____
Athletic Training Student Signature

The provisions of this document are not regarded as an irrevocable contract between the student and the program or University. West Chester University's athletic training education program reserves the right to change any provisions or requirements at any time. Updates to this manual will be made in late in the spring each year and will posted directly to the program's web site: http://health-sciences.wcupa.edu/sportsmed/sportsmed-new/sportsmed.htm