

**ALVERNIA UNIVERSITY**  
**ATHLETIC TRAINING PROGRAM**  
**POLICY AND PROCEDURES MANUAL**



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

*Updated 5/2023*

# 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  
1<sup>st</sup> floor of the PLEX (in the DPT suite).**

# TABLE OF CONTENTS

<b>Acknowledgement</b> .....	i
------------------------------	---

<b>Table of Contents</b> .....	ii
--------------------------------	----

## **Part I Program Overview**

Introduction.....	8
Accreditation Status.....	8
Athletic Training Profession.....	8
Americans with Disabilities Act (ADA).....	9
Program Mission.....	9
Program Goals.....	9
Student Learning Outcomes.....	9
Advisory Committee.....	12
Athletic Training Code of Ethics.....	13
Patient/Client Privacy Protection.....	15
BOC Standards of Professional Practice.....	16

## **Part II – Program Personnel**

Faculty and Staff Listing.....	20
Faculty/Staff Role Delineation.....	21

## **Part III – Program Admission, Content and Requirements**

Progression Policy.....	25
Program Requirements.....	25/29
Athletic Training Major Requirements.....	27/30
Course Descriptions.....	31
Academic Plan.....	28/30
Fraternization Policy.....	34
Disciplinary Actions.....	34
Academic Standards.....	34
Academic Grievance Policy.....	35
Hours Requirements.....	35
Dress Code.....	36

## **Part IV – The Athletic Training Student**

Athletic Training Student Qualities.....	38
Athletic Training Student Conduct.....	39
Athletic Training Student Responsibilities.....	42
Drug and Alcohol Use.....	42
Misdemeanor/Felony Conviction Charges.....	44
Athletic Training Student Records.....	45
Athletic Training Students’ Association.....	45
Extra-Curricular Activities.....	46
Alvernia University Background Check Policy – Academic Programs.....	47



## **Part V – Communicable Disease/Blood-borne Pathogens Exposure & Control Plans**

Communicable Disease Policy.....	49
What are Communicable Diseases.....	49
Communicable Diseases Cited by the CDC.....	49
Guidelines for Prevention of Exposure & Infection.....	49
Guidelines for Managing Potential Infection.....	50
Alvernia’s Exposure Control Plan.....	51
Purpose of the Plan.....	51
Procedures.....	51
Exposure Determination.....	51
Compliance.....	52
Post Exposure Evaluation and Follow Up.....	53
Exposure Incident Report.....	54
Exposure Incident/Post Exposure Source Individual Consent Form.....	55

## **Part VI – Emergency Action Plans**

Angelica Park.....	57
Body Zone.....	58
Main Campus.....	59
Alvernia University Sports Park.....	60
St. Anthony’s & Montessori School Gym.....	61

## **Part VII – Delivery of Athletic Training Services During Clinical Education**

Delivery of AT services during clinical education.....	63
Radio Usage.....	64
Golf Cart Policy.....	65

## **Part VIII – Clinical Education**

Competencies .....	67
Assignment of Clinical Rotations and Pre-rotation Meetings.....	67
Clinical Education Experience.....	68
Identifying Students in the Clinical Setting.....	69
Uniform Safety Policy for Therapeutic Equipment.....	69
Professional Liability Insurance.....	69
Monetary Remuneration.....	69
Preceptor Evaluation of Athletic Training Student.....	69
Athletic Training Student Evaluation of Clinical Experience.....	70
Overall Evaluation of the Athletic Training Program by Students.....	71
Harassment Policy for Academic Field Experiences.....	72

<b>APPENDICES .....</b>	<b>73</b>
1. Social Media Policy.....	75
2. Clinical Evaluations.....	80
AT 520 Preceptor Evaluation (Mid Semester).....	80
AT 550 Preceptor Evaluation (End of Semester).....	85
AT 610 Preceptor Evaluation (Mid Semester).....	90
AT 611 Preceptor Evaluation (End of Semester).....	92
Student Evaluation of Preceptor / Clinical site.....	98
3. Pre-rotation orientation format (Sample).....	99
4. Compliance Information.....	101
5. Technical standards.....	114

# **Alvernia University**

## **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 Student, 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.

## **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 Disability Services Office in BH 106, by phone (610.568.1499), fax (484-335-4486), or e-mail ([disability.services@alvernia.edu](mailto:disability.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 Disability Services Office in BH 106, by phone (610.568.1499), fax (484-335-4486), or e-mail ([disability.services@alvernia.edu](mailto:disability.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](http://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:

Members 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 reflects on the profession.

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

1.4 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

## **Protecting patient/client privacy**

Prior to starting formal clinical education, students are required to complete the ***“HIPAA Compliance”*** module as described on the Alvernia University Academic Compliance Regulations document. The coordinator of academic compliance notifies the program of a student's compliance with this requirement.

Web link to compliance document:





## **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.

# **Alvernia University**

## **PART II – Program Personnel**

## **FACULTY/STAFF**

### **Tom Franek, PhD, LAT, ATC**

Chair, Department of Athletic Training

Director, Master of Science in Athletic Training Program

Associate Professor

E-mail: [thomas.franek@alvernia.edu](mailto:thomas.franek@alvernia.edu)

610-796-3012

### **Ashley Gray, DAT, LAT, ATC**

Coordinator of Clinical Education

Assistant Professor

E-mail: [ashley.gray@alvernia.edu](mailto:ashley.gray@alvernia.edu)

610-796-8210

### **Kimberly Stoudt, EdD, LAT, ATC, EMT, EMT-T**

Assistant Professor

E-mail: [kim.stoudt@alvernia.edu](mailto:kim.stoudt@alvernia.edu)

610-796-8335

### **Paul Marr, MD**

Medical Director

### **Carolyn Graczyk**

Administrative Assistant

E-mail: [carolyn.graczyk@alvernia.edu](mailto:carolyn.graczyk@alvernia.edu)

610-568-1546

## **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, Coordinator 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 ATP 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 site are encouraged to interact with the respective team physician at each 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.

### **Coordinator of Clinical Education (CCE)**

The CCE is a faculty member who is identified as the “Coordinator of Clinical Education Coordinator”. The CCE is responsible for the clinical progression of each student in the ATP. They will perform annual clinical site evaluations, review mid-term and final student evaluations and debrief with students about results. The CCE will assure Preceptor evaluation and training. The CCE 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 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 upon 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.

# **Alvernia University**

## **PART III – Program, Admission, Progression Policy, Content & Requirements**



## Admissions requirements:

Admission requirements of the university must be met before students are able to declare athletic training as their major. Students seeking admission to the MSAT degree will be admitted to the University through one of the following routes:

1. Traditional freshman: may apply to Alvernia University and matriculate as an Athletic Training student (MSAT). These students will focus on the completion of the undergraduate requirements for a Bachelor of Science degree in Healthcare Science, along with any required prerequisite coursework (for the MSAT degree), during the first three years of academic study. Students will formally notify the AT Program Director of their intention to complete the professional phase of the Master of Athletic Training Degree at the end of the third year of study. The PD will complete a review of the student's transcript to ensure each student meets the admission/retention standards listed below. Students who meet all retention/admission standards will begin their professional phase coursework during the fourth year of study and continue through the fifth-year study. Formal clinical education will begin during the fourth year of study. Students who choose to forego the professional phase of the MSAT degree have the ability to graduate from the health care science program at the end of the fourth year once all remaining required coursework for that program is completed. These students should meet the HCS Program Director once this path is chosen to ensure all degree requirements are met. Please see "Option 3: Alternative matriculation (Opt-out)".

2. Transfer Students: may enter the program at an appropriate spot to be determined by the AT Program Director. These students will typically matriculate as an Athletic Training Student (MSAT). These students will focus on the completion of the undergraduate requirements for a Bachelor of Science degree in Healthcare Science, along with any required prerequisite coursework (for the MSAT degree). Students will formally notify the AT Program Directory of their intention to complete the professional phase of the Master of Athletic Training degree once all prerequisite coursework is completed. The PD will complete a review of the student's transcript to ensure each student meets the admission/retention standards listed below. Students who meet all retention/admission standards will begin their professional phase coursework. The professional phase coursework will last two full academic years and will include formal clinical education.

Transfer students who have neither completed an undergraduate degree nor the required prerequisite courses, may apply to enter the pre-professional phase of the program. (These students will work with the University Registrar to determine their transfer profile as well as with the Athletic Training Program Director to determine the point of entry into pre-professional studies.

3. Alternative matriculation (Opt-out): An undergraduate student may decide to "opt-out" of the MSAT track prior to the start of the professional phase of the MSAT Program. If a student chooses this option, they may choose to complete the remainder of the Healthcare Science major. The student would be responsible for the completion of all outstanding Healthcare Science coursework necessary to graduate with a Bachelor of Science in Healthcare Science degree. The student should work closely with the Program Director of Health Science to ensure all outstanding requirements are met.

A pre-professional phase student would also have the option to change to any major within the institution. Students who choose this option should seek the advice of the respective major department chair, as well as the office of the Registrar, regarding Alvernia's internal transfer process. The student would be responsible for the completion of all program/degree requirements necessary to graduate with the selected degree.

#### Progression/Retention Requirements:

1. Traditional Freshman will be directly admitted into the pre-professional phase of the Master of Science in Athletic Training Degree Program upon successful acceptance at Alvernia University. These students will be required to complete all pre-professional coursework (listed below), in addition, these students must complete all natural and applied science prerequisite coursework prior to the start of the professional phase of the program.

To remain in this track, students must maintain a 3.0 overall GPA, with a 3.0 GPA in all natural and applied science courses. Natural and applied science courses include the following: General Biology I, Anatomy and Physiology I & II, General Chemistry I, General Physics I, Introductory Psychology, Human Development Across the Lifespan, Introduction to Athletic Training, Emergency Response, Care and Prevention of Athletic Injuries, Sports Nutrition, Neuroscience for Rehabilitation, Kinesiology and Exercise Physiology.

2. Transfer students: Transfer students will be admitted into the pre-professional phase of the Master of Science in Athletic Training Degree Program upon successful acceptance at Alvernia University. The MSAT Program Director will work with the Office of the Registrar to generate a transfer credit assessment and determine an appropriate entry point in the pre-professional phase. These students will be required to complete all pre-professional coursework which did not transfer prior to the start of the professional phase of the program.

To remain in this track, these students must maintain a 3.0 overall GPA, with a 3.0 GPA in all natural and applied science courses. Natural and applied science courses include the following: General Biology I, Anatomy and Physiology I & II, General Chemistry I, General Physics I, Introductory Psychology, Human Development Across the Lifespan, Introduction to Athletic Training, Emergency Response, Care and Prevention of Athletic Injuries, Sports Nutrition, Neuroscience for Rehabilitation, Kinesiology and Exercise Physiology.

Post-baccalaureate students will typically be accepted directly into the professional phase of the MSAT degree program. These students must maintain a minimum GPA of 3.0 or higher to remain in the professional phase of the program.

Entering the professional phase of the MSAT program following the completion of the pre-professional coursework:

Students must meet with the MSAT Program director to formally declare their intentions to complete the professional phase of the MSAT program or "opt out" and follow Healthcare Science.

The PD will review the student's transcript to ensure the student has maintained a 3.0 overall GPA, with a 3.0 GPA in all prerequisite courses. In addition, the PD will ensure that none of the prerequisite coursework has been completed below the level of a "C". Students who are permitted to begin the professional phase of the MSAT program will review the Program Technical Standards at that time. Students are also reminded of the progression and retention requirements at this meeting. Entry to the professional phase is limited on a space available basis. There are 24 spaces available in the professional phase of the program annually.

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

- Complete all MSAT compliance regulations as listed in the Alvernia University Academic Compliance Regulations (includes background checks, health information and immunizations. Document and description located at: [Enter hyperlink here to document listed on the MSAT website.](#)
- These clearances must be renewed yearly.
- Clearances with violations are reviewed on an individual basis and may be subject to non-acceptance and progression related to clinical agency requirements.
- Obtain yearly Blood-borne Pathogens and OSHA training and review 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.

Progression/Retention Policy:

Professional Phase Students must maintain a 3.0 GPA throughout the professional phase of the program. Any athletic training course (AT) completed below the level of a "C" must be repeated. Students may repeat/delete only one athletic training (AT) course throughout the athletic training program. 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.

Due to the nature of some clinical experiences (AT 520, 521, 610, and 611), a student may exceed the maximum number of required hours for these clinical practicum courses. The decision to exceed the maximum number of required hours is not required of any student and should be made as part of a group process involving the athletic training student, the site preceptor, and the Coordinator of Clinical Education. Additionally, some clinical experiences may begin ahead of the course start date and/or extend beyond the end date listed on the academic calendar (i.e., Start of summer camp for all fall clinicals).

ATHLETIC TRAINING Major (traditional and transfer students): 64 credits AT 101, 113, 222, 390, 433, 510, 511, 520, 521, 610, 611, 615, 618, 620, 625, 630, 635, 640, 645. \*Prerequisites for all 500 and 600-level AT courses: Formal acceptance to the Professional Phase of the Athletic Training Program.

Related Areas: 56 credits BIO 103, 107, 108, 117, 118, 208, 211, 217; MAT 208; PHY 110; CHE 104, 110; PSY 101, 208; HCS 305, 310, 320, 330; DPT 500 and COR 520.

# ACADEMIC PLAN

## MSAT 5 year plan

**\*\*Courses in red should be taken in the semester indicated\*\***

Fall Semester 1	Credits	Spring Semester 2	Credits
AT 101: Intro. to Athletic Training BIO 103 General Biology (with lab) FYS 101 : First Year Seminar Foreign Language 1 THE 105 or PHI 105	2 4 3 3 3	AT 113: Emergency Response PSY 101: Introductory Psychology COM 101 Foreign Language 2 BIO 107 A&P 1 BIO 117 A&P 1 lab	3 3 3 3 3 1
Total	15	Total	16
Fall Semester 3	Credits	Spring Semester 4	Credits
PSY 208 : Human Development Across the Lifespan HCS 305: Informatics CHE 104 General Chem 1 (HCS elective) CHE 110 General Chem 1 lab HCS 310: Health & Wellness over the Lifespan THE/PHI 200-400 LEVEL	3 3 3 1 3 3	HCS 320: Healthcare Science & Cultural Competency THE 105 or PHI 105 Communication BIO 108/118 Anatomy and Physiology 2 (with lab) AT 222 Care and prevention (with lab)	3 3 3 4 3
TOTAL	16	TOTAL	16
Fall Semester 5	Credits	Spring Semester 6	Credits
AT 433: Exercise Physiology BIO 208 (HCS elective) BIO 217 Sports Nutrition MAT 208: Statistics PHY 110 w/ lab (HCS Elective)	3 3 3 3 4	HCS 330: Healthcare Literacy & Advocacy ENGLISH BIO 211 Kinesiology (HCS elective) 200 LEVEL ETHICS (THE 210 Recommended) Fine Arts (Art, Music, THR)	3 3 3 4 3
TOTAL	16	TOTAL	16
Fall Semester 7	Credits	Spring Semester 8	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)	5 3 7	COR 520 History or Political Science AT 511 Athletic Training Clinical Procedures 2 AT 521 Athletic Training Clinical Practicum 2 (Clinical Evaluation and Pathology 2: Upper Extremity)	3 3 3 7
TOTAL	15	TOTAL	16
		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	6	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)	2 3 2
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	3 2 3	MOD 4 AT 611: Clinical Practicum 4: Immersive Clinical Experience 2	6
TOTAL	14	TOTAL	13

## Admissions Section: Post-baccalaureate students

### Master of Science in Athletic Training:

Post-baccalaureate students who have completed an undergraduate degree and the necessary prerequisite courses may apply to enter the professional phase of the Master of Athletic Training Program. Students will apply through Graduate Admissions via the ATCAS system and upon acceptance to the University, will matriculate through the professional phase of the MSAT program. Graduate admission occurs on a rolling basis. A review of applications may continue until all available slots are filled. Entry to the professional phase is limited on a space available basis. There are 24 spaces available in the professional phase of the program annually.

Post-baccalaureate students will matriculate through the two-year professional phase during which graduate level coursework and clinical education begins. Post baccalaureate students must complete the following coursework at the level of a 3.0 GPA or higher to enter the professional phase of the MSAT degree program: General Biology (4 credits), Anatomy and Physiology (8 credits), General Chemistry (4 credits), Physics (4 credits), Introduction to Psychology, Psychology: Development Over the Lifespan, Nutrition, Kinesiology, and Exercise Physiology. These students must also provide proof of current First Aid and CPR and AED for the professional rescuer (adult, child, infant) certifications.

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

- Complete all MSAT compliance regulations as listed in the Alvernia University Academic Compliance Regulations (includes background checks, health information and immunizations. Document and description located at: [Enter hyperlink here to document listed on the MSAT website.](#)
- These clearances must be renewed yearly.
- Clearances with violations are reviewed on an individual basis and may be subject to non-acceptance and progression related to clinical agency requirements.
- Review the Program Technical Standards.
- Obtain yearly Blood-borne Pathogens and OSHA training and review 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.

### Progression/Retention Policy:

Professional Phase Students must maintain a 3.0 GPA throughout the professional phase of the program. Any athletic training course (AT) completed below the level of a “C” must be repeated. Students may repeat/delete only one athletic training (AT) course throughout the athletic training program. 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.

Due to the nature of some clinical experiences (AT 520, 521, 610, and 611), a student may exceed the maximum number of required hours for these clinical practicum courses. The decision to exceed the maximum number of required hours is not required of any student and should be made as part of a group process involving the athletic training student, the site preceptor, and the Coordinator of Clinical Education. Additionally,

some clinical experiences may begin ahead of the course start date and/or extend beyond the end date listed on the academic calendar (i.e., Start of summer camp for all fall clinicals).

## Graduate Program Requirements section

### Master of Science in Athletic Training (MSAT)

The MSAT Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the Pennsylvania Department of Education and Middle States Commission of Higher Education.

## Academic plan: Post baccalaureate students

Fall Semester 1	Credits	Spring Semester 2	Credits
<b>DPT 500: Gross Anatomy</b> AT 510 Athletic Training Clinical Procedures 1 AT 520 Athletic Training Clinical Practicum 1 (Clinical Evaluation and Pathology 1 Lower Extremity)	5 3 7	COR 520 History or Political Science AT 511 Athletic Training Clinical Procedures 2 AT 521 Athletic Training Clinical Practicum 2 (Clinical Evaluation and Pathology 2: Upper Extremity)	3 3 3 7
TOTAL	<b>15</b>	TOTAL	<b>16</b>
		<b>Summer Mod</b> <b>AT 625: Athletic Training Clinical Procedures 3</b> <b>AT 630: Evidence Based Practice: Clinical Research 1</b>	3 3
Fall Semester 3 MODS	Credits	Spring Semester 4 MODS	Credits
<b>MOD 1</b> AT 610: Athletic Training Clinical Practicum 3 Immersive Clinical Experience 1	6	<b>ALL IN MOD 3</b> AT 620: Clinical Pathology and Differential Diagnosis AT 635: Evidence Based Practice: Clinical Research Seminar AT 618: Pharmacology in Athletic Training (online)	2 3 2
<b>ALL IN MOD 2:</b> AT 615: General Medical Conditions in the Physical Activity AT 640: Healthcare Administration and Professional Responsibility AT 645: Evidence based Practice: Performance Enhancement	3 2 3	<b>MOD 4</b> AT 611: Clinical Practicum 4: Immersive Clinical Experience 2	6
TOTAL	<b>14</b>	TOTAL	<b>13</b>

## COURSE DESCRIPTIONS

AT 510                      3 credits

This course covers the study of foundational clinical procedures in athletic training. Foundational skill sets will provide the students the skills necessary to function at a proficient level at each clinical site. Skill sets include but are not limited to: recognition of and the selection and application of immediate care techniques for instances of sudden cardiac death, the fitting of protective equipment, protective padding/splint fabrication, and the selection and application of taping and wrapping techniques and the selection and application of assistive devices. The foundations of therapeutic exercise and modalities (selection and application will also be discussed.

AT 520                      7 credits

AT Clinical Practicum 1(Clinical evaluation and pathology of the lower extremities) (7) This course includes didactic lecture and the practical application of clinical skills via formal clinical education. Students will meet for 3 hours of lecture each week. Students spend a minimum of 200 hours and maximum 320 hours \*(please see working with a preceptor at the university's facilities or an affiliated site. Major foci for this clinical experience include: 1) evaluation and immediate care of lower extremity injuries, 2) the selection and application of foundational clinical techniques, and 3) an exposure to male and female (individual and team sports). Students are exposed to the AT's role as an "entrance point" into the healthcare delivery system. Patient oriented evidence that matters (patient choices, cultural concerns, social forces with regards to patient outcomes) are discussed. Pre-requisite: Formal acceptance to the professional phase of the AT program.

AT 511                      3 credits

This course covers the study of evidence-based clinical procedures in athletic training. Students will select and discuss the best available evidence surrounding the following topics; 1) pain and pain management, 2) inflammation and tissue healing, and 3) the selection and application of therapeutic exercise and modalities to treat a variety of musculoskeletal injuries (Part 1). Topics include: Infrared Modalities (heat and cold), Ultrasound, Mechanical Energy and standard therapeutic exercise techniques. Students spend 2 hours in lecture and 2 hours in lab.

AT 521                      7 credits

AT Clinical Practicum 2(Clinical evaluation and pathology of the upper extremities) (7) This course includes didactic lecture and the practical application of clinical skills via formal clinical education. Students will meet for 3 hours of lecture each week. Students spend a minimum of 200 hours and maximum 320 hours working with a preceptor at the university's facilities or an affiliated site. Major foci for this clinical experience include: 1) evaluation and immediate care of upper extremity injuries, 2) the selection and application of evidence based clinical techniques, and 3) an exposure to male and female (individual and team sports). Pre-requisite: Successful completion of AT 520.

AT 610                      6 credits

AT Clinical Practicum 3 (Immersive clinical experiences 1), (6)This course includes the practical application of clinical skills via formal clinical education. This course will follow an 8-week modular approach and will include immersive clinical experiences at an approved clinical site. These experiences allow the athletic training student to experience the totality of care provided by an athletic trainer. Students will participate in the full-time day-to-day role of an athletic trainer. Students will meet with CEC and Assistant Professor to determine the focus and nature of this clinical education experience.

Students spend approximately 320 hours working with a preceptor at the university's facilities or an affiliated site. The weekly student contact expectation is approximately 40 hours. Pre-requisite: Successful completion of AT 521.

AT 611                      6 credits

Clinical Practicum 4: (Immersive clinical experience 2), (6) This course includes the practical application of clinical skills via formal clinical education. This course will follow an 8 week modular approach and will include an immersive clinical experiences at one of our approved clinical sites. This immersive experience allows the athletic training student to experience the totality of care provided by an athletic trainer. Students will participate in the full-time day-to-day role of an athletic trainer. Students will meet with the AT Program Director and CCE to determine the focus and nature of this clinical education experience. Students spend approximately 320 hours working with a preceptor at the university's facilities or an affiliated site. Of the 320 hours, students will spend approximately 40 hours with a preceptor engaged in a non-orthopedic/non-sport rotation with patients of varying socio-economic status. Students at this portion of the rotation will interact with patients with "general medical conditions" and/or with patients with chronic illness and disabilities. The weekly student contact expectation is approximately 40 hours.

AT 615                      3 credits

This course will follow an 8-week modular approach. The didactic portion of the course constitute 2 credit hours, the lab portion will account for 1 credit hour. Students will be instructed in medical conditions pertinent to the field of athletic training. The areas covered incorporate pathophysiology, (including congenital and acquired abnormalities, physical disabilities, and diseases), therapies, physical examination, and psychosocial aspects of the patient-provider relationship. These areas will be explored through a systems approach: nervous, pulmonary, integumentary, endocrine, cardiovascular, gastrointestinal, renal, and genitourinary. The lab portion of the class will meet approximately 2 hours per week for clinical skill instruction and assessment.

AT 618                      2 credits

Study of pharmacologic applications for injury/illness to athletes and the physically active. Includes indications, contraindications, interactions of medications, and relevant governing regulations to medications.

AT 620                      2 credits

This course explores clinical pathology and pathophysiology associated with systemic disease. Students will focus on the use of evidence-based practice concepts to generate a complete differential diagnosis and clinical diagnosis. Students will focus on the use of patient-reported outcomes and informatics to track patient data related to care. Students will analyze these data and synthesize alterations to established plans of care or aid in preventative approaches to national health issues.

This course is designed to invoke critical thinking and application of past knowledge. This course is designed for students to utilize diagnostic skills and develop the ability to think beyond the traditional diagnosis. This course incorporates higher order thinking skills of evaluation and synthesis. Formal Board of Certification preparation strategies and review will also be included in this course.

AT 625                      3 credits

AT Clinical Procedures 3: (3) This course covers the study of evidence-based clinical procedures in athletic training. Students will select and discuss the best available evidence surrounding the following clinical topics; 1) the selection and application of therapeutic exercise and modalities to treat a variety



of musculoskeletal injuries (Part 2). Topics include: Electrical stimulation, Iontophoresis, Biofeedback, Laser and functional therapeutic exercise. Students spend 2 hours in lecture and 2 hours in lab.

AT 630                      3 credits

AT 630: Evidence based practice: Clinical Research 1 (3) This course explores quantitative and qualitative research methodologies used in athletic training and evaluation of published research in the field. This is a writing enhanced (WE) course. WE courses require a substantial amount of writing as a way to help students learn course content, as well as to support the development of each student's writing ability. Course grading will include assessments based on the demonstration of writing elements, such as a clear thesis, good organization, support or evidence for claims, proper grammar, and proofreading. Research methodologies are discussed including: how to identify a research topic (PICO), how to perform a literature search and organize resources, and how to organize and write a literature comprehensive review of the literature. Students will then design a research project, generate a research proposal, write a literature review and begin to develop a methodology.

AT 635                      3 credits

This capstone course builds on and brings to fruition the work completed in AT 630. Students will work in groups to complete their research projects. This includes, but it not limited to 1) recruitment of subjects, completion of all experimental methodology, collection and analysis of the data, and synthesis of results. The student groups will present their respective projects at the local, regional or national level as appropriate.

AT 640                      2 credits

Healthcare Administration and Professional Responsibility (2) This course will cover content related to preparation for the BOC examination as well as professional development and responsibilities of the entry-level athletic trainer, including continuing education and ethical responsibilities. Students will complete a comprehensive self study, practice examinations and course work related to test-taking strategies.

AT 645                      3 credits

Evidence based practice: prevention, conditioning and performance enhancement (3) Course includes a functional and scientific approach to the design of strength and conditioning programs with sports nutrition concepts. Includes testing protocols used for measuring fitness, body composition, posture, flexibility, muscular strength, power, speed, and endurance. The sports nutrition component includes the use of nutrients to sustain and enhance life, wellness and fitness, as well as the use of dietary supplements or other performance enhancing substances. Course includes 2 hours of lecture and 2 hours of lab weekly.

DPT 500                  5 credits

Gross anatomy and histology. A comprehensive and in-depth study of the form and function of the human body at macroscopic and microscopic levels. Virtual dissection tables aid a regional approach to the study of gross anatomical structures and tissues. The course consists of lectures, virtual dissection, and laboratory experiences focused on medical imaging and palpation.

## 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)
- Flirting

## DISCIPLINARY ACTIONS

Upon receipt of a written complaint, the Dean 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

## ACADEMIC STANDARDS

### **Progression Policies (Traditional 3+2 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. However, students must achieve a 3.0 overall GPA AND a 3.0 GPA in the required pre-requisite coursework prior to entering the professional phase of the program. Students may repeat/delete only *one* MSAT (AT) course throughout the athletic training 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. If the academic standards are not met by the completion of the successive year, the student will be dismissed from the program.
5. To re-enter the program after dismissal, the student must schedule a meeting with a committee made up of the Athletic Training Program Director and Department Chairperson. At this time, the student must present evidence that they have attained the 3.0 GPA requirement and state his/her reasons for re-entry. The Chair and PD will discuss the student's situation and notify the student of their status within 1 week of the meeting.

## 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:

[Microsoft Word - Final Catalog for Marketing 22.23\(1\).docx \(alvernia.edu\)](#) page 56

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

[Graduate Catalog 22 23\\_0.pdf \(alvernia.edu\)](#) page 19-20

## HOURS REQUIREMENTS

### RECORDING HOURS

Students are required to track all clinical education hours completed as part of AT 520, 521, 610, 611 in the Typhon system. Hours required per clinical experience are listed in the clinical course descriptions as described in the **Course Descriptions** section above. 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 CCE 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 CCE.*

### 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 from the student-athletes, coaches and peers, as well as promoting professionalism. The following guidelines are effect.

1. The Athletic Training Student shall keep himself or herself as hygienically clean as possible to prevent the spread of pathogenic bacteria.
2. While in the Alvernia University Athletic Training Room, the Athletic Training Student will wear appropriate attire. Students in their freshman and sophomore year are required to wear khaki pants or shorts. All required Athletic Training attire will be ordered through the Program. Sneakers must be worn unless dressing up for an indoor contest – then appropriate footwear is required.
3. While at clinical placements off-campus, proper dress will be determined by your Preceptor.
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 and sneakers.
6. If traveling with a team, the Athletic Training Student will wear attire that has been approved by a Preceptor.
7. The following clothing *will not* be permitted in the Athletic Training Room or at practices or competitions:
  - cut-off shorts
  - sandals
  - sweat pants
  - torn clothing
  - skirts
  - t-shirts with inappropriate logos (alcohol or profane in nature)
  - baseball caps or hats of any type (except outside)
  - tank tops

*Athletic Training Students who fail to wear appropriate attire will be asked to leave and change.*

# **Alvernia University**

## **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 mutual 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 of 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 and coverage of a team at an affiliated site.
4. Report for all assignments on time.
5. Students who are unable to attend an assigned clinical contact session, must contact their Preceptor as well as the CCE to get approval for the absence. Students who fail to contact both the preceptor and the CCE 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 CCE.
7. Disciplinary action will be taken for failure to show up for assignments at the discretion of the Preceptor and CCE.

## **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 and arranging for coverage of your assignment when you are absent.
4. Respect the right of confidentiality of athletes.
5. Make your best effort to cooperate in the entire Athletic Training Program.
6. Use the proper channels for questions and procedural advice.
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.

### **Compliance: DRUG AND ALCOHOL USE**

The MSAT program follows the College of Health Sciences Drug Use Policy listed below.

College of Health Sciences Drug Use Policy It is the policy of the Alvernia University College of Health Sciences to require students to undergo a drug screening test for the presence of drugs or controlled substances immediately prior to clinical rotations twice annually. The cost for this mandatory drug screening is covered by student fees. Additional drug screening may be required at any time during a student's enrollment. Indications may include but are not limited to observed impaired behavior, delay in obtaining drug screening past prescribed deadline, and/or frequent absences or tardiness. The cost for drug screen for cause will be the student's responsibility. Students may also be required to participate in any random drug screening protocol implemented by clinical agencies.

The College of Health Sciences enforces a zero-tolerance drug policy, including the use of marijuana. While medical marijuana is legal in the state of Pennsylvania,

marijuana is classified as a schedule 1 drug under federal law. As a result, any drug screen positive for marijuana will not be overturned by 3rd party testing or medical review officers, even if a medical marijuana card is presented. Student Handbook— pg. 139.

**PURPOSE** Chemical impairment compromises both the educational process and patient safety. The clinical facility and Alvernia University are responsible to the patients and families in the care of the student healthcare provider. Early identification, evaluation, and treatment are in the best interests of our students and the patients they serve.

## **PROCEDURE**

1. Routine drug screens are performed at the beginning of a semester within specific timelines as directed. The student is responsible for transportation to the lab site.
  - a. Designated Penn State Health St. Joseph (PSHSJ) Laboratory locations must be utilized.
  - b. A 12-panel drug screen will be performed according to national and PSHSJ Laboratory standards (includes marijuana, opiates, cocaine, amphetamines, PCP, barbiturates, benzodiazepine, methaqualone, propoxyphene, methadone) with confirmatory testing if indicated for positive tests on the same original sample.
  - c. A photo ID is required.
  - d. Every student will sign a release to allow PSHSJ to report results directly to the Penn Medicine Alvernia Medical and Counseling Center.
  - e. If the PSHSJ laboratory reports an unsatisfactory urine sample (diluted or otherwise), the student is required to submit another sample within 48 hours of notification by secure message in the Student Health Portal.
  - f. It is the student's responsibility to report any medications that may result in a positive screen, prescribed by their physician, to the laboratory during the testing.
2. A student taking a medication on the 12-panel screen under the direction of a physician must provide proof of current prescription through the Student Health Portal. In some cases, the student must obtain a written explanation and release to perform direct patient care from the prescribing physician. The Director of the Penn Medicine Alvernia Medical and Counseling Center, or assigned Medical Review Officer, will determine if the drug screen "Passes" and the student is released to participate in activities at the clinical site, including clinical rotations, fieldwork, internships.

**FAILED DRUG SCREEN (POSITIVE) RESULTS:** The Penn Medicine Alvernia Medical and Counseling Center will communicate a failed drug screen report to the College of Health Sciences Department Chairperson or designee. The student will be referred by the department chairperson or designee to the Office of Community Standards to

schedule a consultation and possible disciplinary action in accordance with the Student Code of Citizenship.

1. The student will be removed from the clinical experience following a failed drug screen Student Handbook— pg. 140 result. The time away from the academic program may vary, depending on the current progress of the student in the academic program. If a student has a professional license, the university is obligated to report the results to the licensing agency.
2. The student may not participate or progress in clinical practice until the evaluation and recommended treatment are completed and the student has been cleared to return to clinical practice by the treating healthcare provider. Refusal to obtain an evaluation results in immediate dismissal from the College of Health Sciences program.
3. If further evidence of chemical impairment during any Alvernia University classroom, laboratory, clinical practice, or field activity is substantiated, the student will be dismissed from the program.
4. The student may not participate or progress in clinical practice until the evaluation and recommended treatment are completed and the student has been cleared to return to clinical practice by the treating healthcare provider. Refusal to obtain an evaluation results in immediate dismissal from the College of Health Sciences program.
5. If further evidence of chemical impairment during any Alvernia University classroom, laboratory, clinical practice, or field activity is substantiated, the student will be dismissed from the program

## **Compliance: 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. Students should refer to **Addendum A**, at the end of this document for

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 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 in 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 the 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 2 year of the professional phase of the Program unless permission is granted by the PD.

Student-athletes may be required to complete clinical hours during the summer, and/or during other university breaks. It is essential for the student to complete all required clinical hours. Students are required to secure housing and transportation for all clinical assignments.

### **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, as in any other scenario, may be considered unexcused by the Athletic Training Program faculty and subject the student to the appropriate disciplinary action.

## **Compliance: 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.**

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 [www.lcb.state.pa.us/edu/](http://www.lcb.state.pa.us/edu/).

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

### **PROCEDURES:**

Students are responsible for completing all clearances and procedures listed in the College of Health Sciences Academic Compliance Regulations document. Students can access this information from the following website:

### **See Appendix 4**

The fees for the clearances are the responsibility of the students. 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

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

# **Alvernia University**

## **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](http://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.
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 to return to class and/or clinical site. In the 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

---

## **Alvernia University Department of Athletics and Recreation Exposure Control Plan**

### **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**  
**Athletic Department**  
**(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 \_\_\_\_\_

# Exposure Incident Post-Exposure Source Individual's Consent Form

## Department of Athletics and Recreation

Source Individual Name: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ I hereby consent to blood collection to determine the presence of blood-borne pathogens, and to document my test results. This information will be provided confidentially to the individual(s) exposed to my blood.

\_\_\_\_\_ I do not presently consent to having my blood tested.

\_\_\_\_\_  
Source Individual's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Athletics Administrator Signature

\_\_\_\_\_  
Date

# **Alvernia University**

## **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 farm house, 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.

# **Alvernia University Emergency Action Plan St Anthony's & Montessori School Gym**

## **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) 396-0882 is available during the week only from 9-2. Coaches and athletic trainers must carry a cell phone during all practices.

## **Emergency Equipment**

Medical kit/splints, brought by the certified athletic trainer, responder, or the Coach. Cell phone must be brought with them. AED is located in the equipment room as you enter gym from side green doors.

## **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 (211 Grace St, Reading, PA 19611)
  - the location of the injured or ill student-athlete (gym)
  - 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  
From Upland Ave, turn north onto Grace St and continue to 211 Grace St on the right hand side. From Lancaster Ave. turn south on Grace St and continue to 211 Grace St. on the left hand side.

St Anthony's & Montessori School Gym  
211 Grace Street  
Reading, PA 19611-1915  
(610) 396-0882

## **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.

# **Alvernia University**

## **PART VII – Delivery of Athletic Training Services During Clinical Education**

## Delivery of Athletic Training Services during clinical education

During the course of clinical education, the Athletic Training Student will be required to provide Athletic Training Services 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. Preprofessional 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 CCE.
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, 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.

THE USE OF THE GOLF CART / Gator IS A PRIVILEGE. YOUR DRIVING PRIVILEGES CAN BE REVOKED AT ANY TIME FOR FAILURE TO FOLLOW THE RULES.

**Alvernia University**

**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 AND PRE-ROTATION MEETINGS**

Assignment of clinical sites and instructors will be determined by the Coordinator 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 CCE.

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 on the **Example of Orientation format (pre-rotation)** listed in appendix 3.

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 CCE. 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 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 2<sup>nd</sup> 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 tags 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 patient's understand their role as a student learner at the clinical site.

## **Uniform Safety Policy for Calibration of Therapeutic Equipment**

Alvernia University Athletic Training uniform safety policy for calibration of 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 course 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 CCE will coordinate the process with active preceptors at key points throughout the academic year. The CCE will review all student evaluations to identify areas of concern or in need of remediation. The CCE 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 CCE 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 CCE, 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 CCE 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 CCE 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 FOR ACADEMIC FIELD EXPERIENCES

## A. BACKGROUND

It is the responsibility of each person on campus to respect the personal dignity of others. Alvernia has always encouraged its students, faculty and staff to celebrate in the diversity of the University and to immediately confront any expressions of harassment within the community based on differences in sex, race, religion, disability or ethnic background. Your Academic Field Experience will be taking you outside of the Alvernia Campus Community. The Agency in which you will serve has been carefully screened by the University and the Sponsoring Agency has affirmed its complete agreement with the policy of showing no tolerance for any form of harassment. The Sponsoring Agency has agreed to hold all members of its institutional community to the same high standards of respect and dignity essential to the mission of Alvernia.

## B. DEFINITIONS

Sexual Harassment is one example of forbidden harassment and has been defined by the University as unwanted sexual attention, intimidation or advances that are made:

- a. Either explicitly or implicitly as a term or condition of academic or employment status or advancement;
- b. As a basis for academic or employment decisions;
- c. Which unreasonably interfere with an individual's work or academic performance; and/or
- d. Which create an intimidating, hostile or offensive work or academic environment.

## C. RESOURCES

Alvernia does wish to make known to all of the participants in Academic Field Experiences that there are available resources and procedures for resolving any instances of harassment, including sexual harassment, which might be confronted by program participants within the Alvernia Community, or while in the institutional community of the Sponsoring Agency.

### 1. Information, Counseling and Support

If you, as a participant in an Academic Field Experience, believe that you may have been the victim of harassing conduct, and you wish to seek information and/or counseling about the incident or incidences giving rise to this concern, you should immediately contact either:



- a. The Coordinator of Clinical Education;
- b. The Program Director or Department Chair
- c. Finally the student may elect to contact the Dean of the college of Health sciences, and request a confidential counseling session.

In order that any incident may be immediately addressed, you should make this contact within ten (10) days of the occurrence.

If your concerns can be addressed at this first counseling session, and neither you nor your counselor feel that the incident rises to the level of harassment, the matter may be concluded without further action. If, however, after the counseling, you wish to proceed with a formal Complaint regarding the perceived harassment, you may take advantage of the formal Complaint procedure.

## 2. Formal Complaint Procedure

Any participant in an Academic Field Experience who feels he or she has been the subject of harassment of any kind may, after participating in the initial counseling session, file a Complaint in writing setting forth the material facts of the incident. To facilitate the contemporaneous investigation of the incident, the written Complaint should be filed within ten (10) days of the informal counseling session. The written Complaint should be directed to and addressed to the Office of the Provost.

Upon receipt of the written Complaint, the Provost will initiate an investigation concerning the Complaint. The investigation will include the contacting of the Sponsoring Agency, as well as others identified as being witnesses or having firsthand knowledge of the alleged behavior or incident.

Following an investigation and a completion of appropriate corrective measures, if warranted, the University will so advise the person filing the formal Complaint.

See page 4 in the undergraduate course catalog:

[Microsoft Word - Final Catalog for Marketing 22.23\(1\).docx \(alvernia.edu\)](#)

See page 6 in the graduate course catalog:

[Graduate Catalog 22 23\\_0.pdf \(alvernia.edu\)](#)

# Appendices



## **SOCIAL MEDIA POLICY Appendix 1**

**INTRODUCTION** Social media outlets are powerful communications tools that have a significant impact on organizational and professional reputations. Because they blur the lines between personal voice and institutional voice, Alvernia has adopted the following policy to clarify how to best enhance and protect personal and professional reputations when participating in social media.

Social media refers to the use of web-based and mobile technologies for communication and interactive dialogue. Examples include but are not limited to LinkedIn, Twitter, Facebook, Second Life, Google+, Flickr, YouTube, Foursquare, and MySpace.

Alvernia takes no position on your decision to start or maintain a blog or participate in other social networking activity, however employees need to follow appropriate behavioral standards. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media, and other university constituents apply to web-based interaction. For conduct standards, consult the Alvernia University Employee Handbook and the most recent Course Catalog.

Members of the campus community are reminded that the Alvernia network, network resources and equipment are intended to assist the community in achieving all aspects of the University's mission including education, administration and the mission of the Bernardine Franciscan Sisters. All Alvernia policies that govern academic and personal behavior equally apply to campus computing resources. Additional policies and guidelines may also apply to users of particular systems and equipment on the campus network or that communicate with resources on the network. Similarly, federal, state and local laws concerning libel, harassment, privacy, copyright, theft, and threats also apply to computing environments and may be prosecuted by law enforcement officials.

### **USING SOCIAL MEDIA – A PRIMER**

#### **Privacy**

If you do participate in social media using university owned resources, remember that all contents of Alvernia's IT resources and communications systems are the property of the University. Therefore, employees should have no expectation of privacy whatsoever in any message, files, data, document, facsimile, social media post, conversation, or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on electronic information and communications systems.

#### **University monitoring**

In order to prevent misuse, the University reserves the right to monitor, intercept, and review, without further notice, every employee's activities using IT resources and communications systems, including but not limited to social media postings and activities. Your consent to such monitoring is validated by your acknowledgment of these policy standards and your use of such resources and systems. This might include, without limitation, the monitoring, interception, accessing, recording, disclosing, inspecting, reviewing, retrieving and printing of transactions, messages, communications, postings, log-ins, recordings and other uses of the systems as well as keystroke capturing and other network monitoring technologies. The University also may store copies of such data or communications for a period of time after they are created, and may delete such copies from time to time without notice.

## **Social media at work**

Use of university computers and your time in the workplace is intended for university-related business as approved by supervisors and in accordance with the Responsible Use of Technology Policy ([www.alvernia.edu/it/responsible-use.html](http://www.alvernia.edu/it/responsible-use.html)). However, we recognize that faculty and staff may occasionally desire to use social media for personal activities while at work by using IT resources and communication systems. Such occasional use is permitted if it does not involve unprofessional or inappropriate content and does not interfere with timely completion of work or personal productivity.

## **Confidential information**

Do not use the University's IT resources and communications systems for any matter that you desire to be kept private or confidential from the institution.

## **Liability**

Remember that you are responsible for what you post on your own site and on the sites of others. Individuals can be held liable for commentary deemed to be copyright infringement, defamatory, proprietary, or obscene. You are also reminded to obey the Terms of Service of any social media platform you use.

## **SECTION 1: POLICIES FOR POSTING ON BEHALF OF THE UNIVERSITY**

If you post content on a social media site on behalf of the university or a university department or area of the university you must adhere to the following policies. Students involved in registered student clubs and organizations are also expected to abide by these policies. For details, refer to the student handbook which contains comprehensive and specific policy information related to social media use by members of student clubs and organizations, as well as guidelines and policies for social media use by all Alvernia students.

- **Notify the university:** Departments, units or individuals that would like to initiate an Alvernia branded presence on a social media outlet should obtain the approval of their area Vice President and then coordinate their plans with Alvernia's Marketing and Communications Department to ensure the institutional social media presence is managed appropriately. All institutional pages must have a full-time appointed employee who is identified as being responsible for content. Ideally, the head of the department is responsible for oversight of the content posted. Alvernia's Marketing and Communications Department reserves the right to delete pages that aren't approved.
- **Have a plan:** Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites up-to-date. Alvernia's Marketing and Communications Department can assist and advise you with your social media planning.
- **Link back to the university:** Whenever possible, link back to the Alvernia University Web site. Ideally, posts should be very brief, redirecting a visitor to content that resides within the Alvernia University Web environment. When linking to a news article about Alvernia University, check first to see whether you can link to a story on the Alvernia University News Center ([www.alvernia.edu/news/](http://www.alvernia.edu/news/)) instead of to a publication or other media outlet.
- **Protect the institutional voice:** Posts on social media sites should protect the university's institutional voice by remaining professional in tone and in good taste. No individual Alvernia unit should construe its social media site as representing the university as a whole, unless approved by Alvernia's Marketing and Communications Department. Consider this when naming pages or accounts, selecting a profile picture or icon, and selecting content to post. Names, profile images, and posts should all be clearly linked to the particular department or unit rather than to the institution as a whole.

## **SECTION 2: BEST PRACTICES**

This section applies to those posting on behalf of a University department, though the guidelines may be helpful for anyone posting on social media in any capacity. Consistent with the University's mission statement, the user should

think about the ethics and responsibility associated with posting content online or within a social network.

- **Think twice before posting:** Privacy does not exist in the world of social media. Be aware that a presence in social media is or easily can be made available to the public at large. This includes prospective students, current students, current employers, colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups. If you are unsure about posting something or responding to a comment, ask your supervisor for input or contact the Director of Marketing at 610-790-1938.
- **Strive for accuracy:** Get the facts straight before posting them on social media. Review content for grammatical and spelling errors. If you are unsure about institutional facts do not post them until you have confirmed them by contacting the Marketing and Communications Department.
- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or the University and its institutional mission. Social media should never be used in a way that defames or disparages Alvernia or its stakeholders.
- **Photography:** Visitors can easily appropriate photographs posted on social media sites. Consider adding a watermark and/or posting images at 72 dpi and approximately 800x600 resolution to protect your intellectual property. Images at that size are sufficient for viewing on the Web, but not suitable for printing. Remember that copying and pasting images is against copyright laws and apply online as well as in print. If you have questions regarding the usage or purchase of the university's images, please contact the Marketing and Communications Department at 610-796-8281.

### SECTION 3: POLICIES FOR ALL SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES AND BLOGGING

- **Protect confidential and proprietary information:** Do not post confidential or proprietary information about Alvernia University, students, employees, or alumni. Employees must follow the applicable federal requirements such as FERPA and HIPAA, as well as NCAA regulations in their social media interactions. All applicable university privacy and confidentiality policies apply to social media. Employees who share confidential information do so at the risk of disciplinary action up to and including termination.
- **Maintain privacy:** Do not discuss a situation involving named or pictured individuals on a social media site without their permission. As a guideline, do not post anything that you would not present in any public forum.
- **Respect copyright and fair use:** When posting, be mindful of the copyright and intellectual property rights of others and of the University. For guidance, consult the guidelines for Copyright and Fair Use Policy in the Alvernia Employee Handbook. Questions regarding this policy or what options may be available for resolving issues arising under it may be referred to department/division managers, departmental chairs, the Copyright Committee, the Office of the Provost or Human Resources.
- **Don't use Alvernia University logos for endorsements:** Do not use the Alvernia University logo or any other university images or iconography on personal social media sites. Do not use Alvernia University's name to promote a product, cause, political party, or candidate. Unless specifically instructed, employees are not authorized to speak on behalf of the University. If you disclose your affiliation with Alvernia, you should also include a disclaimer that your views do not represent the views of the University.

### SECTION 4: SAFETY AND PRIVACY TIPS FOR SOCIAL NETWORKING

The previous material covers specific policies and guidelines for social media use. The following section offers common sense recommendations for responsible and safe use, in the best interests of Alvernia:

**On personal sites, identify your views as your own:** The line between professional and personal business is sometimes blurred. Be thoughtful about your posting's content and potential audiences. Be honest about your identity. In personal posts, you may identify yourself as an Alvernia University faculty or staff member. However, please be clear that you are sharing your views as an individual, not as a representative of the University. Set privacy settings to help control who can look at your profile, personal information and photos. You can limit access somewhat but not completely, and you have no control over what someone else may share.

Think about how much information you want to share with strangers. Not everyone will respect your personal or physical space.

Consider the image you are projecting by the materials and photos you are posting. Is it one that you want current and future friends or colleagues to know you by? What does your profile say to Alvernia community members and students?

What if you change your mind about a post? For instance, what if you want to remove something you posted as a joke or to make a point? It is important to read the social networking site's privacy and caching statements. Removing material from network caches can be difficult. Posted material can remain accessible on the Internet until you've completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.

It is important that personal equipment have spyware and virus protections installed. Some sites collect profile information to spam you. Others contain links that can infect equipment with viruses that can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.

4  
**SECTION 5: MISUSE OF SOCIAL MEDIA** Users are not permitted to use Alvernia computing resources to create, transmit or store threatening or harassing materials. You should not produce or transmit any work that has the intent or effect of unreasonably interfering with individual or a group's educational or work performance at Alvernia or

elsewhere, or that creates an intimidating, hostile or offensive educational, work or living environment. This includes viewing, sending or making available offensive materials, unless such activity is appropriate for academic or work purpose. Users of all such services have a responsibility to use these services properly and to respect the rights of others in their use of these services and in accordance with published terms of service. All relevant Alvernia policies apply to the use of these services, but in particular:

Users may not produce, publish, transmit or distribute materials using the Alvernia network that are contrary to the mission and identity of the University.

Users may not use these services in violation of any applicable laws.

Use that might contribute to creation of a hostile academic or work environment is prohibited.

Any unauthorized commercial, non-profit, political or advocacy use not required for course work, research, or the conduct of Alvernia business is prohibited.

Any non-incident personal use such as advertisements, solicitations, or promotions is prohibited.

Alvernia administrators have authorized certain individuals to send electronic mail to large groups such as faculty, staff, students, specific classes or groups, alumni, etc., or to the entire Alvernia community. These lists are not open to posts from the community at large. When using these lists, it is the sender's obligation to understand the service and to protect the recipients from intentional or unintentional disclosure of private information.

Any content posted to a service that is inconsistent with these rules, as well as unsolicited mail from outside of Alvernia (e.g., SPAM) may be subject to automated interception, quarantine and disposal. Furthermore, violation of the policies and procedures set forth in the Social Media Policy will result in disciplinary action up to and including termination of employment.

#### **REPORTING VIOLATIONS:**

Alvernia requests and strongly urges employees to report any violations or possible or perceived violations to their supervisor, manager or the HR department.

## **Appendix 2 : 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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Very Good	Excellent
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student performs complete and thorough inspection of injuries.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student palpates appropriate bony and soft tissue landmarks.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectivity assesses vascular function at and distal to the injury</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess musculoskeletal system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess neurological system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Very Good	Excellent
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student performs complete and thorough inspection of injuries.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student palpates appropriate bony and soft tissue landmarks.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectivity assesses vascular function at and distal to the injury</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess musculoskeletal system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess neurological system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student communicates effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student consistently documents initial evaluations, daily progress/rehabilitation notes and / or discharge notes as applicable. Notes are clearly written and include appropriate medical terminology.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student performs complete and thorough inspection of injuries.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student palpates appropriate bony and soft tissue landmarks.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectivity assesses vascular function at and distal to the injury</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student evaluates and manages patients with acute conditions:</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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



	Poor	Fair	Good	Very Good	Excellent
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student performs complete and thorough inspection of injuries.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student palpates appropriate bony and soft tissue landmarks.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student effectively assesses joint ROM results and objectively quantifies deficient findings, ie goniometric measurement)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectively assesses MMT results and objectively quantifies deficient findings, ie grading scale</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate joint stability tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and correctly demonstrates appropriate special tests to rule in / rule out specific conditions</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student effectivity assesses vascular function at and distal to the injury</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student evaluates and manages patients with acute conditions: Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student evaluates and manages patients with acute conditions: Fractures and dislocations (including reduction of dislocation)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess musculoskeletal system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects and uses tests and measures that assess neurological system</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student selects, fabricates, and/or customizes prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student monitors and evaluates environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes a working relationship with a directing or</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Very Good	Excellent
collaborating physician.					
Student uses a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student's appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student meets Ethical/Moral Obligations (student demonstrates principles of ethical / moral practice)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student incorporates patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student advocates for the health needs of clients, patients, communities, and populations.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes a working relationship with a directing or collaborating physician.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Student practices in collaboration with other health care and wellness professionals.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides athletic training services in a manner that uses evidence to inform practice.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student uses an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student practices in a manner that is congruent with the ethical standards of the profession</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student self-assess professional competence and create professional development plans according to personal and professional goals and requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and incorporate therapeutic and corrective exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and incorporate therapeutic modalities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student's appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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).</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>History (student takes and documents a complete and thorough medical Hx)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Blood Pressure (student can demonstrate the correct procedure to obtain an accurate blood pressure.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Very Good	Excellent
	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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respiration (student can demonstrate the correct procedure to obtain an accurate rate of respiration.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Auscultation (student can demonstrate the correct procedure to auscultate the thorax for breath and cardiac sounds. Student can discuss normal and pathological sounds.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otoscope (student can demonstrate the correct procedure to evaluate the outer and middle ear, the nasopharynx, and the oropharynx using an otoscope.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ophthalmoscope (student can demonstrate the correct procedure to evaluate the anterior, middle and posterior chamber of the eye using an ophthalmoscope.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of General Medical Conditions / Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Asthma (student can discuss an appropriate plan to recognize, treat an asthmatic as well as describe preventative techniques for asthma).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Diabetic Illness (including use of glucometer, administering glucagon, insulin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cardiac	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
Anaphylaxis (including administering epinephrine using automated injection device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of Respiratory Compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug overdose (including administration of rescue medications such as naloxone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Poor	Fair	Good	Very Good	Excellent
<b>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)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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.

**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
<b>Student demonstrates critical thinking in planning for the optimal patient outcome.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student's appearance, demeanor, and reliability is appropriate.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student responds well to constructive criticism and feedback.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student establishes general patient acceptance/rapport.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student provides the patient with empathy and support.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>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).</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>History (student takes and documents a complete and thorough medical Hx)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Blood Pressure (student can demonstrate the correct procedure to obtain an accurate blood pressure.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
<b>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.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Respiration (student can demonstrate the correct procedure to obtain an accurate rate of respiration.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Auscultation (student can demonstrate the correct procedure to auscultate the thorax for breath and cardiac sounds. Student can discuss normal and pathological sounds.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Otoscope (student can demonstrate the correct procedure to evaluate the outer and middle ear, the nasopharynx, and the oropharynx using an otoscope.)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Ophthalmoscope (student can demonstrate the correct procedure to evaluate the anterior, middle and posterior chamber of the eye</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Poor	Fair	Good	Very Good	Excellent
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.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of General Medical Conditions / Clinical Diagnosis (student can utilize physical evaluation skills to generate an appropriate differential diagnosis and determine a clinical Dx)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Asthma (student can discuss an appropriate plan to recognize, treat an asthmatic as well as describe preventative techniques for asthma).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Diabetic Illness (including use of glucometer, administering glucagon, insulin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Management of Seizure (student can discuss an appropriate plan to recognize, and manage a seizure).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Poor	Fair	Good	Very Good	Excellent
Anaphylaxis (including administering epinephrine using automated injection device)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of Respiratory Compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug overdose (including administration of rescue medications such as naloxone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**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: 3**  
**Example of Orientation format (pre-rotation)**

Site: \_\_\_\_\_ Date: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Preceptor: \_\_\_\_\_  
Name Signature

ATS: \_\_\_\_\_ ATS: \_\_\_\_\_  
Name 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).
- \_\_\_\_\_  
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 *can utilize the dress code of the affiliated site.*
- \_\_\_\_\_  
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 4

### Academic Compliance Requirements – AY 2022-2023

Applies To	Requirement	Frequency	Notes/How to Proceed
All Students	PA Criminal Record Check - \$22.00	<p>Completed within calendar year and valid for 2 years from application date</p> <p><u>Programs exceptions:</u></p> <ul style="list-style-type: none"> <li>AT/DPT/NUR/OT – completed yearly</li> </ul>	<p><b>Notes:</b> Clearance MUST have copy of seal (no receipts or invoices will be accepted)</p> <ul style="list-style-type: none"> <li><b>Certificates marked as “Volunteer” purpose will NOT be accepted.</b></li> <li><b>EPATCH will no longer send out clearance, it is the responsibility of the student to print out the PATCH clearance, receipts will not be accepted in Academic Compliance</b></li> </ul> <p>Students going to <b>ST. LUKES</b> OR Wellspan for internship – <b>DO NOT DO VOLUNTEER (accepting employment)</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>Access the PA Criminal Background Check (PATCH) site: <a href="https://www.state.pa.us/patch">Pennsylvania Access To Criminal History - Home (state.pa.us)</a></li> <li>Click Record Check (upper right), then New Record Check</li> <li>Accept to the terms &amp; conditions</li> <li>Select “Individual Request” option.</li> <li><u>Reason for the check should be “Employment”</u></li> <li>Fill in required information, use your Alvernia email for notifications from PA State Police</li> <li>Verify your information is correct, then Proceed.</li> <li>Fill in required information, leave blank – ID Theft #, MUST use calendar for DOB</li> <li>Submit request, you can verify info by clicking your name, Save</li> <li>Submit, Check out – Credit Card info - \$22 fee that must be paid online</li> <li>1<sup>st</sup> email from PA State Police will be confirming the request, 2<sup>nd</sup> email of completion.</li> <li>Save 2<sup>nd</sup> email for it has the R Control # on it which can be used to search for certificate.</li> <li>Click on the control # hyperlink to retrieve clearance, click on <b>Certification Form</b></li> <li>Save clearance to a folder on desktop and print, send clearance <b>WITH</b> emblem to <a href="mailto:academic.compliance@alvernia.edu">academic.compliance@alvernia.edu</a> – <b>RECEIPTS will not be ACCEPTED</b></li> </ol>

<p><b>All Students</b></p>	<p><b>PA Child Abuse Clearance</b> \$13.00</p>	<p>Completed within calendar year and valid for 2 years from application date</p> <p><u>Programs exceptions:</u></p> <ul style="list-style-type: none"> <li>• <b>NUR – completed every (5) years</b></li> <li>• <b>AT/DPT/OT – completed yearly</b></li> </ul>	<p><b>Notes</b> Keep your login information to be able to retrieve your results/reapply as needed.</p> <ul style="list-style-type: none"> <li>• <b>Certificates marked as “Volunteer” purpose will NOT be accepted.</b></li> </ul> <p><b>Students</b> going to <b>ST. LUKES OR Wellspan</b> for internship – <b>DO NOT DO VOLUNTEER (accepting employment)</b></p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access the PA Child Abuse Clearance through the Child Welfare Information Solution site: <a href="https://www.compass.state.pa.us/cwis/public/home">https://www.compass.state.pa.us/cwis/public/home</a></li> <li>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).</li> <li>3. For “Create Individual Account” users, provide information to set up account.       <ol style="list-style-type: none"> <li>a. When creating an account, note that “Keystone ID” is a username you create.</li> <li>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.</li> </ol> </li> <li>4. For “Individual Login” users, use your Keystone ID (username) and password to log in.</li> <li>5. If prompted, verify your account and select the type of device you are using. Select a new password.</li> <li>6. For application purpose, student should select “Individual 14 years of age or older who is applying for or holding a paid position” (which will give an “Employment” reason for the request on the clearance)       <ol style="list-style-type: none"> <li>a. <b>Note</b> - for education students only, we would accept a clearance if you used “School Employee Governed by Public School Code” for the reason for the clearance.</li> </ol> </li> <li>7. Agree to terms &amp; conditions and submit personal information.</li> <li>8. There is a \$13 fee that must be paid online by credit card.</li> <li>9. <b>Important</b> – <u>keep your keystone ID and password so you can return to the account to retrieve your result. Otherwise, you will need to redo the entire process (including payment).</u></li> <li>10. Once you complete the application process, a link to the results will be emailed within 14 days. Follow the link and log into your account to retrieve your results.</li> <li>11. Save and print the certificate. Scan or take a picture of the clearance and email a copy to <a href="mailto:academic.compliance@alvernia.edu">academic.compliance@alvernia.edu</a></li> </ol>
----------------------------	--	--	---

<p><b>All Students</b></p> <p><b>Students MUST use SERVICE CODES according to their major.</b></p>	<p><b>FBI</b></p> <p>Fingerprinting Background Check \$25.25</p>	<p>Completed within calendar year and valid for 2 years from application date</p> <p><u>Programs exceptions:</u></p> <ul style="list-style-type: none"> <li>• AT/DPT/NUR/OT – completed yearly</li> <li>• <b>AT</b> - follow individual guidelines if assigned to a School District</li> </ul>	<p><b>Notes:</b> Pre-registration appointments are best for electronic fingerprinting. Walk In appointments are not guaranteed.</p> <p><b>Steps:</b></p> <ul style="list-style-type: none"> <li>• Access the FBI Fingerprinting Clearance through Identogo site: <a href="https://uenroll.identogo.com">https://uenroll.identogo.com</a></li> <li>• 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. <ul style="list-style-type: none"> <li>○ <b>Students need to be aware that depending on the facility, they may will require additional documentation OR a different FBI request.</b></li> </ul> </li> <li>• Schedule or Manage Appointment</li> <li>• Personal information needed to fill out</li> <li>• It is suggested that you enter your Alvernia email</li> <li>• Employer information is Alvernia University, 400 Saint Bernardine St. Reading, PA 19607</li> </ul> <p><b>THERE IS NOW AN OPTION TO RECEIVE AN ELIGIBILITY LETTER VIA EMAIL, WHICH CAN ONLY BE OPENED ONCE!! AND CAN NOT BE ACCESSED AGAIN. THIS IS A GREAT OPTION FOR STUDENTS ON A TIMELINE FOR INTERNSHIP AND THE ORIGINAL WILL BE MAILED – WHICH WILL STILL BE NEEDED IN THIS OFFICE. THIS IS LOCATED IN “ADDITIONAL INFORMATION” (3<sup>RD</sup> PAGE) OF APPLICATION. SEE EXAMPLE BELOW:</b></p> <p>Agency Identifiers</p> <p>* <b>Create a Security Question for your Background Check Results</b>  Type your question in box. You will be prompted with this question when attempting to access your Eligibility Letter.</p> <input data-bbox="735 1150 889 1192" type="text"/> <p>* Type the answer to your Security Question in the box below</p> <p><b>IMPORTANT!</b> Store your answer in a safe place—it is your answer only and is not able to be retrieved or reset.  Applicants with “No Criminal History Found” as a result of your Federal Criminal Background Check will be emailed a link to access your Eligibility Letter.</p>
--	--	--	--

<p><b><u>SERVICE</u></b></p> <p><b><u>Codes for</u></b></p> <p><b><u>designated</u></b></p> <p><b><u>PROGRAMS</u></b></p>		<p><b>FOLLOW</b></p> <p><b>ACCORDING</b></p> <p><b>TO YOUR</b></p> <p><b>MAJOR</b></p>	<ul style="list-style-type: none"> <li>You must be prepared to download, save or print the Eligibility Letter when accessing it the first time because you will only be able to access the link once.</li> <li>The email link cannot be reset or re-emailed.</li> <li>After clicking the emailed link, you will have three attempts to correctly answer your Security Question to retrieve your Eligibility Letter.</li> </ul> <p>Reminder, your Eligibility Letter will be mailed to the address you provided on the Essential Info screen. If unsure of accuracy, please click the back button and verify the information you entered is correct before continuing on with the pre-enrollment process.</p> <p><b><u>BELOW ARE CODES TO BE USED BY MAJOR</u></b>  <b><u>Some facilities may require additional</u></b>  <b><u>clearance!</u></b></p> <p><b><u>AMH, AT, BUS, CJ, COM, OT, HCS, POL, NUR, DNP, DPT, SCI, PSY,</u></b>  <b><u>MACC, SW, MSW students: NO VOLUNTEER</u></b></p> <p>Service Code: 1KG756 (Department of Human Services)  Employer: <b>Alvernia University</b>  <b>400 St. Bernardine St.</b>  <b>Reading, PA 19607</b></p> <p>AT, DPT, OT - (St. Luke's) 1KG756- <b>NO VOLUNTEER</b> (verified w/site)</p> <p>AT, DPT, OT – (Wellspan) Use 1KG756 – <b>NO VOLUNTEER</b> (verified w/site)</p> <p>OT – IM ABLE –Use 1KG756 – <b>NO VOLUNTEER</b> (verified w/site)</p> <p><b>ONLY IF NEEDED – verify w/site</b></p> <p>Service Code: 1KG8RJ (Department of Aging)</p> <p>Facility ID: <b>14537</b> (Alvernia University)</p> <p>Position type: Students/Trainees  Position Applied For: Students/Trainees</p>
---	--	--	--



## AT, EDU, PhD students: Dept of Education

Service Code: 1KG6RT (PDE)

AT: Service Code: 1KG6XN if you are doing internship at PDE/School Districts

### International students – Use your Passport for I/D

#### Citizenship Page – **Use F1** for Non-Immigrant VISA/Status

- Select a location which you will need to go to in order to have your fingerprints taken. Fingerprinting locations near you can be located on the Identogo website.

Local sites close to **Alvernia main** campus include:

Mail-N-Ship 4U	Yurconic Agency
96 Commerce Drive	3657 Penn Avenue Wyomissing, PA
19610	Sinking Spring, PA. 19608

Local sites close to **Alvernia Philadelphia** Center include: 8302 Old York Rd,  
Elkins Park, PA 19027 450 S Easton Rd,  
Glenside, PA 19038

Local site close to **Alvernia Schuylkill** Center include:

2221 W. Market Street Pottsville, PA  
17901

- The cost is \$25.25 after fees. Payment is accepted at the fingerprinting site at the time of the appointment. No cash is accepted.
- Confirmation of the appointment will be sent to your email within 24 hours.
- Photo ID (whatever method you chose) is required by the fingerprinting location before they are allowed to process the request. Such as a Passport, Photo ID issued by a federal, state (driver's license), VISA or local government is required. Alvernia's photo ID is not accepted.
- The electronic fingerprinting appointment is approximately 10 minutes. Keep a copy of the receipt with the UE ID number on it. The UE ID number is important in case you do not receive the results in the mail.
- Unofficial results will be emailed within 7-10 days as long as no criminal charges are found. **Important** – only open the email when you have time to review the results and save the document. Once the email is accessed, you CANNOT access it again.
- Save AND print the certificate. Scan or take a picture of the clearance and email a copy to [academic.compliance@alvernia.edu](mailto:academic.compliance@alvernia.edu)



## Training Requirements

Applies To	Requirement	Frequency	Notes/How to Proceed
AT, DPT, EDU, OT <b>AND/OR</b> Per agency affiliation agreement	Recognizing and Reporting Child Abuse	<ul style="list-style-type: none"> <li>• Completed once before start of 1<sup>st</sup> clinical/fieldwork</li> <li>• Once and done</li> </ul>	<p><b>Notes:</b> For licensed professionals, this course is approved for 3 continuing education credits for compliance with the PA Department of Human Services and Department of State to meet mandatory reporting.</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access online program at <a href="https://www.reportabusepa.pitt.edu">https://www.reportabusepa.pitt.edu</a> ACT 126</li> <li>2. If you have not previously registered please click the "Registration" link at the top of the page.</li> <li>3. Make sure to complete all fields accurately.</li> <li>4. Please refer to the frequently asked questions (FAQ) section after login.</li> <li>5. Expect to spend approximately 3 hours to complete the entire program and quizzes. The program allows for you to take a break and come back to complete the course at another time.</li> <li>6. Once the course is complete, save and print the certificate. Scan or take a picture of the clearance and email a copy to <a href="mailto:academic.compliance@alvernia.edu">academic.compliance@alvernia.edu</a></li> </ol>

<p>AT, DPT, NUR, OT ALL Trainings</p>	<p><b>Education Interface</b></p>	<p><b><u>Programs exceptions:</u></b></p> <ul style="list-style-type: none"> <li>• AMH, HCS, PSY, BSW, MSW must complete the HIPPA link.</li> </ul>	<p style="text-align: center;"><b><u>Education Interface</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Notes:</u></b> <b><u>Trainings are done only once during your time at Alvernia.</u></b></li> <li>• 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. <ul style="list-style-type: none"> <li>○ Fire Safety</li> <li>○ Infection Control/Standard Precautions</li> <li>○ Bloodborne Infections</li> <li>○ Electrical Safety</li> <li>○ Lifting to Prevent Injury</li> <li>○ HIPAA Compliance</li> <li>○ Covid 19 Precautions</li> </ul> </li> </ul> <p><b><u>Steps:</u></b></p> <ol style="list-style-type: none"> <li>1. You will receive an email with your username and password.</li> <li>2. Access the online Education Interface Log in: <a href="#">Education Interface Log In   Online Courses</a></li> <li>3. Complete all training modules that are assigned to you required of your major which is designated.</li> <li>4. Once you complete all training modules assigned your will send the final Progress Report to <a href="mailto:Academic.compliance@alvernia.edu">Academic.compliance@alvernia.edu</a></li> </ol>
---	-----------------------------------	---	---

## Health Requirements (Before Entering Clinical/Fieldwork/Internship)

**Undergraduate students** must complete this section before the first day of their very first clinical/fieldwork/internship class.

- Undergraduates include traditional day, adult evening, and online students enrolled at Alvernia University or any of its satellite campuses.

**All post-graduate students** must complete this section before the first day of their very first clinical/fieldwork/internship experience.

- Post-graduate students include master's and Doctoral students enrolled in a traditional or online course at Alvernia University or any of its satellite campuses.

### Important Notes:

- All health requirements may be completed by a private physician, nurse practitioner, or physician's assistant and submitted to the Health and Wellness Center Portal.
- Students who are completing their clinical/fieldwork/internship with a department or location on-campus are required to complete the same requirements as students who are participating at a location off-campus.

Applies To	Requirement	Frequency	Notes/How to Proceed
All Students	Off Campus Educational Experience Form	<ul style="list-style-type: none"> <li>• Once and done</li> </ul>	<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>2. Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>3. Click pending forms or my forms in the center of the next page to access your incomplete medical forms. This form automatically is deployed to your portal once you become a student. If the form is not listed as a pending form, you may have already completed it.</li> </ol>
AT, DPT, NUR, OT <b>AND/OR</b> Per agency affiliation agreement	Physical Exam	<ul style="list-style-type: none"> <li>• <b>Annual requirement while in field</b></li> </ul>	<p><b>Notes:</b> Written documentation from healthcare provider of an annual physical exam visit summary is not adequate. Must be full documentation of physical or Alvernia physical form.</p> <ul style="list-style-type: none"> <li>• The Alvernia University Physical Exam form is located at the bottom of the Student Health Portal homepage.</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>2. Enter your username and password; this user name/password will be the same as your Alvernia/computer</li> </ol>

			<p>email.</p> <p>3. Upload to the Alvernia Health and Wellness Portal.</p>
<p>AT, DPT, NUR, OT, <b>AND/OR</b></p> <p>Per agency affiliation agreement</p>	<p>Influenza Vaccine</p>	<p><b>Annual Requirement while in field</b></p>	<p><b>Notes:</b> Attend a Health and Wellness Center Flu-Vaccine Clinic or make appointment with your medical provider.</p> <ul style="list-style-type: none"> <li>• Proof of influenza immunization with current seasonal influenza vaccine</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>2. Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>3. Upload to the Alvernia Health and Wellness Portal.</li> </ol>
<p>AT, DPT, EDU, NUR, OT <b>AND/OR</b></p> <p>Per agency affiliation agreement</p>	<p>Tuberculosis (TB) Testing</p> <p><b>OT:</b> required to have a 2-step PPD annually on each level of fieldwork</p>	<ul style="list-style-type: none"> <li>• <b>Annual Requirement while in field</b></li> </ul>	<p><b>Notes:</b> Two negative skin tests; one within the past year and one within the past two years or one Quantiferon TB Gold blood test within the past year.</p> <ul style="list-style-type: none"> <li>• Schedule tuberculosis skin tests with the Health and Wellness Center during the PPD clinics offered in the spring semester.</li> <li>• Schedule tuberculosis testing with your private healthcare provider. TB forms and guidelines are available at the bottom of the Student Health Portal homepage.</li> </ul> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>2. Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>3. Upload to the Alvernia Health and Wellness Portal.</li> </ol>

All Students	Hepatitis B Declination Form	<ul style="list-style-type: none"> <li>Once and done</li> </ul>	<ol style="list-style-type: none"> <li>Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>Upload to the Alvernia Health and Wellness Portal.</li> </ol>
--------------	------------------------------	---	---

All Students	Pneumovax Vaccine	<ul style="list-style-type: none"> <li>Once and done</li> </ul>	<p><b>Notes:</b> Proof of immunization or signed declination. <b>Steps:</b></p> <ol style="list-style-type: none"> <li>Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>Upload to the Alvernia Health and Wellness Portal.</li> </ol>
AT, DPT, OT <b>AND/OR</b> per agency affiliation agreement  <b>***NUR</b>	COVID-19 & boosters	<p><b>TBD</b></p> <p><b>NUR required/NO exemptions</b></p> <p><b>OT Program required prior to LEVEL II FW</b></p>	<p><b>Notes:</b> Students enrolled at all campuses should provide documentation of an FDA authorized (Emergency Use of fully licensed) vaccination. Alvernia will allow for request of medical and religious exemptions.</p> <p><b>EXCEPTIONS:</b></p> <p><b>***Nursing program requirement – NO exemptions will be allowed for the program</b></p> <p><b>***OT Program – Proof of Covid Vaccine required prior to start of Level II Fieldwork</b> Student should be aware that not all facilities are accepting exemptions within the campus. <b>Steps:</b></p> <ol style="list-style-type: none"> <li>Access the Alvernia Health and Wellness Portal on the Alvernia website or <a href="https://alvernia.studenthealthportal.com">https://alvernia.studenthealthportal.com</a></li> <li>Enter your username and password; this username/password will be the same as your Alvernia computer/email login.</li> <li>Upload to the Alvernia Health and Wellness Portal.</li> </ol>
DPT, NUR, OT <b>AND/OR</b>	Drug Screen	<ul style="list-style-type: none"> <li>Before the start of clinical or fieldwork each year</li> </ul>	<p><b>Notes:</b> 12-panel urine drug screen performed by Penn State Health St. Joseph. Test includes THC, Opiates, Opiate 2000, Cocaine, Amphetamines, PCP, Barbiturates, Benzodiazepine, Oxycodone, Methoqualone, Propoxyphene, and Methadone.</p> <ul style="list-style-type: none"> <li>Alvernia is directly charged for your drug screen.</li> <li>For “positive results” please refer to academic department policy or consult Health and Wellness Center.</li> </ul>

			<p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. Students can get the referral form with list of laboratory locations from their Fieldwork Coordinator.</li> <li>2. Student will need the referral form and photo ID to complete the test. <ul style="list-style-type: none"> <li>• Each student will sign a release to allow Penn State Health St. Joseph to report results directly to the Health and Wellness Center.</li> </ul> </li> </ol>
--	--	--	---

Detach Release form below and scan/email to: [academic.compliance@alvernia.edu](mailto: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: \_\_\_\_\_

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

\_\_\_\_\_  
Participant or Parent/Guardian of minor

\_\_\_\_\_  
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)



### 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