

ALVERNIA UNIVERSITY

ATHLETIC TRAINING PROGRAM

POLICY AND PROCEDURES MANUAL



Alvernia University
400 St. Bernardine Street
Reading, PA 19607-1799

Updated 07/2026

Acknowledgement

Represented by my signature below, I acknowledge that I have received the *Alvernia University Athletic Training Program Clinical Education Manual*. My signature also confirms that I have read and understand its contents, and all my questions have been answered satisfactorily.

X _____
Signature

Date

Name Printed

**Please remove this page and return it to the Department Administrative Assistant
1st floor of the PLEX (in the DPT suite).**

Table of Contents

Acknowledgement	2
PART I – OVERVIEW	6
Introduction.....	7
Accreditation Status	7
The Athletic Training Profession.....	7
Program Mission	8
Program Goals	8
Alvernia University Athletic Training Advisory Committee	11
Athletic Training Code of Ethics (www.nata.org).....	12
BOC Standards of Professional Practice.....	15
PART II – PROGRAM PERSONNEL	17
Faculty/Staff.....	18
Athletic Training Program Faculty & Staff Role Delineation	19
PART III – PROGRAM ADMISSIONS, PROGRESSION POLICY, CONTENT & REQUIREMENTS.....	22
Admission Requirements	23
Courses and Course Descriptions	25
Academic Completion Plan	27
Fraternization Policy	29
Disciplinary Actions	29
Academic Standards.....	29
Academic Grievance Policy.....	30
Hours Requirements.....	30
Dress Code	31
PART IV – THE ATHLETIC TRAINING STUDENT	33
Athletic Training Student Qualities	34
Civility	34
Athletic Training Student Conduct	36
Athletic Training Student Responsibilities	37
Drug and Alcohol Use (student handbook, page 147-149).....	37
Misdemeanor/Felony Convictions	38
Athletic Training Student Records.....	38
Athletic Training Student Association (ATSA).....	38

Extra-Curricular Activities.....	39
Background Check Policy – Academic Programs	41
Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997	43
Communicable Disease Policy	45
What are Communicable Diseases?	45
Communicable Diseases Cited by the CDC	45
Guidelines for Prevention of Exposure and Infection.....	45
Guidelines for Managing Potential Infection.....	46
Blood-borne Pathogen Post-Exposure Plan	47
Purpose of the Plan	47
Procedures	47
Exposure Determination	48
Compliance	48
Post-Exposure Evaluation and Follow-Up.....	50
Exposure Incident Report	51
PART VI – EMERGENCY ACTION PLANS (AU clinical sites)	52
Angelica Park.....	53
Body Zone.....	54
Main Campus	55
Alvernia University Sports Park	56
PART VII – Practice & Competition Coverage	57
Delivery of Athletic Training Services during clinical education	58
Radio Usage (if applicable)	59
Golf Cart / Gator Policy	60
PART VIII - CLINICAL EDUCATION.....	61
Assignment of Clinical Rotations	62
Clinical Education Experience.....	62
Identifying Students In The Clinical Setting	63
Uniform Safety Policy for Therapeutic Equipment	64
Professional Liability Insurance	64
Monetary Remuneration	64
Preceptor Evaluation of Athletic Training Student.....	64
Athletic Training Student Evaluation of Preceptor and Clinical Experience	65
Overall Evaluation of the Athletic Training Program By Students	65
Harassment Policy Academic Field Experience.....	65

Appendices	66
1. Candidate Admissions Decision: Master of Science in Athletic Training	67
2. Technical Standards	69
3. Social Media Policy	71
4. Clinical Evaluations	72
5. Example of Orientation format (pre-rotation).....	920
6. Academic Compliance Requirements.....	93
Waiver and Release From Liability.....	104
Emergency Information	105

PART I – OVERVIEW

Introduction

The following policies and procedures have been established for the purpose of clarifying, organizing, and maintaining an effective Master of Science in Athletic Training Program at Alvernia University. This manual can be utilized by Athletic Training Students, Athletic Program Administration, Athletic Coaches, Preceptors, Program Faculty, as well as University Staff and Administration when questions of policies and procedures arise.

This handbook serves as a guideline for the professional staff and students when carrying out the normal day-to-day operations of the Athletic Training Program, as well as when making administrative and professional decisions. The contents are designed to assure fairness and equity for all students, student safety, prudent and unbiased care of patients and clients, and quality educational outcomes. The provisions of this guide are not to be regarded as a contract between the student and Alvernia University. The University reserves the right to change any provisions or requirements at any time within the student's term of residence.

Accreditation Status

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). CAATE is located at 6836 Austin Center Blvd, Suite 250, Austin, TX 78731-3193. Their phone number (512) 733-9700.

Access accreditation information here: [Program Information and Outcomes \(caate.net\)](http://caate.net)

The Athletic Training Profession

According to the National Athletic Trainers' Association (NATA), Athletic Trainers Athletic trainers (ATs) are unique health care providers and an essential member of any health care team skilled and trained in the prevention of injury and illness, examination, diagnosis, treatment and rehabilitation of emergency, acute or chronic injuries and medical conditions. Found on sidelines, military bases, warehouse floors, performance halls and clinics and hospitals, ATs provide a safer approach to work, life and sport.

Americans With Disabilities Act (ADA)

Special Needs Students

The University determines its ability to meet the specific requests of special needs students on a case-by-case basis. Reasonable accommodations, as defined by Act 504 and the Americans with Disabilities Act (ADA), are provided when students self-identify and provide documentation to the University's Americans with Disabilities Act

Coordinator. Students needing assistance should contact the Accessibility Services Office in BH 106, by phone (610.568.1499), fax (484-335-4486), or e-mail (Accessibility.Services@alvernia.edu)

ADA Accommodations

In accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (“ADA”), the University offers accommodations to students with documented learning, physical and/or psychological disabilities. It is the responsibility of the student to contact the Disability Services Coordinator, preferably prior to the beginning of the semester, to initiate the accommodation process and to notify instructors as soon as possible so accommodations can be made early on in the semester. Course requirements will not be waived but, if possible, reasonable accommodations will be made to allow each student to meet course requirements. Students needing assistance should contact the Accessibility Services Office in BH 106, by phone (610.568.1499), fax (484-335-4486), or e-mail (Accessibility.Services@alvernia.edu)

Program Mission

The Athletic Training Program at Alvernia University has a primary purpose of providing students with the intellectual and clinical foundation that will enable them to play an important role in the health care of athletes and others involved in physical activity. The program seeks to merge the Franciscan Values of *Service, Humility, Peace-making, Contemplation, and Collegiality* with the foundations of evidence-based practice in theory and clinical experiences. Our practitioners develop the knowledge, skills and attitudes needed to become highly-qualified allied health professionals in the field of Athletic Training capable of “knowledge joined with love”. Throughout the Program, students will gain a breadth and depth of knowledge in the field of Athletic Training, as well as in the liberal arts. Students will also develop critical thinking skills, as well as gain an appreciation for the profession of Athletic Training and the role of the Certified Athletic Trainer within the healthcare delivery system.

Program Goals

MSAT Student Learning Outcomes

- 1) Students will demonstrate comprehension of foundational knowledge and clinical skills within athletic training. (AU grad learning goal 2)

- 2) Students will demonstrate problem-solving skills that will allow them to reason clearly and analytically. Students will be able to identify and evaluate problems, utilize critical thinking skills to find solutions, implement solutions, and evaluate the results. (AU grad learning goal 4)
- 3) Students will communicate effectively and respectfully with individuals/groups, professionals and society. (AU grad learning goal 1 & 3)
- 4) Students will use knowledge of the natural and applied sciences as well as research methodology to interpret evidence-based research related to athletic training to answer clinical questions, guide critical inquiry, and to guide clinical practice. (AU grad learning goal 2 & 5)
- 5) Students will demonstrate an integration of Franciscan values at the point of athletic training care. (consistent with AU University and College-wide mission statements)
- 6) Students will demonstrate clinical competence in clinical practice settings (AU grad learning goal 2)
- 7) Students will demonstrate post-graduation preparedness as an Athletic Trainer for a career in health care.
- 8) The Program will demonstrate excellence in education.

Goal 1:

Indicator:

- 1.1 Describe basic biological systems and processes
- 1.2 Describe the relationship between anatomical structure and function (systems approach) as it relates to physical activity, injury/disease and prevention.
- 1.3 Analyze and describe human movement.
- 1.4 Define and relate principles of healthy lifestyle behaviors.
- 1.5 Describe body's physiological responses and adaptation to injury.

Goal 2:

Indicator:

- 2.1 Evaluate and diagnose injuries and illnesses related to physical activity.
- 2.2 Assess and prescribe exercise and rehabilitation therapies for multiple populations.

2.3 Select and evaluate preventative measures to influence individual health and function. Special attention is given to identified social determinants of health.

Goal 3:

Indicator:

3.1 Demonstrate oral, written, and visual communication that is organized, coherent, accurate, and professionally prepared and delivered.

3.2 Develop a specialized vocabulary which will allow them to engage in intelligent discourse in the field of athletic training.

3.3 Employ technology to communicate effectively and respectfully to a wide variety of groups and individuals

Goal 4:

Indicator:

4.1 Successfully access and accurately interpret a variety of evidence-based research data to generate a focused clinical question.

4.2 Apply scientific evidence to implement safe and effective clinical practices.

4.3 Demonstrate critical scholarship that creates new knowledge.

Goal 5:

Indicator:

5.1 Articulate an understanding of moral, ethical, and compassionate care of diverse clients.

5.2 Recognize the impact of contextual factors (political, social, regulatory, prayer source, physical, cultural, and technological) around the tenants of Franciscan values on the delivery of care and Athletic Training services.

Goal 6:

Indicator:

6.1 Students will demonstrate an integration of didactic knowledge and skills in a supervised clinical practice setting.

6.2 Students will demonstrate entry level proficiency through the completion of established clinical proficiencies.

Goal 7:

Indicator:

7.1 Students will demonstrate their ability to integrate themselves into a post graduate professional setting

Goal 8:

Indicator:

8.1 Athletic Training Faculty will demonstrate quality instruction.

8.2 Preceptors will demonstrate quality clinical instruction.

8.3 Clinical instructors will demonstrate quality clinical instruction

Alvernia University Graduate Learning Outcomes:

1. Interprofessional Collaboration
2. Knowledge of Discipline
3. Effective communication
4. Ethical considerations and leadership
5. Research Skills

Alvernia University Athletic Training Advisory Committee

The Athletic Training Advisory Committee consists of members of the Alvernia University Faculty, as well as professionals from the surrounding community. This body functions to ensure that the Program functions to meet Accreditation Standards.

Athletic Training Code of Ethics (www.nata.org)

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 aspirational 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 circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. Whenever there is a 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:

All individuals shall respect the rights, welfare, and dignity of all individuals.

1.1 Members shall not discriminate against any legally protected class.

1.2 Members shall be committed to providing competent care consistent with both the requirements and the limitations of their 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 or 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 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 encouraged to report illegal or unethical practice pertaining to athletic training to the appropriate person or authority.

2.4 Members shall avoid substance abuse and, 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 credentials, 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 that 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 affects the profession.

5.1 The private conduct of the member is a personal matter to the same degree as is any other person's except 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 the 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.

Reporting of Ethics Violations

Anyone having information regarding allegations of ethical violations, and wishing to supply such information to NATA, shall supply this information, with as much specificity and documentation as possible, to NATA's Executive Director or Chair of the Ethics Committee.

Information need not be supplied in writing, and the reporting individual need not identify him or herself. Information, however, that is too vague, cannot be substantiated without the assistance of the reporting person, or information where, in the opinion of the NATA Executive Director or Ethics Chair, there is no need for anonymity for the reporting individual will not be forwarded for action by the committee. An individual may report information on the condition that the individual's name or certain other facts be kept confidential. NATA may proceed with an investigation subject to such a condition; however, NATA must inform the reporting individual that at some point in the investigation NATA may determine that it cannot proceed further without disclosing some of the confidential information, either to the applicant or member under investigation or to some other party. A reporting individual, upon receiving this information from NATA, may decide whether or not to allow the information to be revealed. If the reporting individual decides that the necessary information must remain confidential, NATA may be required to close the unfinished investigation for lack of necessary information. Individuals are strongly encouraged to provide relevant information, with as much detail as possible, in writing to:

*NATA
Ethics Investigations
2952 Stemmons Frwy
Dallas, TX 75247-6196*

BOC Standards of Professional Practice

The Board of Certification (BOC) direct credentialing services for Athletic Trainers. The Standards of Professional Practice serve as a guide for ethical practice as Certified Athletic Trainers.

The public document can be accessed from the main BOC website:

<https://7f6907b2.flowpaper.com/SOPP012021/#page=1>

Foundational Behaviors of Professional Practice

These basic behaviors permeate professional practice and should be incorporated into instruction and assessed throughout the educational program.

Primacy of the Patient

- ♦ Recognize sources of conflict of interest that can impact the client's/patient's health.
- ♦ Know and apply the commonly accepted standards for patient confidentiality.
- ♦ Provide the best healthcare available for the client/patient.
- ♦ Advocate for the needs of the client/patient.

Team Approach to Practice

- ♦ Recognize the unique skills and abilities of other healthcare professionals.
- ♦ Understand the scope of practice of other healthcare professionals.
- ♦ Execute duties within the identified scope of practice for athletic trainers.
- ♦ Include the patient (and family, where appropriate) in the decision-making process.
- ♦ Work with others in effecting positive patient outcomes.

Legal Practice

- ♦ Practice athletic training in a legally competent manner.
- ♦ Identify and conform to the laws that govern athletic training.
- ♦ Understand the consequences of violating the laws that govern athletic training.

Ethical Practice

- ♦ Comply with the NATA's *Code of Ethics* and the BOC's *Standards of Professional Practice*.
- ♦ Understand the consequences of violating the NATA's *Code of Ethics* and

BOC's *Standards of Professional Practice*.

- ♦ Comply with other codes of ethics, as applicable.

Advancing Knowledge

- ♦ Critically examine the body of knowledge in athletic training and related fields.
- ♦ Use evidence-based practice as a foundation for the delivery of care.
- ♦ Appreciate the connection between continuing education and the improvement of athletic training practice.
- ♦ Promote the value of research and scholarship in athletic training.
- ♦ Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence

- ♦ Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- ♦ Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- ♦ Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism

- ♦ Advocate for the profession.
- ♦ Demonstrate honesty and integrity.
- ♦ Exhibit compassion and empathy.
- ♦ Demonstrate effective interpersonal communication skills.

PART II – PROGRAM PERSONNEL

Faculty/Staff

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Athletic Training Program Faculty & Staff Role Delineation

The Athletic Training Program Faculty and Staff shall consist of the following individuals: Team Physician, Athletic Training Program Director, Director of Clinical Education, Team Lead Athletic Trainer, Staff Athletic Trainers, Department Chair, Preceptors, Athletic Director, Adjunct Faculty, Athletic Training Students and Clerical and Support Staff.

At Alvernia, The Team Physician, and “Sports Medicine Staff” (Team Lead Athletic Trainer and Staff Athletic Trainers) will primarily coordinate medical care for student-athletes. Athletic Training students assigned to Alvernia University will practice direct patient care under the supervision of a preceptor. The Athletic Training Program Faculty will be primarily responsible for the educational component of the Athletic Training Program. Preceptors will be responsible for the continued clinical education and evaluation of clinical skills of the Athletic Training Student as established by the Faculty of the Athletic Training Program.

Medical Director

The medical director will be an MD/DO who is licensed to practice in the state of PA. He/she will act as a resource and expert for the medical content of the Athletic Training Program in both formal classroom and supervised clinical experiences.

Team Physician

The team physician shall be involved in the clinical education portion of the Athletic Training Program with those students who complete clinical rotations at Alvernia University. Students at other sites are encouraged to interact with the respective team physician at each clinical site. He/she will have a sincere interest in the professional preparation of the athletic training student and will be willing to share his/her knowledge through discussions, clinic scenarios, and other active learning sessions.

Athletic Training Program Director

The Athletic Training Program Director shall be responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the Athletic Training Program. The Program Director will be a Certified Athletic Trainer and will instruct classes in the Athletic Training Program.

Director of Clinical Education (DCE)

The DCE is a faculty member who is identified as the “ Director of Clinical Education ”. The DCE is responsible for the clinical progression of each student in the Athletic Training Program. They will perform annual clinical site evaluations, review mid-term and final student evaluations, and debrief students about results of these evaluations. The DCE will share the findings of these evaluations with the program faculty. The DCE along with program faculty will coordinate remediation of clinicals skills when needed. The DCE will ensure Preceptor evaluation and training. The DCE will be available to students and

preceptors to answer questions about, or trouble shoot clinical education experiences.

Team Lead Athletic Trainer

The Team Lead Athletic Trainer shall be a staff member and preceptor with clinical education responsibilities. This person must be qualified through professional preparation and experience in the field of Athletic Training.

Staff Athletic Trainers

Staff Athletic Trainers shall be staff members and preceptors with clinical education responsibilities. These professionals must be qualified through professional preparation and experience in the field of Athletic Training.

Department Chairperson

The Department Chairperson will assist the Athletic Training Program Director and other Staff/Faculty in the administration of the Athletic Training Program. The Department Chair will also serve on Athletic Training Program Committees. This individual may instruct classes in the Athletic Training Program.

Preceptor

Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are athletic trainers are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic Director

The Athletic Director will function as defined by the University. In addition, the Athletic Director will be aware of the educational and clinical components of the Athletic Training Program and will assist in the delivery of these components. Regular correspondence between the Program Director and the Athletic Director will include any updates on Athletic Training Student clinical education or changes in the Athletic Training Program.

Adjunct Faculty

The Adjunct Faculty for the Athletic Training Program will teach those courses required by the curriculum. These faculty members will be qualified through professional preparation and experience in their respective academic areas. They will be familiar with the *curricular standards represented in their respective courses* as they pertain to their respective teaching area. Adjunct Faculty will also demonstrate a sincere interest in assisting the Athletic Training Students in the development of professional skills and knowledge.

Athletic Training Students

The Athletic Training Students are the core of the Athletic Training Program. They shall exhibit professional characteristics and commitment to their Program. They will strive to continually improve their knowledge and skills. They will responsibly engage in active learning in the classroom, lab, and clinical settings.

Administrative Support Staff

The Administrative and Support Staff will be available to support Program personnel.

**PART III – PROGRAM
ADMISSIONS,
PROGRESSION POLICY,
CONTENT &
REQUIREMENTS**

Admission Requirements

Traditional undergraduate students and / or transfer students who apply to and are accepted at Alvernia University enter the pre-professional phase of the MSAT program. Pre-professional students who successfully complete all pre-requisite coursework and maintain the required GPA (overall and major GPA) may progress to the professional phase of the program.

Students can access the MSAT Program admissions standards via the university Master of Science in Athletic Training webpage (“major notes” drop down):

[Athletic Training \(MSAT\) | Alvernia University](#)

Pre-professional students must formally declare their intentions to complete the professional phase of the MSAT program or “opt out” during the 3rd year of matriculation (or at the semester prior to the start of the professional phase). This portion of the process involves the submission of signed Technical Standards.

Forms are available online or from the PD. [Athletic Training Technical Standards | Alvernia University](#)

Once the Technical Standards are signed, the PD will review the student’s transcript to ensure the student has completed the necessary pre-requisite coursework at the level of “C” or better, and an overall GPA of 3.0.**

The MSAT PD will meet with each student during the 3rd year of matriculation or prior to acceptance to the professional phase of the program to ensure all prerequisites are completed. Students who do not meet the admission requirements or choose to opt out will be advised as to other options to complete another degree. Entry to the MSAT Program is limited on a space available basis.

**Students whose GPA is below 3.0 with unique academic coursework and / or extensive professional experience may be eligible for initial acceptance. Students are required to achieve a minimum overall GPA of 3.0 to graduate from the MSAT program. **

Graduate students who have completed an undergraduate degree who seek to enter the post-baccalaureate MSAT program can access admissions information from the follow webpage (“Getting Started /Application Instructions” drop down):

[Master of Science in Athletic Training \(MSAT\) | Alvernia University](#)

Upon acceptance to the professional phase of the MSAT program, all students must meet the following requirements:

- Obtain a Pennsylvania Child Abuse History Clearance form (ACT 151),
- A Criminal History Record Check (ACT 34),
- and an FBI Criminal Clearance (ACT 114).

All clearances are required upon acceptance into the professional phase of the program and must be renewed yearly. Clearances must be completed prior to beginning any clinical hours. Formal clinical education begins during the professional phase of the MSAT program (years 4 and 5). Clearances with violations are reviewed on an individual basis and may be subject to non-acceptance and progression related to clinical agency requirements.

Students must also complete the Background Checks Notification form.

- Submit a completed health record to the Health & Wellness Center and complete the Authorization to Release Medical Information form.
- Obtain specific immunizations which includes a two-step TB Test, Diphtheria/Tetanus Booster, Measles, Mumps and Rubella, the series of Hepatitis B vaccinations, and a Pneumococcal vaccine or waiver.
- Required yearly influenza vaccine or documented refusal.
- Obtain yearly Blood-borne Pathogens and OSHA training and complete the Communicable Disease Policy.
- Maintain current certification in CPR and First Aid.
- Provide transportation for all clinical experience off-campus (public or private).
- Provide proof of current health insurance.

To Access Complio (compliance process)

<http://alverniacompliance.com/index.html>

Upload instructions for artifacts and documentation. *(see also appendix 6)*

Blood Borne Pathogen and OSHA training and Communicable Disease Policy **see page 47**

Traditional Undergraduate students and transfer students can access Alvernia University's Undergraduate course catalog here: [Undergraduate Course Catalog | Alvernia University](#)

Post baccalaureate students can access Alvernia University's Graduate Course Catalogue here: [Graduate Course Catalog | Alvernia University](#)

Courses and Course Descriptions

MSAT Professional Phase courses include:

DPT 500: Gross anatomy (5 credits)

AT 510: AT Clinical Procedures 1 (3 credits)

AT 520: AT Clinical Practicum 1 (Clinical evaluation and pathology of the lower extremities) (7 credits)

AT 511: Clinical Procedures 2 (3 credits)

AT 521: AT Clinical Practicum 2 (Clinical evaluation and pathology of the upper extremities) (7 credits)

AT 610: AT Clinical Practicum 3 (Immersive clinical experiences 1), (6 credits)

AT 615: General Medical Conditions in the Physically Active (3 credits)

AT 618: Pharmacology in Athletic Training (2 credits online)

AT 611: Clinical Practicum 4: (Immersive clinical experience 2), (6 credits)

AT 620: Clinical Pathology and Differential Diagnosis: (2 credits)

AT 625: AT Clinical Procedures 3: (3 credits)

AT 630: Evidence based practice: Clinical Research 1 (3 credits)

AT 635: Evidence based practice: Clinical Research 2: Research Seminar (3 credits) (Capstone Course)

AT 640: Healthcare Administration and Professional Responsibility (2 credits)

AT 645: Evidence based practice: prevention, conditioning and performance enhancement (3 credits)

Descriptions for all professional phase coursework can be accessed via the following websites:

Traditional Undergraduate students and transfer students can access Alvernia University's Undergraduate course catalog here: [Undergraduate Course Catalog | Alvernia University](#)

Post baccalaureate students can access Alvernia University's Graduate Course Catalogue here:

[Graduate Course Catalog | Alvernia University](#)

Academic Completion Plan

BS Health Science and MSAT Program (Traditional UG students and Transfer students accepted to AU fall 2025 and after)

Courses in blue represent core BS Health Science courses. **Courses in red** represent electives for the BS-PRE-AT Track. **Courses in purple** represent courses applied to the **MS in Athletic Training**

Fall Semester 1	Credits	Spring Semester 2	Credits
AT 101: Intro. to Athletic Training	2	AT 113: Emergency Response	3
CHE104 General Chem 1	3	PSY 101: Introductory Psychology - GENERAL EDUCATION	3
CHE110 General Chem 1 Lab - GENERAL EDUCATION	1	COM 101 - GENERAL EDUCATION/SEARCH	3
FYS 101: First Year Seminar - SEARCH	3	World Language 2 - GENERAL EDUCATION	3
World Language 1 – GENERAL EDUCATION	3	THE105 or PHI105 - GENERAL EDUCATION/SEARCH	3
THE 105 or PHI 105 - GENERAL EDUCATION/SEARCH	3		
TOTAL	15	TOTAL	15
Fall Semester 3	Credits	Spring Semester 4	Credits
PSY 208: Human Development Across the Lifespan	3	HCS 320: Healthcare Science & Cultural Competency	3
BIO 107/117 A&P 1 with lab - - GENERAL EDUCATION	4	200 LEVEL ETHICS (THE210 Recommended) - GENERAL EDUCATION	3
THE/PHI 200-400 LEVEL - GENERAL EDUCATION	3	LIT – GENERAL EDUCATION	3
FINE ARTS (ART/MUS/THR) - GENERAL EDUCATION	3	BIO 108/118 Anatomy and Physiology 2 (with lab)	4
COMM - GENERAL EDUCATION	3	AT 222 Care and Prevention	3
		AT 222 Care and Prevention Lab	0
TOTAL	16	TOTAL	16
Fall Semester 5	Credits	Spring Semester 6	Credits
AT 433: Exercise Physiology	3	HCS 330: Healthcare Literacy & Advocacy	3
BIO 208 Neuroscience for Rehabilitation - - GENERAL EDUCATION	3	BIO 211 Kinesiology with lab - - GENERAL EDUCATION	4
BIO 217 Sports Nutrition	3	HIS/POS – GENERAL EDUCATION	3
PHY 110 w/ lab	4	EXS 365 – Exercise Testing and Assessment	3
EXS310 Psychology of Sport and Exercise	3	AT 390: AT Clinical Seminar - Capstone	1
		MAT 208: Statistics - GENERAL EDUCATION	3
TOTAL	16	TOTAL	17
Fall Semester 7	Credits	Spring Semester 8	Credits
DPT 500: Gross Anatomy	5	COR 520	3
AT 510 Athletic Training Clinical Procedures 1	3	AT 511 Athletic Training Clinical Procedures 2	3
AT 520 Athletic Training Clinical Practicum 1 (Clinical Evaluation and Pathology 1 Lower Extremity)	7	AT 521 Athletic Training Clinical Practicum 2 (Clinical Evaluation and Pathology 2: Upper Extremity)	7
TOTAL	15	TOTAL	13
		Summer Mod (5)	
		AT 625: Athletic Training Clinical Procedures 3	3
		AT 630: Evidence Based Practice: Clinical Research 1	3
		TOTAL	6
Fall Semester 9 MODS	Credits	Spring Semester 10 MODS	Credits

MOD 1 AT 610: Athletic Training Clinical Practicum 3 Immersive Clinical Experience 1 ALL IN MOD 2: AT 615: General Medical Conditions in the Physical Activity AT 640: Healthcare Administration and Professional Responsibility AT 645: Evidence based Practice: Performance Enhancement TOTAL	6 3 2 3 14	ALL IN MOD 3 AT 620: Clinical Pathology and Differential Diagnosis AT 635: Evidence Based Practice: Clinical Research Seminar AT 618: Pharmacology in Athletic Training (online) MOD 4 AT 611: Clinical Practicum 4: Immersive Clinical Experience 2 TOTAL	2 3 2 6 13
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Notes :

Students must have all coursework listed in semesters 1 – 8 successfully completed prior to starting summer MOD 5 (between year 4 and 5).

ACADEMIC COMPLETION PLAN MSAT (Post baccalaureate students)

Fall Semester 1	Credits	Spring Semester 2	Credits
DPT 500: Gross Anatomy AT 510 Athletic Training Clinical Procedures 1 AT 520 Athletic Training Clinical Practicum 1 (Clinical Evaluation and Pathology 1 Lower Extremity) TOTAL	5 3 7 15	COR 520 AT 511 Athletic Training Clinical Procedures 2 AT 521 Athletic Training Clinical Practicum 2 (Clinical Evaluation and Pathology 2: Upper Extremity) TOTAL	3 3 7 13
		Summer Mod AT 625: Athletic Training Clinical Procedures 3 AT 630: Evidence Based Practice: Clinical Research 1	3 3
Fall Semester 9 MODS	Credits	Spring Semester 10 MODS	Credits
MOD 1 AT 610: Athletic Training Clinical Practicum 3 Immersive Clinical Experience 1 ALL IN MOD 2: AT 615: General Medical Conditions in the Physical Activity AT 640: Healthcare Administration and Professional Responsibility AT 645: Evidence based Practice: Performance Enhancement TOTAL	6 3 2 3 14	ALL IN MOD 3 AT 620: Clinical Pathology and Differential Diagnosis AT 635: Evidence Based Practice: Clinical Research Seminar AT 618: Pharmacology in Athletic Training (online) MOD 4 AT 611: Clinical Practicum 4: Immersive Clinical Experience 2 TOTAL	2 3 2 6 13

Fraternization Policy

It is the policy of the Alvernia University Academic Programs that students should NOT fraternize on a personal level with faculty, staff, patients, students or clients during assigned academic field placements on or off campus. Selected examples of fraternization are:

- After hours personal contact with faculty, staff, client, patients or students
- Inappropriate touching or gestures
- Inappropriate communication (implied or direct) *including use of social media platforms*
- Flirting
- Etc.

Disciplinary Actions

Upon receipt of a written complaint, the PD will initiate an investigation. Following the completion of an investigation, appropriate corrective measures, if warranted, will be taken. Corrective measures may include:

- Verbal warning
- Written warning
- Dismissal from academic program

MSAT students are also required to follow all university guidelines found at the following websites:

[Student Handbook](#), [Antihazing Policy](#), [Antihazing Report and Student Complaint form](#) | [Alvernia University](#)

Academic Standards

Progression Policies (Traditional UG students, transfer students and post-baccalaureate students: professional phases)

1. An individual athletic training course or required pre-requisite course must be completed with a grade of “C” or better. Students may repeat/delete only *one* MSAT (AT) course throughout the athletic training program. Students must achieve a 3.0 overall GPA to graduate from the program.
2. Students who receive a grade of less than a “C” in an athletic training course may not progress in athletic training courses for which that course is a prerequisite.
3. Professional phase student must also maintain a minimum GPA of 3.0 at all times during the professional phase of the program.

4. Students who fall below the minimum GPA of 3.0 will be placed on Academic Alert. These students have 2 academic semesters to improve their GPA to meet the 3.0 requirement. If the academic standard is not at that point, the student will be dismissed from the program.

5. To re-enter the program after dismissal, the student must reapply to the MSAT program using the post-baccalaureate pathway through Alvernia University's College of Graduate and Adult Education.

Academic Grievance Policy

Students wishing to request an incomplete (including medical incomplete) or a grade appeal should make every effort to contact the course instructor and then engage the PD/Department Chair. If no resolution can be reached, or in the event of an academic grievance, the student should consult the following resources:

Pre-professional students taking undergraduate coursework:

Traditional Undergraduate students and transfer students can access Alvernia University's Undergraduate course catalog here: [Course Catalog | Alvernia University](#)

Professional phase students (including post-baccalaureate students) taking graduate level coursework:

Post baccalaureate students can access Alvernia University's Graduate Course Catalogue here: [Course Catalog | Alvernia University](#)

Student handbook:

Students should reference the Academic Policies and Procedures section of the Student Handbook for information related to undergraduate and graduate student grievance policies and procedures.

Hours Requirements

RECORDING HOURS

Students are required to track all clinical practicum hours in the Typhon system. Applicable clinical hours are those in which the student is engaged in direct patient care, or in simulation, review, discussion, dialog with a preceptor. Students should not log travel time unless the travel time fits the description listed above. Preceptors will verify submitted hours logs in the Typhon system. The DCE will monitor student's progression periodically throughout the academic semester. *The student is ultimately responsible for completing the required number of hours listed on the course syllabus.*

Students should actively engage with their preceptors to create a schedule of contact that ensures active learning in direct patient care opportunities. The schedule should be consistent and should provide a pathway for the completion of the required hours by the end of the semester. Preceptors should encourage their students to pursue an appropriate work-life balance when creating the schedule. Students are required to have a minimum of one (1) day off from their clinical rotation in every seven-day period.

Concerns

Any concerns regarding hours should be brought to the attention of the DCE.

Start and End Dates:

Due to the nature of our academic semesters, clinical rotations can be commenced prior to the start of a course or may be extended beyond the end of a course.

Clinical rotations for students in AT 520 and AT 610 begin with the start of summer "pre-season camp" per the respective clinical site. Clinical rotations for AT 521 and AT 611** typically begin with the start of that academic semester/MOD.

**Some students enrolled in AT 611 may begin the RHA project prior to the start of AT 611 but not prior to the start of the Spring semester, professional phase year 2.

Dress Code

Appearance is vital to the development of confidence and respect. Appropriate dress on behalf of the Athletic Training student promotes professionalism. The following guidelines are to be followed during academic and clinical educational experiences:

1. The Athletic Training Student shall keep himself or herself as hygienically clean as possible to prevent the spread of pathogenic bacteria.
2. While on site and engaged in clinical education, the Athletic Training Student will wear appropriate attire. Students are required to wear Athletic Training clothing ordered through the Program (shirts, polo's, ¼ zips, hoodies, and T's). khaki pants / shorts or other professional pants / shorts are required. Closed toe sneakers or shoes / boots must be worn. Certain game scenarios may required specific uniform items (per site).
3. While at clinical placements off-campus, proper dress will be determined by your Preceptor. Students may wear athletic training attire that is site-specific and consistent with that site's dress code
4. For indoor contest students may wear dress clothes with approval of a Preceptor.
5. Appropriate outer clothing is to be worn during inclement weather. This includes sweatshirts, warm-up pants/jackets, windbreakers, winter jackets, hats, gloves and sneakers. The student should discuss these clothing items with their preceptor prior to the and inclement weather event.

6. If traveling with a team, the Athletic Training Student will wear attire that has been approved by a Preceptor.

7. The following clothing is not permitted to be worn for any academic or clinical experience :

cut-off shorts, sandals/flip-flops, sweatpants (unless they are AT-specific and approved by the site preceptor), torn/rip/shredded clothing, skirts/mini-skirts, t-shirts with inappropriate logos (alcohol, music or those deemed profane in nature), baseball caps or hats of any type (except outside as approved by preceptor), tank tops/belly shirts (or revealing shirts), leggings.

Athletic Training Students who fail to wear appropriate attire will be asked to leave the and change prior to returning. Repeated incidences of failure to comply with the dress code will follow the “Disciplinary Actions” section listed above.

PART IV – THE ATHLETIC TRAINING STUDENT

Athletic Training Student Qualities

An Athletic Training Student at Alvernia University is expected to possess, gain or develop the following qualities:

1. **Dependability** – When given an assignment, the Athletic Training Student can be depended upon to fulfill that assignment without being reminded.
2. **Loyalty** – The Athletic Training Student must be loyal to the profession, University, academic department, coaches, student-athletes and one another. An Athletic Training Student may not always agree with every aspect of the Athletic Training Program, Department, or University. Comments should be expressed in the appropriate manner and to the appropriate persons.
3. **Dedication** – The Athletic Training Student must be dedicated to the Program and profession, as well as to those whom which the Athletic Training Student works. The Athletic Training Student may put in longer hours and receive less credit than students in many other academic programs.
4. **Skill** – This profession involves many skills, and the Athletic Training Student should be continually striving to improve those skills. The Athletic Training Student should continually ask him/herself, “How can I do this better?”
5. **Maturity** – The Athletic Training Student must exhibit emotional maturity and stability at all times. The Athletic Training Student should attempt to resolve all conflicts with coaches, faculty or peers in a mature manner.
6. **Confidence** –The Athletic Trainer inspires confidence in his/her athletes, coaches and peers by knowing what to do, when to do it, and how to do it. Athletic Training Students should aspire to develop this quality.
7. **Professionalism** – This is one of the most important qualities of the Athletic Trainer, and it encompasses all the other qualities. The professional is constantly working to improve on all skills. If one wishes to be treated like a professional, one must first prove that one is a professional. The Athletic Training Student should develop this professionalism.

Civility

Civility has been regarded historically as a social virtue covering the ways members of a community relate to one another, especially those ways in which community members demonstrate recognition, helpfulness, friendliness, mutual respect, and openness to communication. Codes of common courtesy and decorum are also associated with this concept, and Robert’s Rules of Order were initially developed to ensure orderly and “civilized” discussion in deliberative bodies such as legislatures. The behaviors and attitudes listed below are attempts to capture key areas which can

be regarded as collectively demonstrating workplace behaviors that make for “civil” work environment. The attitudes and behaviors listed below are artificially divided into levels and are linked (even if in some cases tangentially) to core concepts of mutual respect, helpfulness, friendliness and courtesy that play major roles in the western tradition of civility.

Level 1

1. Refrains from intentionally offensive behavior.
2. Avoids using physical or verbal aggression in dealing with patients or co-workers.
3. Avoids rude speech and refrains from interrupting others inappropriately.
4. Exhibits basic rules of courtesy and polite behavior.
5. Refrains from demeaning commentary on individuals who are of a different ethnic, religious, or lifestyle background.

Level 2

1. Is friendly and helpful in the workplace toward patients and co-workers.
2. Displays common courtesy toward patients who may be unable to reciprocate.
3. Responds willingly to requests for assistance from staff or patients.
4. Listens attentively when addressed by co-workers and patients.
5. Responds directly and clearly to requests for information and to polite behavior.

Level 3

1. Initiates offers of assistance to staff and patients without being asked.
2. Acts to protect patient rights and respects the rights of co-workers, including rights to privacy and autonomy.
3. Accepts critical feedback without responding aggressively and is able to present critical feedback tactfully.
4. Consistently deals with co-workers in a friendly and open manner.
5. Understands professional roles in the workplace and respects boundaries defined by these roles when initiating offers of assistance or the presentation of critical feedback.

Level 4

1. Consistently displays an attitude of cooperation and respect with healthcare team members.
2. Consistently displays a willingness to assist patients and co-workers in the delivery of care.
3. Functions as a role model of civility and maintains civility in the most difficult circumstances.
4. Tactfully encourages others to demonstrate mutual respect, concern for patients, and friendliness in the healthcare environment

Athletic Training Student Conduct

The Athletic Training Student is expected to conduct him/herself at all times in such a manner as to be a credit to those he/she represents, exemplifying the traditional values of honesty, good sportsmanship, courtesy and modesty commonly associated with good citizenship. Any Athletic Training Student who has conducted his/herself in such a manner as to reflect negatively on the University, and/or the Athletic Training Program will be disciplined accordingly. This may include, but not be limited to, suspension or dismissal from the Athletic Training Program.

General Guidelines of Athletic Training Student Conduct:

1. Information relating to medical and/or personal problems of athletes, coaches or staff is regarded as privileged information. Any problems should be reported to the appropriate personnel.
2. Verbal obscenities, threatening remarks, and physical confrontations are not permitted. Should an incident occur while the Athletic Training Student is "on-duty" or at a clinical assignment, the Athletic Training Student is to report the incident to the Preceptor or other professional staff present. If physical force is threatened or used, Public Safety should be contacted immediately.
3. When representing the Athletic Training Program, there is to be no usage of illegal drugs or consumption of alcoholic beverages (regardless of age) at any time. This encompasses all activities associated with your clinical assignment, including traveling with a team to an affiliated site.
4. Report for all scheduled contact days on time.
5. Students who are unable to attend an assigned/scheduled clinical contact session must contact their Preceptor as well as the DCE to get approval for the absence. Students who fail to contact both the preceptor and the DCE will have the absence marked as an unexcused absence. Please refer to the respective course syllabus for explanation and consequences for unexcused absences.
6. In the case of emergency you should make every effort to contact your Preceptor. If he/she is not available, contact the DCE.
7. Disciplinary action will be taken for failure to show up for assignments at the discretion of the Preceptor and DCE.

Athletic Training Student Responsibilities

Athletic Training Students at Alvernia University have varying responsibilities depending on their skill level and academic preparation through the Program. The following are general duties and responsibilities of **ALL** Alvernia University Athletic Training Students:

1. Always maintain a professional attitude when representing Alvernia University.
2. Always maintain the status and function of the Athletic Training Room.
3. Be responsible for duties and assignments by completing them, by notifying your supervising Athletic Trainer when you will be absent.
4. Respect the right of confidentiality of athletes.
5. Make your best effort to cooperate with members of the Athletic Training Program and clinical sites.
6. Respect the chain of command and use the proper channels when asking questions, making suggestions, challenging decisions and policy and / or making complaints.
7. Keep current with Athletic Training Room functions and actively seek improvement in the Program.
8. Do not remove medical files from the Athletic Training Room.
9. Keep medical records updated.
10. Maintain sanitary conditions in the Athletic Training Room.
11. Ensure that athletes sign out reusable equipment.

Drug and Alcohol Use (student handbook, page 97)

[01-26 Alvernia Student Handbook.pdf](#)

Any student who reports for a clinical assignment under the influence of alcohol or illegal drugs or partakes in their use while at a clinical assignment will face immediate suspension. Preceptors reserve the right to dismiss a student from a clinical contact session who are under the influence of alcohol or drugs. In these cases, the student may be referred to the Alvernia University Campus Health Department and required to complete a drug and/or alcohol screening. Students found positive are subject to university-wide policies on drug and alcohol abuse and all other pertinent federal, state, and local regulations regarding substance abuse on campus or at a clinical site.

Misdemeanor/Felony Convictions

Prior to your first clinical rotation all athletic training students must complete a PA Criminal Background Check, a Child Abuse History Clearance and an FBI Clearance.

The Board of Certification does not have a list of convictions that would automatically eliminate someone from being eligible to take the BOC exam; each conviction is reviewed on a case-by-case basis.

Students may reach out to the PD with all questions related to a prior criminal history.

Athletic Training Student Records

The Program will maintain records of each student's academic and clinical education performance. Records are maintained in the Department of Athletic Training.

Each student is responsible for maintaining current First Aid and CPR for the Professional Rescuer certification. These certifications are offered periodically through the department of Athletic Training.

Personal medical records will be housed in the Campus Health Services at Alvernia University. The office of compliance will verify that each student has a completed health record on file, *including all required vaccinations or waivers*.

Athletic Training Student Association (ATSA)

The ATSA is a student-lead co-curricular experience sponsored by the Student Government Association at Alvernia. The ATSA has an executive board comprised of pre-professional and/or professional MSAT students as well as a faculty mentor from the program. Student participation is encouraged in this Association. Membership is open to any student interested in the profession of Athletic Training. Student members may request funding for co-curricular experiences through SGA. Funding is subject to availability and limited by the organization's by-laws.

Extra-Curricular Activities

Athletic Training Students may be involved in extracurricular activities. The Athletic Training Student must keep in mind the number of hours required to adequately fulfill his/her Athletic Training responsibilities before joining one of these organizations. All efforts will be made by the Athletic Training Program to accommodate each Athletic Training Student's extra-curricular activities with respect to sports assignments and/or clinical education placements. However, if conflicts arise, Athletic Training Program responsibilities must take priority. Failure to fulfill an Athletic Training Program commitments due to a non-academic function may be considered a violation of conduct and subject the student to appropriate disciplinary action.

Athletics

The program supports student-athletes in their academic and athletic endeavors. Students may participate intercollegiate sports at Alvernia University without restriction during the pre-professional phase of the program. Once the student enters the professional phase of the program the academic and clinical responsibilities of the Program take precedent. Students may participate in one (1) intercollegiate athletic program annually during the first year of the professional phase of the Program. The Program will make accommodations for any and all scheduled competition during the traditional season of play. No accommodations will be made for practices, or participation during the non-traditional season.

Students may not participate during the 2nd year of the professional phase of the Program unless permission is granted by the PD. The program is not required to allow participation during the 5th year. Permission will only be granted to students who have demonstrated consistently strong time-management skills and communication skills and have demonstrated consistently high levels of academic performance throughout their studies. Students given permission may not change or alter any established clinical schedule, as part of their immersive clinical experience, to participate in athletics or other co-curricular activities.

Student-athletes may be required to complete clinical hours during the summer (ie summer camp clinical experiences), and/or during other university breaks as required in credit-bearing clinical practicum coursework. It is essential for the student to complete all required clinical hours.

Student employment

Students are NOT permitted to receive compensation from their clinical site for any duties performed as an Athletic Training Student while engaged in formal clinical education. It is understood that some students may find it necessary to secure outside, paid employment while attending Alvernia University. Although strongly discouraged by the Athletic Training Program, students are permitted to maintain employment to the extent that it does not interfere with a student's ability to adequately fulfill his/her

Athletic Training Program responsibilities. Failure to fulfill an Athletic Training Program commitment or requirement, as in any other scenario, may subject the student to the appropriate disciplinary action.

ALVERNIA UNIVERSITY

Background Check Policy – Academic Programs

It is the policy of Alvernia University's academic programs to fully comply with Pennsylvania Laws related to criminal record and child abuse history clearances prior to entering any field/clinical educational setting that involves direct contact with children or older adults (defined as a person who is 60 years of age or older) and is associated with academic programs and/or service learning. Depending on the academic program, a repeated background check may be required prior to entering senior-level coursework.

Students in academic programs and/or service learning (if required by the facility) with convictions/charges documented on the background check reports will be advised on an individual basis. The student must understand and agree that Alvernia University may disclose the results of the background checks to the clinical/field facility where the student has sought to be placed. Certain types of clinical/field facilities have the right and/or responsibility to preclude students from the facility who have a history of criminal activity or child abuse.

Additionally, applicants to the Education and pre-license Health Programs housed within the College of Health Sciences must understand that in order to meet program outcomes they are obliged to directly work with children and/or older adults. **There are no alternatives to meet program outcomes.** Such applicants/students with convictions/charges documented on the criminal* or child abuse reports will be denied acceptance into courses with associated clinical/field practice and therefore cannot complete the applicable program of study. Such applicants/students will be advised of other academic study options at Alvernia University.

* Convictions/charges documented on a PA Criminal Record Check report will be based on criteria outlined in Acts 169/13

Many professions require further licensing or certification beyond a college degree and applicants may be denied employment in certain occupations for misdemeanors and felony convictions, including alcohol related offenses. Refer to the Pennsylvania Liquor Control Board for a complete listing of criminal violations related to licensure [Liquor Control Board | Commonwealth of Pennsylvania](#)

The specific laws affecting background checks and the accompanying mechanism of checking are outlined on the following page.

PROCEDURES:

Students are responsible for obtaining the following clearances. The fees for the clearances are covered by program fees. A copy of the clearances will be maintained in the student's file within the Compliance office (College of Health Sciences).

1. Act 34 – PA State Police Criminal Record Check
2. Act 114 – FBI Clearance
3. Act 151 – PA Child Abuse History Clearance

4. The decision to not allow enrollment in a clinical course based upon a positive criminal or child abuse record check may be appealed by the student. See Alvernia University Student Grievance Policy and Process.

Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997

<u>Offense Code</u>	<u>Prohibitive Offense</u>	<u>Type of Conviction</u>
CC2500	Criminal Homicide	Any
CC2502A	Murder I	Any
CC2502B	Murder II	Any
CC2502C	Murder III	Any
CC2503	Voluntary Manslaughter	Any
CC2504	Involuntary Manslaughter	Any
CC2505	Causing or Aiding Suicide	Any
CC2506	Drug Delivery Resulting in Death	Any
CC2702	Aggravated Assault	Any
CC2901	Kidnapping	Any
CC2902	Unlawful Restraint	Any
CC3121	Rape	Any
CC3122.1	Statutory Sexual Assault	Any
CC3123	Involuntary Deviate Sexual Intercourse	Any
CC3124.1	Sexual Assault	Any
CC3125	Aggravated Indecent Assault	Any
CC3126	Indecent Assault	Any
CC3127	Indecent Exposure	Any
CC3301	Arson and Related Offenses	Any
CC3502	Burglary	Any
CC3701	Robbery	Any
CC3901	Theft	1 Felony or 2 Misdemeanors
CC3921	Theft by Unlawful Taking	1 Felony or 2 Misdemeanors
CC3922	Theft by Deception	1 Felony or 2 Misdemeanors
CC3923	Theft by Extortion	1 Felony or 2 Misdemeanors
CC3924	Theft by Property Lost	1 Felony or 2 Misdemeanors
CC3925	Receiving Stolen Property	1 Felony or 2 Misdemeanors
CC3926	Theft of Services	1 Felony or 2 Misdemeanors
CC3927	Theft by Failure to Deposit	1 Felony or 2 Misdemeanors
CC3928	Unauthorized Use of a Motor Vehicle	1 Felony or 2 Misdemeanors
CC3929	Retail Theft	1 Felony or 2 Misdemeanors
CC3929.1	Library Theft	1 Felony or 2 Misdemeanors
CC3930	Theft of Trade Secrets	1 Felony or 2 Misdemeanors
CC3931	Theft of Unpublished Dramas or Musicals	1 Felony or 2 Misdemeanors
CC3932	Theft of Leased Properties	1 Felony or 2 Misdemeanors
CC3933	Unlawful Use of a Computer	1 Felony or 2 Misdemeanors
CC3934	Theft From a Motor Vehicle	1 Felony or 2 Misdemeanors
CC4101	Forgery	Any
CC4114	Securing Execution of Documents by Deception	Any
CC4302	Incest	Any
CC4303	Concealing Death of a Child	Any
CC4304	Endangering Welfare of a Child	Any
CC4305	Dealing in Infant Children	Any
CC4952	Intimidation of Witnesses or Victims	Any
CC4953	Retaliation Against Witness or Victim	Any
CC5902B	Promoting Prostitution	Felony
CC5903C	Obscene or Other Sexual Materials to Minors	Any
CC5903D	Obscene or Other Sexual Materials	Any
CC6301	Corruption of Minors	Any
CC6312	Sexual Abuse of Children	Any
CS13A12	Acquisition of Controlled Substance by Fraud	Felony
CS13A14	Delivery by Practitioner	Felony
CS13A30	Possession with Intent to Deliver	Felony
CS13A36	Illegal Sale of Non-Controlled Substance	Felony
CS13A37	Designer Drugs	Felony

PART V – COMMUNICABLE DISEASE/BLOOD-BORNE PATHOGENS EXPOSURE AND CONTROL PLANS

Communicable Disease Policy

The purpose of this Communicable Disease Policy is to protect the health and safety of all parties; to ensure the welfare of the students enrolled within the affiliated clinical site; as well as those patients who may come in contact with them during the clinical experience. It is designed to provide Athletic Training Students, preceptors, and athletic training faculty with a plan to assist in the management of students with infectious diseases as defined by the Centers for Disease Control and Prevention (CDC). This policy was developed using the recommendations established by the CDC for health care workers (www.cdc.gov).

What are Communicable Diseases?

A communicable disease is a disease that can be transmitted from one person to another. There are four main types of transmission including direct physical contact, air (through a cough, sneeze, or other particle inhaled), a vehicle (ingested or injected), and a vector (via animals or insects).

Communicable Diseases Cited by the CDC

<i>Blood-borne Pathogens</i>	<i>Conjunctivitis</i>	<i>Cytomegalovirus infections</i>
<i>Diarrheal diseases</i>	<i>Diphtheria</i>	<i>Enteroviral infections</i>
<i>Hepatitis viruses</i>	<i>Herpes simplex</i>	<i>Human immunodeficiency virus (HIV)</i>
<i>Measles</i>	<i>Meningococcal infections</i>	<i>Mumps</i>
<i>Pediculosis</i>	<i>Pertussis</i>	<i>Rubella</i>
<i>Scabies</i>	<i>Streptococcal infection</i>	<i>Tuberculosis</i>
<i>Varicella</i>	<i>Zoster</i>	<i>Viral respiratory infections (including COVID-19 and SARS)</i>

Guidelines for Prevention of Exposure and Infection

1. Students must successfully complete annual Blood-borne pathogens training prior to initiating formal clinical experiences. (This is done the first week of classes at Alvernia University). Students who are required to complete “summer pre-season camp” as part of clinical practicum 1 or 3, review the Communicable disease policy and exposure control plan prior to starting camp.

[Education Interface Log In | Online Courses](#)

2. Students are required to use proper hand washing techniques and practice good hygiene at all times.

3. Students will have access to and are required to use Universal Precautions at all times. This applies to all clinical sites.

4. Patient care should not be performed when the Athletic Training Student has active signs or symptoms of a communicable disease. In these cases, students should notify Campus Health Services at Alvernia University, their preceptor, and the CCE. Students will receive written directions regarding attending class or clinical assignments.

Guidelines for Managing Potential Infection

1. Any student who has been exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her supervising Preceptor **immediately** and to the Coordinator of Clinical Education. (see exposure plan below)
2. Any student, who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk, should report that potential infection or disease **immediately** to his/her supervising Preceptor the CCE and to Campus Health Services at Alvernia University.
3. The student is responsible for keeping the CCE informed of his/her conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from Campus Health Services or a private physician in order to return to class and/or clinical site. In case of the latter, students are responsible to coordinate with Campus Health Services.
4. If a student feels ill enough to miss ANY class or clinical experience that student should notify the course instructor of record, the supervising Preceptor AND CCE (for clinical experiences) **immediately**. Any absence must be supported with written documentation from a physician.

By signing below, you indicate you understand and will abide by this Communicable Disease Policy.

Athletic Training Student Name (Print)

Athletic Training Student Signature

Date

Blood-borne Pathogen Post-Exposure Plan

Purpose of the Plan

This plan has been designed to reduce the chances of exposure to blood borne pathogens that individuals in the department may encounter secondary to injuries that occur during athletic-related activities. These blood-borne pathogens include, but are not limited to, the hepatitis B virus (HBV), hepatitis C virus (HBC), and human immunodeficiency virus (HIV). The following information will serve as a supplement to the guidelines put forth in the Exposure Plan written for all employees serving at the college. The guidelines in both documents were set by the Occupational Safety and Health Administration (OSHA) standard, 29 CFR 1910.1030.

This plan specifically focuses on the following individuals in the department:

1. Certified Athletic Trainers responsible for medical coverage during athletic events (i.e. practices and games).+
2. Coaches, game day administrators, and officials who may be exposed blood borne pathogens secondary to their involvement in athletic-related activities.
3. Student-athletes who may be exposed to blood borne pathogens secondary to their participation in collegiate athletics.
4. Athletic training students who may be exposed to blood borne pathogens during either observational or clinical setting.

Coaches are included in the plan due to the fact that all head coaches at Alvernia University are certified in CPR. It is also highly recommended that assistant coaches receive certification, but they are not required to do so.

Procedures

Due to the nature of their occupation, Certified Athletic Trainers working within the department will be primarily responsible for carrying out procedures in the exposure plan. However, since other athletics and recreation department employees and students can be present during situations involving exposure to blood borne pathogens, they too will be responsible for seeing that appropriate steps are taken if they are involved in an incident.

All Certified Athletic Trainers and athletic training students involved with observational or clinical education experiences must complete annual training on blood borne

pathogens/exposure control. The Program will be responsible for providing information and training materials for all students.

Exposure Determination

Clinical care activities can place individuals at risk for exposure at any time. Many times it will be while caring for an individual who sustained an injury. The following are activities one may encounter for potential exposure to a blood borne pathogen:

- Performing CPR
- Resuscitation with mouth to mouth
- Taking care of blisters
- Managing an ill athlete (vomitus)
- Management of a compound fracture
- Dressing and wound care
- Suture removal
- Assisting physicians with knee aspiration or cauliflower ear
- Proper disposal of soiled uniforms or towels
- Cleaning tables and infected areas
- Proper disposal of biohazard waste

Most of these activities are the responsibilities of Certified Athletic Trainers or Athletic Training Students and or other healthcare professionals, therefore, they will be responsible for making sure the plan is carried out. However, there are certain activities (i.e. CPR) that may be performed by other department employees. It is important that all bodily fluids are treated as if they contain a blood borne pathogen.

Compliance

The goal of compliance in preventing disease transmission of blood borne pathogens may be achieved in many ways. Appropriate engineering and work practice controls along with practicing Universal Precautions can help protect all members of the department.

Appropriate containers for biohazard waste along with personal protective equipment are all located in the Athletic Training Room in the Physical Education Building. Appropriate equipment must be available on site in areas where clinical education takes place. All waste soiled with potentially infectious material should be disposed of in specific containers for hazardous waste and labeled accordingly. Appropriate hygiene measures (i.e. hand washing) should be taken care of immediately after care of a sick and/or injured individual. Antiseptic gels or wipes may be used if a hand washing facility is not in the immediate area. If hands come in contact with any bodily substance or materials contaminated by a bodily substance, they should be washed with soap and water immediately. It is recommended that food and drink be eliminated from the workplace due to possible exposure to a blood-borne pathogen.

It is important that personal protective equipment be used when there is potential for exposure. This equipment consists of the following: latex gloves, goggles, face shields, CPR masks, and gowns. Any equipment that is single use should be disposed of in red biohazard bags. Any sharps instruments (i.e. needles or scalpel blades) should be placed in an appropriate sharps container. An appropriate disinfectant solution will be made available in the circumstance that any surface is soiled with blood or body fluids.

Post-Exposure Evaluation and Follow-Up

In the circumstance that an exposure incident occurs, the involved individual must contact his/her direct supervisor. If the exposure occurs outside of the University, the individual is required to notify their direct supervisor (Preceptor for AT students as well as the CCE). If the supervisor is unable to be contacted, treatment should not be delayed. The following steps should be taken after an attempt to contact the supervisor:

1. Wash the affected area with soap and water. If an eye splash injury occurs, flush the eye with water.
 - a. In the event of a needle stick or contact with sharps, allow the wound to bleed briefly prior to disinfection.
2. Go immediately to the nearest Emergency Room with your source individual if feasible.
3. If an individual is traveling with a team at the time of exposure, go to the nearest emergency room in the respective area. Do not wait until you get back from the contest/event before receiving care.
4. The involved individual should then follow-up with the recommended care as directed by the Emergency Department personnel.

It is important that documentation of the incident also take place. This document will contain the route(s) of exposure and how the exposure occurred. Any and all documentation should be submitted to Campus Health Services at Alvernia.

The exposed individual will be given the option for baseline blood testing. If the source individual is known, they will be given the option to consent for testing to determine HIV, HCV, and HBV status. If the source individual is already known to have a blood borne disease, new testing does not need to be performed. If their status is unknown and they consent to testing, the exposed employee should be made aware about laws protecting the confidentiality of this information.

Exposure Incident Report

(Please Print)

Name_____

Date____/____/____

Date of Birth____/____/____

SS#____-____-____

Telephone (Home): _____ Telephone (Cell): _____

Date of Exposure____/____/____ Time of Exposure _____AM____PM____

Hepatitis B Vaccination Status_____ Location of Incident_____

Describe the circumstances under which the exposure incident occurred:

Name what body fluids, if any, you were exposed to:

Describe the route of exposure (mucosal contact, contact with non-intact skin, percutaneous):

Describe any personal protective equipment (PPE) in use at the time of the exposure incident:

Did the PPE fail?_____ If yes, how? _____

Identification of source individual(s) name(s): _____

Other pertinent information: _____

Physician/Health Care Provider Information

Name of physician/health care provider:_____

Facility:_____

Address:_____

Was the student treated in an emergency room? Yes_____ No_____

Was the student hospitalized overnight as an in-patient? Yes_____ No_____

**PART VI – EMERGENCY
ACTION PLANS (AU
clinical sites)**

Alvernia University Emergency Action Plan

Angelica Park

Emergency Personnel

One of the following will serve as the emergency personnel; certified athletic trainer; responder; coach. If more than one person is on site, the person with the highest training will address the emergency.

Emergency Communication

Cell phone.

Emergency Equipment

Medical kit/splints/AED which are brought by the certified athletic trainer or the responder during all home games and practices. Coaches are required to have a cell phone during all practices.

Emergency Procedures

1. Consistent with his/her training, the certified athletic trainer/responder/coach will determine the nature and severity of the problem and provide appropriate immediate care to the student-athlete.
2. In the event that an ambulance is needed, the certified athletic trainer/responder/coach will call EMS (911). Public Safety will then be notified by radio or cell phone. The certified athletic trainer/responder/coach will provide the EMS dispatcher with the following information
 - that an ambulance is needed and the address (end of Greenway Terrace)
 - the location of the injured or ill student-athlete
 - the nature of the emergency
 - the care being provided.
3. Personnel will meet the ambulance at the front entrance of the park and direct EMS to the site and assist as appropriate.
4. If the Ambulance is needed give the following directions

From Campus: Located just off the south end of campus. Exit out of the Alvernia University main entrance and make a right onto Greenway Terrace, Angelica Park Tennis Courts, Baseball and Softball Fields are located at the end of Greenway Terrace.

Follow-up Notification

If the injured or ill student is an Alvernia University student and requires EMS to take them to the emergency room, the following persons will be notified: Athletic Director, emergency contact person on students health form (i.e. parent/guardian) and Director of Health Services (consistent with the Alvernia University Medical Consent and Release Form). If the injured or ill student-athlete is a member of the visiting team, the home school athletic department will be notified of the situation.

Alvernia University Emergency Action Plan

Body Zone

Emergency Personnel

One of the following will serve as the emergency personnel; certified athletic trainer; responder; coach. If more than one person is on site, the person with the greatest training will address the emergency.

Emergency Communication

Cell phone or landline phone located at the customer desk in main foyer of complex.

Emergency Equipment

Medical kit/splints/ which are brought by the certified athletic trainer or the responder. An AED is located on site.

Emergency Procedures

1. Consistent with his/her training, the certified athletic trainer/responder/coach will determine the nature and severity of the problem and provide appropriate immediate care to the student-athlete.
2. In the event that an ambulance is needed, the certified athletic trainer/responder/coach will call EMS (911). The certified athletic trainer/responder/coach will provide the EMS dispatcher with the following information
 - that an ambulance is needed and the address (3103 Paper Mill Road, Wyomissing, PA 19610)
 - the location of the injured or ill student-athlete
 - the nature of the emergency
 - the care being provided.
3. Personnel will meet the ambulance at the front door and direct EMS to the site and assist as appropriate.
4. Directions if needed.

Body Zone Sports and Wellness Complex is located just off of Route 222, north of the city of Reading. Exit Route 222 at Spring Ridge, turn right at the first traffic light. Drive past the Turkey Hill Market and turn left at the next stop sign. Take the next immediate right into the complex.

Follow-up Notification

If the injured or ill student is an Alvernia University student, the following persons will be notified: administrator on duty (i.e. Athletic Director), parents/guardians and Director of Health Services (consistent with the Alvernia University Medical Consent and Release Form). If the injured or ill student-athlete is a member of the visiting team, the home school athletic department will be notified of the situation.

Alvernia University Emergency Action Plan

Main Campus

Emergency Personnel

One of the following will serve as the emergency personnel; certified athletic trainer; responder; coach. If more than one person is on site, the person with the greatest training will address the emergency.

Emergency Communication

Radio, walkie-talkie or telephone.

Emergency Equipment

Medical kit on site, additional emergency equipment accessible from the athletic training room. (610 796 8399).

Emergency Procedures

1. Consistent with his/her training, the certified athletic trainer/responder/coach will determine the nature and severity of the problem and provide appropriate immediate care to the student-athlete.
2. In the event that an ambulance is needed, the certified athletic trainer/responder/coach will call EMS (911). Public Safety will then be notified by radio. The certified athletic trainer/responder/coach will provide the EMS dispatcher with the following information
 - that an ambulance is needed
 - the location of the injured or ill student-athlete
 - the nature of the emergency
 - the care being provided.
3. Public Safety will meet the ambulance at the front entrance of the University or at another site determined by Public Safety. Public Safety will direct EMS to the site and assist as appropriate.
4. If the Ambulance is needed on one of the playing fields on campus, Public Safety will escort them down the pathway between the softball/field hockey and soccer/lacrosse fields.

Follow-up Notification

If the injured or ill student is an Alvernia University student and requires EMS to take them to the emergency room, the following persons will be notified: Athletic Director, emergency contact person on students health form (i.e. parent/guardian) and Director of Health Services (consistent with the Alvernia University Medical Consent and Release Form). If the injured or ill student-athlete is a member of the visiting team, the home school athletic department will be notified of the situation.

Alvernia University Emergency Action Plan

Alvernia University Sports Park

Emergency Personnel

One of the following will serve as the emergency personnel; certified athletic trainer; responder; coach. If more than one person is on site, the person with the greatest training will address the emergency.

Emergency Communication

Land line telephone (610 775 2613) and cell phone.

Emergency Equipment

Medical kit/splints/AED which are brought by the certified athletic trainer or the responder. Phone on the side of the Barn, which faces the playing fields and is closest to farmhouse, as you enter the complex.

Emergency Procedures

1. Consistent with his/her training, the certified athletic trainer/responder/coach will determine the nature and severity of the problem and provide appropriate immediate care to the student-athlete.
2. In the event that an ambulance is needed, the certified athletic trainer/responder/coach will call EMS (911). The certified athletic trainer/responder/coach will provide the EMS dispatcher with the following information
 - that an ambulance is needed and the address (1592 Wyomissing Rd. Mohnton, PA)
 - the location of the injured or ill student-athlete
 - the nature of the emergency
 - the care being provided.
3. Personnel will meet the ambulance at the front entrance of the complex, direct EMS to the site and assist as appropriate.

4. If the Ambulance is needed give the following directions

Turn onto New Holland Road (PA-625 South) which is the intersection of 724 and/PA-625 South, follow for approximately five miles. Turn right into Wyomissing Road. Sovereign Bank Sports Park is located .5 (one half) miles down Wyomissing Road on the right. There is a sign with the name on it.

Follow-up Notification

If the injured or ill student is an Alvernia University student and requires EMS to take them to the emergency room, the following persons will be notified: Athletic Director, emergency contact person on students health form (i.e. parent/guardian) and Director of Health Services (consistent with the Alvernia University Medical Consent and Release Form). If the injured or ill student-athlete is a member of the visiting team, the home school athletic department will be notified of the situation.

PART VII – Practice & Competition Coverage

Delivery of Athletic Training Services during clinical education

During the course of clinical education, the Athletic Training Student will be required to demonstrate Athletic Training clinical skills in a variety of settings. It is important professional phase ATS's be given the opportunity to practice AT services and skills in real-time on live patients. Pre-professional students will only be allowed to observe Certified staff or other healthcare professionals or professional phase ATS's.

The following is a list of general duties required of students during clinical education:

1. Create a formal schedule of contact time with your preceptor. Communicate this schedule to the DCE.
2. Arrive at each clinical contact session in accordance with the established schedule.
3. Make sure you have all necessary equipment to perform your role as a student based on the scheduled activities.
 - a. Your kit is fully stocked with the appropriate supplies.
4. Assist Preceptors with activity specific / venue specific processes
 - a. Fill water containers and ice chests, re-stock kits, etc.
 - b. Provide enough water to adequately hydrate the athletes. Gauge amount needed by checking the weather forecast. Place the water in a location so to allow easy access, but not to interfere with practice.
 - c. Take all necessary equipment/supplies to the practice site. Valuable time can be saved if needed equipment is on hand.
5. Assist Preceptors enforce AT room P&P (including but not limited to):
 - a. Do not permit crowding at the tables. Athletes not needing treatment have no business in the Athletic Training Room and should be asked to leave.
 - b. A general rule of thumb is that you should treat those who are in-season first. However, in-season athletes will be treated on a first come, first serve basis.
6. Athletic Training Student should have a pack with them at all times during the administration of AT services outside of the AT room.
 - a. Packs should be filled with emergency care supplies such as Band-Aids, gauze pads, gloves, tape, scissors and antiseptic and or another other item needed for that event.
 - b. The purchase of a pack is the responsibility of the student. Student may use materials and equipment from the site to fill their pack while on site and engaged in clinical care.
 1. In the event a student can not purchase a pack/kit, he/she/they should contact the PD.

7. While on site, BE ALERT! YOU MUST WATCH THE ATHLETES AT ALL TIMES.
 - a. avoid excessive use of cell phones and smart devices while engaged in patient care unless the action is necessary to contribute to patient care.
 - b. If the team is spread out over a wide area, discuss supervision with your preceptor
 1. ATS' must be supervised at all times when engaged in clinical education and especially patient care.
 2. As the ATS progresses in the Program, they should receive levels of supervised autonomy consistent with their academic level, program expectations and clinical competence. Supervised autonomy should encourage the student to work toward autonomous practice.
8. It is expected that you will provide immediate and adequate care to an injured athlete while on the field. Do not use shortcuts. Do not allow the pressure from a coach or the injured player to supersede your good judgment.
9. You should become familiar with the site-specific Emergency Action Plan(s).
 - a. This should begin at the pre-rotation meeting.
10. Following practice, bring all equipment back to the Athletic Training Room. The water coolers should be cleaned out with a germicidal cleaner.
11. ALL injury reports must be completed before leaving for the day. It is best to create a record of the injury while it is fresh in your mind. DO NOT PROCRASTINATE.
12. If you are the last to leave for the day, make sure the whirlpools are emptied, the floor has been swept, the radios have been put away, the Golf cart / Gator has been put away, and all doors have been locked.

Radio Usage (if applicable)

Radios must be taken to the practice site. All communications should be limited to necessary information. In case of an emergency where an ambulance is needed, follow the Emergency Action Plan.

Golf Cart / Gator Policy

The use of these vehicles is for transporting equipment and mildly injured athletes to and from practice/game fields. Please follow these guidelines:

1. A maximum of three people are to ride on the golf cart / Gator at any given time.
2. When driving the golf cart on the street, follow all traffic rules.
3. Try to avoid rough terrain whenever possible.
4. Maintain an adequate stopping distance.

PART VIII - CLINICAL EDUCATION

Each student entering into the Athletic Training Program will be required to complete all portions of the didactic and clinical education components of the curriculum.

Assignment of Clinical Rotations

Assignment of clinical sites and instructors will be determined by the Director of Clinical Education. Input from the student is encouraged in regard to assignment and will be considered. However, it must be understood that the Athletic Training Student will ultimately be required to report to the Clinical Site and Preceptor as determined by the DCE.

It should be noted that certain clinical assignments may require mandatory attendance while classes are NOT in session, such as pre-season, post-season or over-semester breaks. This is determined by the individual Preceptor, the Course Instructor, and the DCE. If a student should have required attendance during one of these time periods, the student may request housing and board through Alvernia University. Students are required to secure housing and transportation for all clinical assignments.

Students are required to submit evidence of child abuse, criminal history, and FBI clearances prior to clinical experience. All forms can be obtained from Compliance Office (College of Health Sciences). Students are also required to complete all vaccinations outlined by Campus Health Services. Student's wishing petition to waive any vaccine must do so through Campus Health Services.

As a program housed in the College of Health Sciences, MSAT continues to have a COVID vaccine requirement. Individual religious and medical exemptions are available to students and will be considered. However, our clinical partners are not required to acknowledge our programmatic exemptions. This has the potential to delay your matriculation or degree completion. The program has a history of, and remains committed to exploring all possible options to keep students on track for degree completion.

Clinical Education Experience

The clinical education experience provides an opportunity for integration of skills and for the practice clinical content standards. Students are assigned to preceptors at a specific clinical site in order to practice AT didactic and clinical content in direct patient care.

The progression of clinical practicum courses spans the two professional phase years. AT 520, 521, 610 and 611 are the sequential clinical practicum courses. Students are assigned to clinical experiences of the following nature: patients across the lifespan, patients of different sexes, patients of different socio-economic status, patients engaged in varying levels of physical activity, and non-sport activities.

Students and preceptors are made aware that clinical content tied to a clinical course must be completed on site during the clinical experience. Every effort should be made to expose

students to these skills in real-time via direct patient care. In the event direct patient care is not possible, a skill may be simulated. Preceptors are charged with identifying and providing congruent learning opportunities for their students. No experience should allow the student to perform skills beyond their level of education. *Students must be supervised at all times by a preceptor. This supervision should allow students to progress toward autonomous practice by the completion of the 2nd year courses.*

Identifying Students In The Clinical Setting

Students are not to be viewed as Certified / Licensed Clinical Staff while completing clinical rotations. Students receive name tags upon entrance to the program. Name tag have the student's name and "ATS" (Athletic Training Student). Name tags should be worn during clinical rotation experiences. The student should make every effort to ensure their patients understand their role as a student learner at the clinical site.

Students will discuss this policy during the pre-rotation orientation meeting with their preceptor. There is an item on the pre-rotation orientation form which highlights this policy (See pre-rotation orientation form appendix 3, item 5).

Uniform Safety Policy for Therapeutic Equipment

Alvernia University Athletic Training uniform safety policy for therapeutic equipment requires that all equipment used on patient care and during educational coursework be tested has been checked for excessive electrical chassis leakage and proper earth bond resistance. The testing will be completed on an annual basis at all affiliated clinical sites as well as at Alvernia University.

Professional Liability Insurance

Alvernia University provides liability insurance for students while enrolled in AT 520, 521, 610 and 611. Student fees assigned to these courses off-sets the cost associated with the annual premium for this coverage.

Monetary Remuneration

Students *will not* receive any monetary remuneration during any education experience, excluding university awarded scholarships. Students *will not* replace professional athletic training staff or medical personnel at any clinical site.

Preceptor Evaluation of Athletic Training Student

For each clinical assignment, the Preceptor will evaluate the Athletic Training Student. This formal evaluation will take place a minimum of twice (mid & final) per semester. Evaluations can be accessed via the Typhon system. The DCE will coordinate the process with active preceptors at key points throughout the academic year. The DCE will review all student evaluations to identify areas of concern or in need of remediation. The DCE will discuss these instances with the Program faculty and a plan of action will be developed. All evaluations will be maintained in the Typhon system.

Preceptors are required to discuss any clinical evaluation with their student prior to submission. The student is encouraged to discuss any concerns with the preceptor prior to the submission of the evaluation. The student will have the right to view any evaluation once submitted. Students wishing to discuss or challenge an evaluation must contact the DCE and request a meeting within 7 days of the submission of the evaluation. A student's request to review an evaluation does not constitute grounds for alteration of the evaluation. Should a discrepancy exist, the DCE, PD and preceptor will meet to discuss any alteration of the final score.

Data are used by the program as part of the overall assessment framework to ensure student learning outcomes.

Athletic Training Student Evaluation of Preceptor and Clinical Experience

Athletic Training Students enrolled in AT 520, 521, 610 and 611 will be asked to evaluate the strengths and weaknesses of the experience at the assigned clinical site. This includes an assessment of their assigned Preceptor. This is required once per each clinical. The evaluation will be submitted through the Typhon system. The DCE will coordinate the completion of this evaluation and will critically review all data submitted. Once the program receives a critical mass of data for each preceptor, the DCE will share this data with the preceptor. Due to low cohort sizes, adopting this process will help to ensure enough data are collected for each preceptor and ensure anonymity for the student respondent.

Data are used by the program as part of the overall assessment framework to ensure excellence in education (program delivery).

Overall Evaluation of the Athletic Training Program By Students

In addition to the previously mentioned tools for evaluation, the Athletic Training Student will be asked to evaluate the Athletic Training Program at the end of their matriculation. Each graduating senior student will be asked to complete the MSAT Alumni Survey.

Data are used by the Program as part of the comprehensive assessment plan (the assessment framework).

Harassment Policy Academic Field Experience

Alvernia's Nondiscrimination and Harassment Policy Statements are found in the [Alvernia Graduate Course Catalog](#). Title IX policies and resources are included on Alvernia's website [here](#).

Appendices

Appendix 1:



1. Candidate Admissions Decision: Master of Science in Athletic Training

This form is to be completed by the MSAT Program Director upon review of a candidate's academic materials. This form/process will be used to review traditional undergraduate students (which includes transfer students), and post baccalaureate students.

Criteria: Met / Not Met

_____ Proof of First Aid, Emergency Cardiac Care Certifications

_____ Cumulative grade point average of 3.0 on a 4.0 scale

_____ Candidate overall GPA is below 3.0: (comment)

_____ GPA is not met, candidate has successfully completed unique college-level coursework which is related to the academic major: (comment)

_____ GPA is not met, candidate has professional experience related to the academic major:
(comment)

_____ Pre-requisite courses completed ("C" or better):

- Biology with lab (3-4 credits)
- Anatomy and Physiology 1 and 2 (6-8 total credits)
- Physics with lab (3-4 credits; can be non-calculus based)
- Chemistry with lab (3-4) credits)
- Nutrition (Sports nutrition is preferable) (3 credits)
- Psychology (3-6 credits)
- Kinesiology (3-4 credits)
- Exercise Physiology (3-4 credits)

_____ If not met, candidate is enrolled in an equivalent course: (comment to include date of completion)

Admissions Decision: Admit / Deny

General Comments:

Dr. Tom Franek

Date

MSAT Program Director

Appendix 2:



2. Technical Standards

The Master of Science in Athletic Training Program (MSAT Program) at Alvernia University is a rigorous and physically intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals. The technical standards set forth by the MSAT Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills and competencies of an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education - CAATE). The following abilities and expectations must be met by all students admitted to the MSAT Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program or permitted to continue in the program.

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
3. The ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice;
4. The ability to record physical examination results and a treatment plan clearly and accurately;
5. The capacity to maintain composure and continue to function well during periods of high stress;
6. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced;
7. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations;
8. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the MSAT program will be required to verify through documentation, that they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. The University Academic Success Center (ACS) will evaluate a student who states he/she/they could meet the program's standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she/they can meet the technical standards with accommodation, the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework and clinical experiences deemed essential to graduation.

CERTIFICATION STATEMENT

(This form will be kept in each student's file in the Department of Athletic Training)

I certify that I have read and understand the Standards for Essential Functions for the Master of Science in Athletic Training Program at Alvernia University. I believe to the best of my knowledge that I meet each of these standards, with or without reasonable accommodation(s). Further, I understand that should I need accommodation(s) due to disability; it is my responsibility to meet with the Academic Success Center at Alvernia University to establish formal accommodations.

Print Student Name

Student Signature

Date

Appendix 3:



3. Social Media Policy

Please refer to the Social Media Policy as outlined in the **Student Handbook**.

Appendix 4:

4. Clinical Evaluations

Preceptor Evaluation of Students (Mid and end/final) AT 520, 521, 610, 611

Student Evaluation of Preceptor / Clinical Site by Student

AT 520 Mid Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills (with reference to injuries and conditions of the lower extremities as applicable)

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	☐	☐	☐	☐	☐
Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Student performs an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following: Obtaining a medical history	☐	☐	☐	☐	☐
Student performs complete and thorough inspection of injuries.	☐	☐	☐	☐	☐
Student palpates appropriate bony and soft tissue landmarks.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)	☐	☐	☐	☐	☐
Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student effectivity assesses vascular function at and distal to the injury	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	☐	☐	☐	☐	☐
Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess musculoskeletal system	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess neurological system	☐	☐	☐	☐	☐
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic and corrective exercise	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic modalities	☐	☐	☐	☐	☐
Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 520 End Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills (with reference to injuries and conditions of the lower extremities as applicable)

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	☐	☐	☐	☐	☐
Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.	☐	☐	☐	☐	☐
Student performs an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following: Obtaining a medical history	☐	☐	☐	☐	☐
Student performs complete and thorough inspection of injuries.	☐	☐	☐	☐	☐
Student palpates appropriate bony and soft tissue landmarks.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)	☐	☐	☐	☐	☐
Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student effectivity assesses vascular function at and distal to the injury	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	☐	☐	☐	☐	☐
Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess musculoskeletal system	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess neurological system	☐	☐	☐	☐	☐
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic and corrective exercise	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
	Poor	Fair	Good	Very Good	Excellent
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic modalities	☐	☐	☐	☐	☐
Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 521 Mid Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills (with reference to injuries and conditions of the upper extremities as applicable).

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	☐	☐	☐	☐	☐
Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.	☐	☐	☐	☐	☐
Student performs an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following: Obtaining a medical history	☐	☐	☐	☐	☐
Student performs complete and thorough inspection of injuries.	☐	☐	☐	☐	☐
Student palpates appropriate bony and soft tissue landmarks.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)	☐	☐	☐	☐	☐
Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student effectivity assesses vascular function at and distal to the injury	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent

	Poor	Fair	Good	Very Good	Excellent
Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	☐	☐	☐	☐	☐
Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess musculoskeletal system	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess neurological system	☐	☐	☐	☐	☐
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic and corrective exercise	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic modalities	☐	☐	☐	☐	☐
Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	☐	☐	☐	☐	☐
Student monitors and evaluates environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	☐	☐	☐	☐	☐
Student establishes a working relationship with a directing or collaborating physician.	☐	☐	☐	☐	☐
Student uses a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 521 End Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills (with reference to injuries and conditions of the upper extremities as applicable).

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.	☐	☐	☐	☐	☐
Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Student performs an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following: Obtaining a medical history	☐	☐	☐	☐	☐
Student performs complete and thorough inspection of injuries.	☐	☐	☐	☐	☐
Student palpates appropriate bony and soft tissue landmarks.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)	☐	☐	☐	☐	☐
Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions	☐	☐	☐	☐	☐
Student effectivity assesses vascular function at and distal to the injury	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)	☐	☐	☐	☐	☐
Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess musculoskeletal system	☐	☐	☐	☐	☐
Student selects and uses tests and measures that assess neurological system	☐	☐	☐	☐	☐
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic and corrective exercise	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student selects and incorporates interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan: Therapeutic modalities	☐	☐	☐	☐	☐
Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	☐	☐	☐	☐	☐
Student monitors and evaluates environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Student establishes a working relationship with a directing or collaborating physician.	☐	☐	☐	☐	☐
Student uses a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 610 End Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills.

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student's appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student meets Ethical/Moral Obligations (student demonstrates principles of ethical / moral practice)	☐	☐	☐	☐	☐
Student develops and implements specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers	☐	☐	☐	☐	☐
Student incorporates patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.	☐	☐	☐	☐	☐
Student advocates for the health needs of clients, patients, communities, and populations.	☐	☐	☐	☐	☐
Student establishes a working relationship with a directing or collaborating physician.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Student practices in collaboration with other health care and wellness professionals.	☐	☐	☐	☐	☐
Student provides athletic training services in a manner that uses evidence to inform practice.	☐	☐	☐	☐	☐
Student uses an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.	☐	☐	☐	☐	☐
Student practices in a manner that is congruent with the ethical standards of the profession	☐	☐	☐	☐	☐
Student practices health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
	Poor	Fair	Good	Very Good	Excellent
Student develops and implements specific policies and procedures for individuals who have sustained concussions or other brain injuries	☐	☐	☐	☐	☐
Student self-assess professional competence and create professional development plans according to personal and professional goals and requirements.	☐	☐	☐	☐	☐
Select and incorporate therapeutic and corrective exercise	☐	☐	☐	☐	☐
Select and incorporate therapeutic modalities	☐	☐	☐	☐	☐
Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.	☐	☐	☐	☐	☐
Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.	☐	☐	☐	☐	☐
Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 611 Mid Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills with reference to general medical conditions and disabilities.

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

3 = Good: the ATS can complete some level-specific tasks and standard procedures safely and correctly. The ATS requires consistent cueing from the preceptor to compete standard tasks. The ATS can function safely under supervision but has not demonstrated independent practice. ATS meets minimal expectations for the rotation.

2 = Fair: ATS cannot complete tasks and standard procedures safely or correctly without assistance from the preceptor. The ATS performs below preceptor expectations for their academic level. The ATS needs remediation in 1 or more specific areas. (Requires a preceptor comment).

1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student's appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	☐	☐	☐	☐	☐
Documentation (student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology)	☐	☐	☐	☐	☐
Medical Referral (student can describe when a general medical condition needs to be referred to another healthcare provider. Student can identify the appropriate practitioner per incident).	☐	☐	☐	☐	☐
History (student takes and documents a complete and thorough medical Hx)	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Blood Pressure (student can demonstrate the correct procedure to obtain an accurate blood pressure.)	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Pulse (student can demonstrate the correct procedure to obtain an accurate heart rate. Students should be able to ID a pulse key upper and lower extremity sites.	☐	☐	☐	☐	☐
Respiration (student can demonstrate the correct procedure to obtain an accurate rate of respiration.)	☐	☐	☐	☐	☐
Auscultation (student can demonstrate the correct procedure to auscultate the thorax for breath and cardiac sounds. Student can discuss normal and pathological sounds.)	☐	☐	☐	☐	☐
Otoscope (student can demonstrate the correct procedure to evaluate the outer and middle ear, the nasopharynx, and the oropharynx using an otoscope.)	☐	☐	☐	☐	☐
Ophthalmoscope (student can demonstrate the correct procedure to evaluate the anterior, middle and posterior chamber of the eye using and ophthalmoscope.)	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Peak-flow Meter (student can demonstrate the correct procedure to evaluate peak respiratory flow using a peak flow meter.)	☐	☐	☐	☐	☐
Recognition of General Medical Conditions / Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	☐	☐	☐	☐	☐
Management of Asthma (student can discuss an appropriate plan to recognize, treat an asthmatic as well as describe preventative techniques for asthma).	☐	☐	☐	☐	☐
Management of Diabetic Illness (including use of glucometer, administering glucagon, insulin)	☐	☐	☐	☐	☐
Cardiac	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Anaphylaxis (including administering epinephrine using automated injection device)	☐	☐	☐	☐	☐
Recognition of Cardiac Compromise (student can manage a patient with cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)	☐	☐	☐	☐	☐
Recognition of Respiratory Compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	☐	☐	☐	☐	☐
Drug overdose (including administration of rescue medications such as naloxone)	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Selecting and using tests and measures that assess the following systems: Cardiovascular system (including auscultation) o Endocrine system o Eyes, ears, nose, throat, mouth, and teeth o Gastrointestinal system o Genitourinary system o Integumentary	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Selecting and using tests and measures that assess the following systems: Mental status o Musculoskeletal system o Neurological system o Pain level o Reproductive system o Respiratory system (including auscultation)	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

AT 611 End Evaluation of Student

1

Preceptor – Please rate the student on his/her ability to perform the following skills with reference to general medical conditions and disabilities.

5 = Excellent: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. Can provide and defend a theoretically sound rationale for performance. Exceeds expectations for this rotation. (Requires a preceptor comment)

4 = Very Good: The ATS can independently complete all level-specific tasks and standard procedures successfully and safely. The ATS requires little or no cueing from preceptor. The ATS can often use theory to defend performance. ATS meets the expectations of the rotation.

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1 = Poor: The ATS cannot complete standard procedures safely or correctly with preceptor cueing. The ATS show little or no interest during the clinical rotation. The ATS consistently demonstrates unprofessional behaviors. The ATS needs remediation in 1 or more specific areas (Requires a preceptor comment)

	Poor	Fair	Good	Very Good	Excellent
Student demonstrates critical thinking in planning for the optimal patient outcome.	☐	☐	☐	☐	☐
Student's appearance, demeanor, and reliability is appropriate.	☐	☐	☐	☐	☐
Student responds well to constructive criticism and feedback.	☐	☐	☐	☐	☐
Student establishes general patient acceptance/rapport.	☐	☐	☐	☐	☐
Student provides the patient with empathy and support.	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	☐	☐	☐	☐	☐
Documentation (student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology)	☐	☐	☐	☐	☐
Medical Referral (student can describe when a general medical condition needs to be referred to another healthcare provider. Student can identify the appropriate practitioner per incident).	☐	☐	☐	☐	☐
History (student takes and documents a complete and thorough medical Hx)	☐	☐	☐	☐	☐
Blood Pressure (student can demonstrate the correct procedure to obtain an accurate blood pressure.)	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Pulse (student can demonstrate the correct procedure to obtain an accurate heart rate. Students should be able to ID a pulse key upper and lower extremity sites.	☐	☐	☐	☐	☐
Respiration (student can demonstrate the correct procedure to obtain an accurate rate of respiration.)	☐	☐	☐	☐	☐
Auscultation (student can demonstrate the correct procedure to auscultate the thorax for breath and cardiac sounds. Student can discuss normal and pathological sounds.)	☐	☐	☐	☐	☐

	Poor	Fair	Good	Very Good	Excellent
Otoscope (student can demonstrate the correct procedure to evaluate the outer and middle ear, the nasopharynx, and the oropharynx using an otoscope.)	☐	☐	☐	☐	☐
Ophthalmoscope (student can demonstrate the correct procedure to evaluate the anterior, middle and posterior chamber of the eye using an ophthalmoscope.)	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Peak-flow Meter (student can demonstrate the correct procedure to evaluate peak respiratory flow using a peak flow meter.)	☐	☐	☐	☐	☐
Recognition of General Medical Conditions / Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	☐	☐	☐	☐	☐
Management of Asthma (student can discuss an appropriate plan to recognize, treat an asthmatic as well as describe preventative techniques for asthma).	☐	☐	☐	☐	☐
Management of Diabetic Illness (including use of glucometer, administering glucagon, insulin)	☐	☐	☐	☐	☐
Management of Seizure (student can discuss an appropriate plan to recognize, and manage a seizure).	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Anaphylaxis (including administering epinephrine using automated injection device)	☐	☐	☐	☐	☐
Recognition of Cardiac Compromise (student can manage a patient with cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)	☐	☐	☐	☐	☐
Recognition of Respiratory Compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	☐	☐	☐	☐	☐
Drug overdose (including administration of rescue medications such as naloxone)	☐	☐	☐	☐	☐
Selecting and using tests and measures that assess the following systems: Cardiovascular system (including auscultation) o Endocrine system o Eyes, ears, nose, throat, mouth, and teeth o Gastrointestinal system o Genitourinary system o Integumentary	☐	☐	☐	☐	☐
	Poor	Fair	Good	Very Good	Excellent
Selecting and using tests and measures that assess the following systems: Mental status o Musculoskeletal system o Neurological system o Pain level o Reproductive system o Respiratory system (including auscultation)	☐	☐	☐	☐	☐

2

Please list the student's strengths:

3

Please list the areas where the student needs to improve:

4

List any goals you and the student have discussed:

End Evaluation of Preceptor

1

Please rate the following statements regarding your preceptor:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My preceptor was available for consultation.	☐	☐	☐	☐	☐
My preceptor facilitated access to information and resources.	☐	☐	☐	☐	☐
My preceptor provided constructive and timely feedback.	☐	☐	☐	☐	☐
My preceptor provided opportunities for management of patient care appropriate to my level of experience.	☐	☐	☐	☐	☐
My preceptor encouraged problem solving through meaningful questioning.	☐	☐	☐	☐	☐
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My preceptor's ability as an educator helped me apply my skills as a student of this program.	☐	☐	☐	☐	☐
My preceptor was a role model in utilizing evidence in choosing interventions for best practice.	☐	☐	☐	☐	☐
My preceptor discussed his/her expectations of me for this clinical rotation.	☐	☐	☐	☐	☐
My preceptor reviewed my documentation.	☐	☐	☐	☐	☐
My preceptor was respectful of me and my time.	☐	☐	☐	☐	☐
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My preceptor interacted in a professional manner with me.	☐	☐	☐	☐	☐

2

Please list the preceptor's strengths:

3

Please list the preceptor's weaknesses:

4

I would recommend this preceptor to other students.



Yes



No

Appendix: 5

5. Example of Orientation format (pre-rotation)

Site: _____	Date: _____
Preceptor: _____ Name	Preceptor: _____ Signature
ATS: _____ Name	ATS: _____ Signature

Students enrolled in the MSAT Program at Alvernia University are required to participate in clinical education experiences. Students are required to meet with their preceptors to hold an **Orientation Session** prior to the start of the clinical experience to explain and review the information listed below.

Date Completed:

_____	Review site-specific Emergency Action Plan (critical incident response) and communications to initiate EAP. This should be posted at the site.
_____	Discuss site-specific documentation (style, forms, databases, EMR system, etc.) and patient privacy and confidentiality procedures
_____	Review all OSHA regulations and locations of personal protective devices and bio-hazard containers at the site.
_____	Review the chain of command followed at the site.
_____	Discuss how ATS will be differentiated from certified, licensed staff, and make introductions to the appropriate personnel (athletic director, coaches, players, colleagues). Including use of name tags while at the clinical site.
_____	Determine the ways in which it is best for the preceptor 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.
_____	Dress Code: Students are expected to follow the Alvernia University dress code. Students <i>can utilize the dress code of the affiliated site.</i>
_____	Select/Create a clinical schedule that will maximize student meaningful learning.
_____	Review of courses completed and in progress and ID level of didactic knowledge and clinical skills.
_____	In conjunction with the student, identify the student's learning goals for this clinical.
_____	Discuss the student's previous clinical experiences as it pertains to the ATS clinical performance and the clinical sites and proficiencies the student was exposed to. Students are encouraged to share the previous semester(s) final evaluations.
_____	Review of evaluation tools used by both ATS and Preceptor, during clinical setting.
_____	Review and discuss "Athletic Training Student Responsibilities" and the Alvernia University Athletic Training Program's policies and procedures.

Appendix 6

6. Academic Compliance Requirements

Complio Training Graduate and Adult Students

Graduate and adult undergraduate students are only required to abide by health compliance requirements if their major mandates it. Please check with your advisor and with the Academic Compliance office (Academic.Compliance@Alvernia.edu) to see if you have health requirements or if your major will require background screenings.

Graduate and adult student athletes have health and athletic requirements even if their majors do not.

The following programs have health and screening requirements. If you are NOT in one of these programs, you should NOT create a Complio account.

- Student Athlete (graduate and undergraduate)
- Undergraduate
 - Bachelor of Science Social Work
- Graduate
 - Master of Arts Clinical Counseling
 - Master of Medical Science Physician Associate
 - Master of Science Social Work
 - Master of Science Athletic Training
 - Master of Science Occupational Therapy
 - Doctor of Physical Therapy

Follow the steps below if you are required to create an account in Complio.

A list of Alvernia health requirements and what is also required by degree program can be found below.

Before you begin uploading your documents, see the “Tips” section below so you know what should be on your documents when you get them from your physician or access them from a health portal.

Complio Instructions

To access these forms, you must use the Complio health compliance system. Please follow the instructions below to access Complio and set up your account.

1. Go to <http://alverniacompliance.com/index.html> (this link is also provided in the New Student Checklist)

2. Select “New Users Create an Account”



3. Fill in the information. For “primary email,” use your Alvernia email address. For “secondary email,” you may use a personal email address. We recommend you add a secondary email address, but you are not required to add a secondary email address. For your name, please use your legal name as it will appear on the health documents you upload to Complio; for example, if your name appears on your health documents as “James,” use “James” and not “Jim” as your first name even if you prefer to be called “Jim.” This is necessary to verify the documents are your documents.

ADB
American DataBank

Create an account

Please fill the form below to create an account. The items with * are required.

Personal Information

First Name:* Middle Name:* If you don't have a mid ☐ Last Name:*

Do you have an SSN?: ☒ Yes ☐ No Social Security Number (###-##-####):*

☐ I have an Alias or Maiden name

Gender:* Date of Birth (MM/DD/YYYY):*

Contact Information

Primary Email:* Confirm Primary Email:*

Secondary Email: Confirm Secondary Email:

Address 1:* Address 2:

Country:* State:* City:*

Zip Code:* County:*

Primary Phone:* Secondary Phone:

Account Information

Username:* Check

Password:* Confirm Password:*

Passwords must not contain spaces, should have 8 to 15 characters and must contain at least one uppercase letter, numbers, and symbols @#%*. *+=!@%&'"(){}|

4. Select “create account and proceed”

Create an account

Please fill the form below to create an account. The items with * are required.

Personal Information

First Name: *		Middle Name: *	If you don't have a mid ☐	Last Name: *	
Do you have an SSN? *		Social Security Number (###-##-####): *			
☒ Yes ☐ No					
☐ I have an Alias or Maiden name					
Gender: *	--Select--	Date of Birth (MM/DD/YYYY): *			

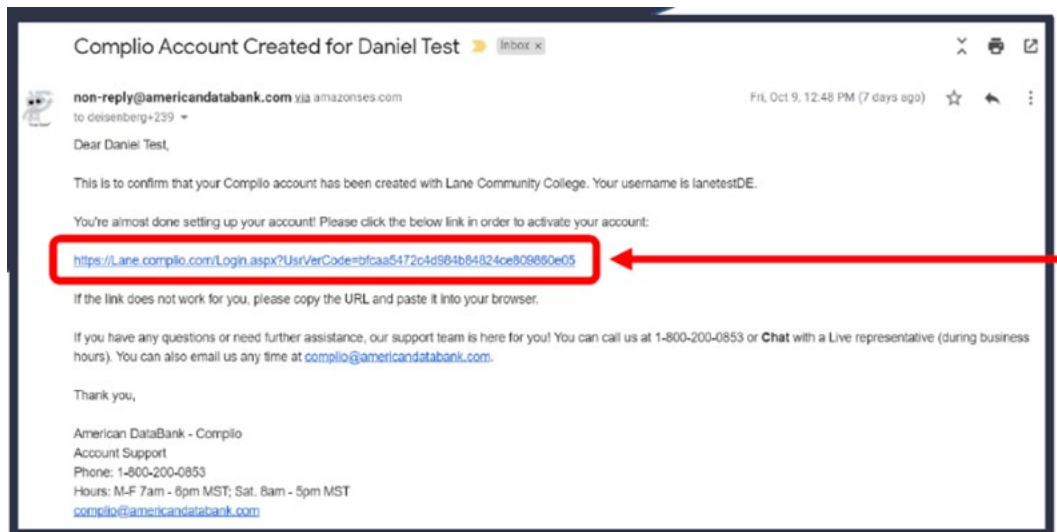
Contact Information

Primary Email: *		Confirm Primary Email: *	
Secondary Email:		Confirm Secondary Email:	
Address 1: *		Address 2:	
Country: *	UNITED STATES	State: *	--Select--
Zip Code: *	--Select--	County: *	--Select--
City: *	--Select--		
Primary Phone: *	() -	Secondary Phone:	() -

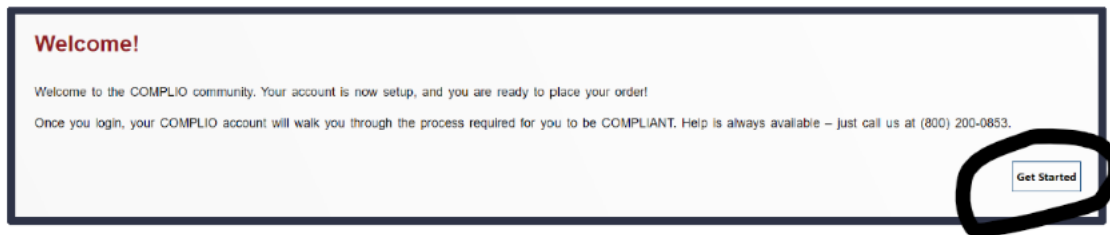
Account Information

Username: *		Check
Password: *		Confirm Password: *
Passwords must not contain spaces, should have 8 to 15 characters and must contain at least one uppercase letter, numbers, and symbols @!\$%^&*~+-= ;:,./(){}[]		

- One you have created your account, you will receive an activation email. Click the link in the email to finish setting up your Complio account.



- Log in to Complio to place your order (although you must place an order, you will NOT be charged for your basic health requirements order. The University will be charged). The first time you log in, you will be prompted to click "get started" to complete the order process.



7. Select the package you must order.

- a. At the “select student” section, choose “undergraduate,” “graduate,” or “physician assistant” based on your program level.

A form titled "Identifying Information". It has two rows. The first row is "Institution Name:" with the value "Alvernia University". The second row is "Select Student: *" with a dropdown menu. The dropdown menu is open, showing options: "--SELECT--", "--SELECT--", "Physician Assistant", "Undergraduate", and "Graduate".

- b. Next, you will either be directed to select your department or, if you’re a physician associate student, to select your position. Select your department or position as appropriate.

A form showing a dropdown menu for "Select Department: *". The dropdown is open, showing options: "--SELECT--", "--SELECT--", "Healthcare", "Social Sciences", and "Student Athlete".

OR

A form showing a dropdown menu for "Select Position: *". The dropdown is open, showing options: "--SELECT--", "--SELECT--", "Second Year PA Student", and "First Year PA Student".

- c. Select “Load packages.”

A button labeled "Load Packages".

- d. Select the immunization package and screening packages that are listed based on your major. If you have questions, please first contact your faculty members or Academic.Compliance@Alvernia.edu. Students in majors that have multiple options for background checks (Department of Education and DHS are both listed) should check with Academic Compliance and faculty members to choose the

correct background check because it will depend on your internship or clinical location.

- e. You will be asked to verify all of your information is correct. Please check everything to make sure it is correct.
- f. You will then be prompted to agree and sign Complio Terms of Use and Disclosure and Authorization forms. These are NOT the same as the Alvernia forms you must sign later. To sign these forms, scroll down to the signature box and use your mouse or trackpad to sign in the box.

Executed and Generated by Complio

I Accept and Agree to the above Terms of Use:

☐ I Agree

Signature Date Signed

☒ I Agree

Sign Here

Clear Signature

Jane

- g. Click “next” to reload the documents with your submitted signature now displayed.

Previous Next

I Accept and Agree to the above Terms of Use:

☒ I Agree

Signature Jane Date Signed 10/22/2020

- h. Once you have signed the forms, click “Next.”

☒ I Agree

[Previous](#) [Next](#)

- i. You’re now ready to begin entering your information. To enter information, navigate to each requirement and click “enter requirements.” You will be able to upload documents or sign any forms in each of the required fields. **See below for tips on uploading your documents.**

Compliance Category	Requirement Explanation	Status
Required Compliance Category		
Tuberculosis		Incomplete
Varicella		Incomplete
Influenza		Incomplete
Hepatitis B		Incomplete

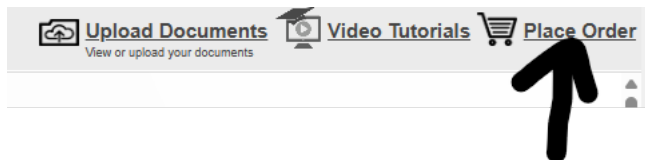
Student Athletes Who Are Also in a Major with Health Requirements

Any student who is a confirmed member of an Alvernia University sports team must add the “student athlete” package. If you are only a student athlete and do not need to also have a compliance package for a major, you can follow the steps listed above and, for “department,” choose “student athlete.” If your major has health requirements, follow the steps above first, and

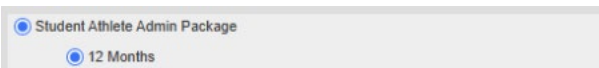
then follow the steps below to add the student athlete package.

You will not be charged for this package. To add this package, follow the steps below.

1. Log in to Complio.
2. In the top right of your screen, hover over the “place new order” shopping cart icon.



3. Click “place new order.”
4. You will go back to the order page where you placed your health requirements order. Select “undergraduate,” then select “student athlete,” then select “load packages.”
5. Select the “student athlete admin package,” and proceed to complete your order as you did for the health requirements package.



Tips

- All documents should include your legal first and last name and the name of your physician or their office or the health system.
- When you scan or take photos of your items to upload, make sure you are saving your files with a file name that clearly indicates which category your information is being saved to. This will help you upload the correct documents to the correct category. For example, name your MMR dose 1 file as “MMR dose 1” rather than the generic file name your device wants to call it to save it.
- You must complete each required category in Complio by entering the date for each vaccine dose and uploading documentation for each vaccine dose. If all of your vaccines are on the same document, you can upload the same document to each category. Please upload the full document to each category so your full name and physician or hospital name are visible; do not upload portions of the document.
- For health insurance, you must provide a photo or scan of the front and back of your insurance card. Proof of health insurance will be required every year.
 - If you do not have health insurance, please contact academic.compliance@alvernia.edu for options for purchasing health insurance.

- “Exceptions” are used when you believe you should be exempt from a requirement. You should not use the “exception” request to tell us you already received a vaccine; if you already received a vaccine, you should be following the steps above to enter that information.

Health Requirements

All majors with health requirements must submit the following:

- 2 MMR vaccines, both after your 1st birthday
- 1 Tdap booster after the age of 10
- 1 Meningitis vaccine at or after age 16. (Meningococcal conjugate, MCV4, MenACWY, Menactra, Menveo, MenQuadfi)
- 3 Hepatitis B vaccines
- 2 Varicella vaccines or a documented date of chicken pox illness. (Students in health majors must provide a record of vaccinations or a titer showing immunity).
- Health insurance coverage (please provide copies of the front and back of your insurance card)
- Completion of the following forms: TB assessment form (for non-healthcare majors) general waiver form, and consent to release form.

The following items will also be required:

- MA Clinical Counseling: Liability insurance
- Healthcare: Influenza, Pneumoccal (vaccine or signed declination), COVID-19, TB test

Student Athlete Requirements

- Student athlete form
- Sickle cell test
- Physical exam form
- Health insurance

Background Screenings

Background screening packages vary by major.

PA Criminal Background Check

1. Access the PA Criminal Background Check (PATCH) site: [Pennsylvania Access To Criminal History - Home \(state.pa.us\)](https://www.patch.state.pa.us/criminal-history/home)
2. Click Record Check (upper right), then New Record Check
3. Accept to the terms & conditions
4. Select "Individual Request" option.
5. Reason for the check should be "Employment"
6. Fill in required information, use your Alvernia email for notifications from PA State Police

PA Child Abuse Clearance

1. Access the PA Child Abuse Clearance through the Child Welfare Information Solution site:
<https://www.compass.state.pa.us/cwis/public/home>
2. On the Child Welfare portal, select either to "Create Individual Account" (for first time users) or "Individual Login" (if you have an account already set up).
3. For "Create Individual Account" users, provide information to set up account.
 - a. When creating an account, note that "Keystone ID" is a username you create.
 - b. An email will be sent with a temporary password. Copy the password and click on the "Child Welfare Portal" link in the email to access your account. Use your Keystone ID (username) and password to log in.
4. For "Individual Login" users, use your Keystone ID (username) and password to log in.

FBI Background Clearance (Fingerprinting)

- Access the FBI Fingerprinting Clearance through Identogo site:
<https://uenroll.identogo.com>
- There is a prompt to enter a Service Code. Depending on the type of academic program, the codes differ. Students should enter codes as listed below in the following categories that match Alvernia's

academic programming.

- **Students need to be aware that depending on the facility, they may will require additional documentation OR a different FBI request.**
- Schedule or Manage Appointment
- Personal information needed to fill out
- It is suggested that you enter your Alvernia email
- Employer information is Alvernia University, 400 Saint Bernardine St. Reading, PA 19607

THERE IS NOW AN OPTION TO RECEIVE AN ELIGIBILITY LETTER VIA EMAIL, WHICH CAN ONLY BE OPENED ONCE!! AND CAN NOT BE ACCESSED AGAIN. The system should prompt you to open the document **ONLY** when you have the ability to save the pdf results page.

Mandatory Drug Screen: Please refer to the **Student Handbook** for the College of Health Sciences Drug Use Policy

Physical Exam and Immunizations: Please refer to the **Student Handbook** for information on Health and Wellness requirements.

Emergency Cardiac Care

Training and Certification is typically provided by the program.

Emergency cardiac care certifications must include the following:

Adult CPR

Pediatric CPR

Second rescuer CPR

AED

Airway obstruction

Barrier devices (e.g., pocket mask, bag valve mask)

Demonstrated skills

Education Interface (modules completed in during AT 101, at the point of transfer, at the point of graduate admissions)

- **Notes:** Trainings are done only once during your time at Alvernia.
 - Training modules must be completed by all students. You will be sent an email to complete the requirements assigned to your major and this will vary accordingly.
 - Fire Safety
 - Infection Control/Standard Precautions
 - Bloodborne Infections
 - Electrical Safety
 - Lifting to Prevent Injury
 - HIPAA Compliance
 - Covid 19 Precautions

Steps:

1. You will receive an email with your username and password.
2. Access the online Education Interface Log in: [Education Interface Log In | Online Courses](#)
3. Complete all training modules that are assigned to you required of your major which is designated.

All compliance documentation (artifacts) must be uploaded to COMPLIO.

Directions for COMPLIO upload and access (add link here)

Detach Release form below and scan/email to: academic.compliance@alvernia.edu

Alvernia University
400 St. Bernadine Street Reading, PA 19607

Waiver and Release from Liability

On behalf of myself, or in my capacity as the parent/guardian of the participating minor, and INTENDING TO BE LEGALLY BOUND, the undersigned hereby releases Alvernia University, its agents, officers and employees from all responsibility and any liability for any injuries, illness and/or loss which may result from or arise out of, or be connected with any participation in the University's program known as:

(course or program)

for the academic year(s) of _____.

This Release extends and applies to, and also covers and includes, all unknown, unforeseen, unanticipated, and unsuspected injuries, damages, loss and liability, and the consequences thereof. The provisions of any State, Federal, Local or Territorial law or statute providing in substance that releases shall not extend to claims, demands which are unknown or unsuspected to exist at the time, to the person executing such release, are hereby expressly waived.

In signing this release, I acknowledge that any travel may be dangerous and may result in harm to me and my property. I voluntarily accept and assume these risks and dangers and release Alvernia University from all responsibility and any liability for any injuries and/or damages which may result from my decision to participate in this program,

I further promise, covenant and agree not to bring, commence, prosecute or maintain, or cause or permit to be brought, commenced, prosecuted or maintained, any suit or action, either at law or in equity, in any court in the United States, or in any State thereof, or elsewhere, against Alvernia University, Its agents, officers and/or employees for personal injury, property damage or any other type of loss, arising out of, or In any way connected with my participation in said program.

I also agree to indemnify and hold harmless Alvernia University, its agents, officers and employees from all liability, claims, demands and damage or cost, arising out of my participation in said program.

I authorize university personnel or representatives to approve emergency medical treatment for myself in the event of injury or illness during my participation in the program. I represent and warrant that I am and will be covered throughout the program by a policy of comprehensive health and accident insurance which provides coverage for injuries and illnesses I sustain or experience while in the program and, more specifically, in the countries in which I will be living and/or traveling while on the program.

I understand and agree that this release is binding on me and my heirs, executors, administrators, personal representatives, and next-of-kin. My signature denotes my understanding of and agreement with this statement and its implications.

I agree that this document shall be interpreted and governed by the laws of the Commonwealth of Pennsylvania.

I agree that if any provision of this document shall for any reason be held invalid or unenforceable, such invalidity or unenforceability shall not affect any other provision of this document.

IN WITNESS WHEREOF, intending to be legally bound, I have hereunto set my hand this __day of _____, 20_____.

Witnessed By Signature of Program
of minor

Participant or Parent/Guardian

Print Name of Minor Participant Printed Name of Participant or Parent/Guardian of minor

Emergency Information

(Who to Contact in Case of Emergency)

(Relationship)

(City and State)

(Phone Number)