



Springfield College

MSAT

Student Handbook

**Join a Legacy of Excellence
Become Part of the Future of Athletic Training**

SPRINGFIELD COLLEGE – MSAT Handbook

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Introduction:

The MSAT Student Handbook contains information on the policies, procedures, regulations, requirements, and standards required for successful completion of the Master of Science in Athletic Training Degree program. The Handbook supplements the Springfield College Student Handbook and Graduate Catalogs.

The MSAT program reserves the right to make changes in the rules and regulations of the program, its academic calendar, admission policies, procedures and standards, degree requirements, and standards necessary for the successful completion of the program in its sole discretion. Additionally, change may include, but is not limited to changes in course content, scheduling of courses offered, and canceling of scheduled classes and/or other program related activities.

The **College** reserves the right to make changes in admission requirements, fees, charges, tuition, instructors, policies, procedures or standards, regulations, and academic programs offered in its sole discretion. Additionally, the College has the right to divide, cancel, or reschedule classes or programs if enrollment or other factors require such action.

Accreditation and Administrative Structure

The Program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE®) as an professional preparation program through 2026-2027. Upon completion of this program, students will be eligible to sit for the Board of Certification (BOC) examination and pursue a career as a Certified Athletic Trainer (ATC).

Athletic training is an academic program housed in the Department of Athletic Training within the School of Physical Education, Performance and Sports Leadership (PEPSL). The Athletic Training Program Director is responsible for the administration of the program. The Athletic Training Program Director also serves as Chair of the Athletic Training Department and reports to the Dean of the School of PEPSL. The Dean reports to the Vice President of Academic Affairs, who reports to the President and Board of Trustees. See Appendix A for The Athletic Training Program directory.

Mission, Goals and Outcomes

The mission of Springfield College is to educate the whole person in spirit, mind, and body for leadership in service to others.

The School of Physical Education, Performance, and Sport Leadership is dedicated to the College's mission of the Humanics philosophy through enhanced curricula that offers purposeful experiential learning and expansive content knowledge. These educational experiences prepare our students to meet the progressive rigors of their careers. Our students are encouraged to be critical thinkers and change agents in their chosen fields of endeavor. We pledge our commitment to function as a collegial community dedicated to innovative teaching, meaningful community and professional service, and productive scholarly endeavor.

The mission of the Department of Athletic Training (AT) is to balance a dual focus on the provision of athletic healthcare services for student-athletes and the educational development of athletic training students. Through collaborative, experiential, and active learning, we educate and empower future healthcare professionals. With a commitment to evidence-based practice and patient-centered care we deliver athletic healthcare services that promote wellness and optimal performance for student-athletes. Our dedicated faculty make these dual tasks possible through the cultivation of a supportive environment and their commitment to leadership in service to others.

The mission of the Springfield College Athletic Training Professional Program is to prepare students to enter into the athletic training profession as competent, caring and compassionate health care providers. We create safe and dynamic learning environments that support the personal, professional, and academic growth of students. We commit to maintaining contemporary expertise and implementing innovative teaching and learning strategies through an evidence based approach. Students will be prepared to employ a holistic approach to providing healthcare, leadership and service within the community informed by the Humanics philosophy.

Program Goals and *Student Learning Outcomes*

1. To prepare students to successfully earn the athletic training credential granted by the Board of Certification© for the Athletic Trainer.

Upon successful completion of the athletic training program at Springfield College, the student will be able to:

SLO1: obtain the Board of Certification© Certified Athletic Trainer credential.

SLO2: obtain employment as an athletic trainer and/or pursue advanced specialization

2. To develop the student's ability to engage in professional practice as evidence-based health care providers.

Upon successful completion of the athletic training program at Springfield College, the student will be able to:

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SLO3: incorporate evidence into their clinical practices to provide safe, effective health care.

SLO4: conduct scholarly inquiry to promote lifelong learning.

SLO5: demonstrate effective communication in interprofessional collaboration

SLO6: engage in thoughtful reflection

3. To foster leadership and service within the community, informed by the Humanics philosophy.

Upon successful completion of the athletic training program at Springfield College, the student will be able to:

SLO7: Advocate for the athletic training profession and community at large.

Academic Policies

Admission Requirements

Into the Institution: Springfield College accepts students to graduate programs who possess the personal and professional potential for effective educational and social leadership. In harmony with the philosophy of education at Springfield College, consideration is given to the whole person-maturity, motivation, and purpose. Admission to the graduate program requires the possession of a bachelor's degree, a completed application, including all official transcripts, and a completed medical examination form following enrollment. All coursework completed at the time of application will be considered in determining a student's cumulative grade point average for admissions purposes.

Persons who have completed courses at Springfield College are not required to submit official transcripts for such work. (Also, they are not required to submit an immunization record, provided their studies from an undergraduate level to graduate level are continuous.) The applicant is notified when final action is taken on the application. Detailed information regarding admission to the College is found in the [Graduate Catalog](#).

Into the Professional Degree Program: Students who have earned a Bachelor's Degree from an accredited college or university by the time they enroll in the program may apply to the Master of Science Degree in Athletic Training program as graduate students. To receive consideration for admission, applicants must have a minimum overall cumulative average of a 3.0.

Students may gain admission to the MSAT program through the PPAT program or by successful application and acceptance through ATCAS or Slate. Priority review will be given to applications received by February 15. However, admissions will continue until all seats have been filled.

How to Apply for Admission

We will begin accepting applications for the MSAT direct-entry program each Fall for enrollment in the cohort beginning in Summer (typically May). Completed applications and requirements must be submitted through ATCAS. Admissions is rolling; however, priority review will be given to applications received by February 15. Admissions will continue until all seats have been filled.

Requirements for application to the program include the following:

Earned Bachelor's Degree

A bachelor's degree from a regionally accredited institution is required to advance to graduate-level study. As such, admission to the graduate program may be granted contingent upon successful completion of a bachelor's degree when a bachelor's degree is in progress. The bachelor's degree must be conferred prior to beginning classes as a graduate student.

Prerequisite and Foundational Courses

The following **prerequisite and foundational courses** with grades of a "C" or higher are required of all applicants:

- Biology*
- Chemistry*
- Physics*
- Psychology
- Anatomy and Physiology*
- Statistics
- Biomechanics
- Exercise Physiology*
- Nutrition

*must include laboratory

Prerequisite courses will be evaluated using ATCAS or Slate. Course titles must clearly identify the course topic as listed above. In cases where the course title does not reflect the topic, applicants may be asked to provide course descriptions and/or course syllabi.

Transcripts must be in English. If the transcript is not in English you will be required to submit a professional credential evaluation completed by any member of the National Association of Credential Evaluation Services. In some cases, including if you plan to request coursework be transferred, a course-by-course translation is required. For this we recommend the World Education Services or Josef Silny & Associates, Inc.

Current Emergency Cardiac Care Certification

Current Emergency Cardiac Care certification at the Professional Rescuer/Basic Life Support (BLS) Level is required and must include:

- 1 and 2 person CPR (adult, child and infant),
- Airway Obstruction, and
- Barrier Devices and AED Training

CPR Certification **MUST** include a skills assessment (either in person or virtual).

Documented Observations

Applicants with previous employment as a health care provider must have 20 hours of documented observations with an athletic trainer.

Applicants without previous employment as a healthcare provider must have 50 hours of documented observations with an athletic trainer.

[DOWNLOAD THE SHADOW HOURS LOG](#)

Two Letters of Recommendation

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Two letters of recommendation are required attesting to the applicant's academic ability and interest in athletic training. One letter should be from the Athletic Trainer whom the applicant observed, if possible. The other letter may be from a faculty member or supervisor in a healthcare related profession.

- Letters of Recommendation should be uploaded with your ATCAS application.

Minimum Cumulative Grade Point Average

To receive consideration for admission, applicants must have a minimum overall cumulative average of a 3.0. Applicants may be accepted while still taking prerequisite courses, but enrollment would be contingent upon successful completion of the remaining prerequisites. **If an applicant falls below a cumulative average 3.0 after being accepted, they may still be admitted to the College under probationary status. Probationary acceptance requires the student to earn a minimum 3.0 GPA in the first summer semester of the MSAT program or they will be dismissed from the program. Students within probationary status who earn a 3.0 in their first summer semester will have probationary status lifted.**

Transfer Credit

Normally, all work for a master's degree is done at Springfield College. No more than nine semester hours of graduate credit may be transferred from one or more other institutions toward the master's degree. Courses accepted for transfer credit must be completed during the five-year period of candidacy, have a grade of B or better, and be applicable to the individual's program of study pursued at Springfield College. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Transfer courses will be evaluated on a case-by-base basis by the Program Director. Such evaluation may also require the submission of a course syllabus and course assignments. Courses accepted for transfer credit can only be used to meet core requirements. An official transcript from each college/university attended is required.

International Applicants

International Applicants from non-English speaking countries must demonstrate English language proficiency by way of one of the following examinations. More information on language proficiency requirements can be found on the [Springfield College International Center Website](#).

- Test of English as a Foreign Language (TOEFL; minimum score 90)
- International English Language Testing System (IELTS; minimum score 7)
- Michigan English Language Assessment Battery (MELAB)
- Pearson Test of English (PTE)

Once accepted, all F-1 and J-1 students and scholars must complete the health history/immunization documentation form and enroll in the Springfield College Student Insurance Plan. All registered students will automatically be billed for the insurance plan. More information on health requirements and insurance can be found on the [Springfield College International Center Website](#).

To receive consideration for admission, applicants must have a minimum overall cumulative average of a 3.0. Applicants may be accepted while still taking prerequisite courses, but enrollment, if accepted, is contingent upon successful completion of the remaining prerequisites.

- Once accepted into the Program, applicants must complete and submit the Springfield College Athletic Training Essentials Functions and Technical Standards Document. Compliance with the standards outlined in this document are required for retention in the program.

Matriculation and Retention

The Program Director will review each student's transcript after each semester to determine matriculation and retention status. Students must maintain a minimum cumulative grade point average GPA of 3.0 (B). Students who receive a grade of C+ or lower in any three courses will be removed from the Athletic Training program. Any course in which an "F" is earned must be retaken. Failure to meet and maintain Program Essential Functions and Technical Standards may also result in dismissal from the program. View the full academic policy about matriculation and retention standards in the [Graduate Course Catalog](#).

Programmatic Academic Standing Status Categories

Following the determination of academic status, academic standing status actions (Good Academic Standing, Academic Probation, Continued Academic Probation, and Academic Dismissal) go into effect at the start of the successive semester (Fall, Spring, or Summer).

Good Academic Standing

An athletic training student whose CGPA is at or above the minimum standard of 3.00 and has not earned a course grade of C+ or lower is classified as in good academic standing in the Program.

Academic Warning:

An athletic training student whose CGPA is at or above the minimum standard of 3.00 and who has also earned a 1-course grade of C+ or lower is classified as an academic warning in the Program.

Academic Probation:

An athletic training student who at any academic review point fails to meet the 3.00 CGPA academic standing criterion and/or who has earned 2-course grades of C+ is on academic probation in the Program.

- The student placed on academic probation will be notified of their academic standing in the Program through a letter. Following this notice from the Program Director, an academic plan for the athletic training student on academic probation will be designed in consultation with their academic advisor and the Program Director. This plan may

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require the student to take/retake certain courses, limit the number of courses taken, or fulfill other conditions as specified.

- A student will be removed from academic probation when they meet or exceed the criterion 3.00 CGPA but will remain on academic warning if a C+ or lower has been earned as a final course grade.

Continued Academic Probation

An athletic training student who is on academic probation during the semester of review will be continued on academic probation if their CGPA is below 3.00. If continued on academic probation, the student will be subject to the conditions specified under Academic Probation.

Academic Dismissal

- An athletic training student who has earned three or more course grades of C+ or lower will be dismissed from the Program at the conclusion of the semester in which the third C+ or lower course grade is earned.
- An athletic training student whose CGPA is below 2.8 at the conclusion of the semester in which 18 semester hours of graduate credit has been attempted will be dismissed from the Program.
- An athletic training student whose CGPA is below 3.00 following the completion of 24 semester hours of graduate study is subject to dismissal.

Appeals Process for Academic Standing

Appeal Process for Dismissal from the PPAT Program

Students dismissed from the Pre-Professional Athletic Training (PPAT) program may appeal the decision within 14 calendar days of receiving the dismissal notification. Appeals submitted after this deadline will not be considered.

Preparing the Appeal

To appeal, students must submit a formal letter to the Program Director and the Department Chair. The letter must include:

1. Reason for Overturning the Dismissal:

Provide a thoughtful explanation of why the dismissal should be reconsidered. Reflect on the factors contributing to the dismissal and take responsibility where appropriate.

2. Extenuating Circumstances:

Explain any extenuating circumstances that may have contributed to your academic or professional challenges.

3. Plan for Improvement:

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Present a clear and actionable plan to address the issues that led to the dismissal. A strong plan for improvement might include:

- Time Management:
 - Developing a structured weekly schedule to prioritize coursework and clinical responsibilities.
 - Using planners or apps to track deadlines and assignments.
- Academic Support:
 - Scheduling regular meetings with faculty or advisors to monitor progress.
 - Attending tutoring sessions or academic workshops in challenging subjects.
 - Participating in peer study groups for collaborative learning.
- Health and Well-being:
 - Seeking counseling or mental health support to manage personal challenges.
 - Establishing a routine with adequate sleep, nutrition, and exercise.
- Campus Resources
 - Utilizing resources such as writing centers, career services, or professional development workshops.
 - Attending study skills courses or time management seminars.
- Addressing Past Issues:
 - Identifying specific behaviors or patterns that contributed to struggles (e.g., procrastination, over-committing) and outlining solutions.
- Setting Goals:
 - Establishing measurable goals, such as maintaining a minimum GPA, completing extra training, or attending clinical workshops.

Submission Requirements

The appeal letter must be submitted within 14 calendar days of receiving the dismissal notification. Submissions should be sent via email to both the Program Director and Department Chair.

Review Process

The appeal will be evaluated by the Program Director and Department Chair. Students may be asked to provide additional information or attend a meeting to discuss their appeal. A written decision will be provided within 14 calendar days of the program receiving the appeal.

Appealing the Decision

If the appeal is denied, students may appeal the decision to the Dean of the School of Physical Education, Performance, and Sport Leadership (PEPSL). This must follow the policies and procedures outlined in the Academic Grievance section of the academic catalog.

Academic Grievance Policy

If a student believes that she or he has been treated unfairly in his or her academic work (grade, departmental/program standards, etc.), the student has the right to seek resolution of the concern through informal and formal processes. At any step in the process, the student may consult with his or her academic advisor or any other faculty or staff member for advice.

Step 1 (informal process):

Within 30 calendar days of the disputed action, the student must raise the concern with the instructor or appropriate party. The instructor or other party should respond to the student regarding this concern within 14 calendar days. (If the 30 days are interrupted by the close of a term or semester break, the remaining days will extend into the beginning of the following term or semester. In situations in which the instructor is on leave or no longer employed by the College, the student should proceed to Step 2.)

Step 2 (informal process):

If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor's response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days and *must notify the instructor of the continuation of the grievance process.*

Step 3 (formal process, if needed):

If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the dean of the school in which the grievance occurred within 14 days following the chairperson or campus director's response to the student. Upon receipt of the form, the school dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of her or his decision and any subsequent actions. The decision of the school dean regarding the grievance is final.

Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next semester or term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the appropriate dean within 14 calendar days of the chairperson or campus director's response.

This policy is not intended to supersede the Academic Integrity and Honesty Policy or the Harassment/Discrimination Policy.

Curriculum Sequencing

SUMMER 1: MSAT **12 Credits**

PHTH 504 Anatomy of the Musculoskeletal System	3.0 _____
PHTH 605 Applied Anatomy and Musculoskeletal Imaging	3.0 _____
ATRN 504: Prevention of Injuries and Illnesses	3.0 _____
ATRN 616: Foundations of Therapeutic Intervention	2.0 _____
ATRN 510: Emergency Medical Response & Trauma	1.0 _____

FALL 1: MSAT **15 credits**

AEXS 540: Sports Nutrition	3.0 _____
ATRN 628: Principles of Evidence Based Practice	2.0 _____
ATRN 630: MSK-ADT I (<i>first 7 weeks</i>)	4.0 _____
ATRN 631: MSK-ADT I Lab (<i>first 7 weeks</i>)	0.0 _____
ATRN 632: MSK-ADT II (<i>second 7 weeks</i>)	4.0 _____
ATRN 633: MSK-ADT II Lab (<i>second 7 weeks</i>)	0.0 _____
ATRN 670: Clinical Practicum I	1.0 _____
ATRN 672: Clinical Practicum II	1.0 _____

SPRING 1: MSAT **15 credits**

ATRN 550: Behavioral Health	3.0 _____
ATRN 634: MSK-ADT III (<i>first 7 weeks</i>)	4.0 _____
ATRN 635: MSK-ADT III Lab (<i>first 7 weeks</i>)	0.0 _____
ATRN 668: GMC-ADT IV (<i>second 7 weeks</i>)	4.0 _____
ATRN 669: GMC-ADT IV Lab (<i>second 7 weeks</i>)	0.0 _____
ATRN 674: Clinical Practicum III	1.0 _____

SUMMER 2: MSAT **(3 Credits)**

ATRN 662: Healthcare Seminar I (on-line)	1.0 _____
ATRN 676: Clinical Practicum IV	2.0 _____

Fall 2: MSAT **(1 Credits)**

ATRN 690: Capstone Experience in Athletic Training	1.0 _____
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Spring 2: MSAT **(1 Credits)**

ATRN 665: Seminar III	1.0 _____
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Fall and Spring course loads in Year 2 will be supplemented by the student’s selection of On-Campus and Off-Campus course clusters. *Students will work with their advisor and the Clinical Education Coordinators to determine which semester to take each cluster.*

On Campus Course Cluster (9)		Off-Campus Course Cluster (9)	Cr.
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ATRN 660: Healthcare Administration in AT	3.0	ATRN 664: Healthcare Seminar II <i>(online)</i>	1.0
AEXS 613: Exercise Testing & Prescription for Special Populations	3.0	ATRN 680: Clinical Practicum VI	8.0
ATRN 678: Clinical Practicum V	3.0		

Academic Advising

Academic advising is considered an integral part of a student’s academic experience. Prior to beginning their first semester, all matriculated (degree-seeking) students are assigned an academic advisor who is a faculty member within the athletic training program. For students rising from the PPAT program the advisor continues to be the same AT faculty member assigned to them in the pre-professional phase. The academic advisor and the student will work together to evaluate the student’s educational development, select appropriate courses of study, and attempt to meet the student’s educational goals. Advisors are available to guide and support students, but it is the responsibility of each student to be familiar with academic policies and programs and to assume responsibility for his or her academic program. Students must consult with their academic advisor before registering for courses or making changes to their academic schedule. Advisor approval is required on all course requests and change-of-schedule forms. Advisors are required to maintain 5 hours a week for drop-in advising and must post his or her office hour schedule outside his or her office door. Students are also encouraged to contact advisors via email or phone to schedule additional advising meetings as needed. During the advising period each semester, advisors will send a request to students to sign up for individual advising meetings.

What can you expect from your advisor?

- To serve as an academic and professional mentor.
- To supervise your academic and clinical progress.
- To post and keep five office-hours each week for drop-in meetings where an appointment is not needed.
- To set aside specific days/times for advising meeting during the registration process each semester.
- To be familiar with and act as a resource for you regarding academic and clinical policies at the institutional, school, department and major level.
- To serve as a contact and assist in problem solving conflicts.
- To serve as a resource regarding research, publications, presentation opportunities and employment options.

Students may also seek additional advising support from the Office of Academic Advising. **The mission of the academic advising program** at Springfield College is to assist each student in exploring learning opportunities inside and outside of the classroom while successfully

negotiating the academic rigors of the college environment. In addition, academic advising assists students in formulating and following an educational plan that prepares the student for leadership in service to humanity and is consistent with the student's values, abilities, and career and life goals.

Academic Grievance Policy

If a student believes that she or he has been treated unfairly in his or her academic work (grade, departmental/program standards, etc.), the student has the right to seek resolution of the concern through informal and formal processes. At any step in the process, the student may consult with his or her academic advisor or any other faculty or staff member for advice.

Step 1 (informal process):

Within 30 calendar days of the disputed action, the student must raise the concern with the instructor or appropriate party. The instructor or other party should respond to the student regarding this concern within 14 calendar days. (If the 30 days are interrupted by the close of a term or semester break, the remaining days will extend into the beginning of the following term or semester. In situations in which the instructor is on leave or no longer employed by the College, the student should proceed to Step 2.)

Step 2 (informal process):

If the student and the instructor do not agree to a resolution, the student has 14 calendar days from the instructor's response to raise the concern with the chairperson of the department in which the grievance occurred or the campus director. The chairperson or campus director should respond to the student regarding this concern within 14 calendar days and *must notify the instructor of the continuation of the grievance process.*

Step 3 (formal process, if needed):

If accord is not yet reached through the steps above, the student may file a written grievance using the Academic Grievance Form. The grievance form must be submitted to the dean of the school in which the grievance occurred within 14 days following the chairperson or campus director's response to the student. Upon receipt of the form, the school dean will conduct whatever review is needed to arrive at a resolution, including, if necessary, a meeting with the student and instructor. The dean will notify all parties involved in writing of her or his decision and any subsequent actions. The decision of the school dean regarding the grievance is final.

Note: A student should also use this process to resolve a dispute with a department, program coordinator, department committee, etc. In such a case, the student should raise

the concern with the relevant department chair or campus director within 30 calendar days of the disputed action (extending into the next semester or term if necessary). The chairperson should respond within 14 days. If accord is not reached, the student should proceed to Step 3, filing a written grievance with the appropriate dean within 14 calendar days of the chairperson or campus director's response.

This policy is not intended to supersede the Academic Integrity and Honesty Policy or the Harassment/Discrimination Policy.

Credit Transfer

The unit of measure for student progress at Springfield College is the “credit hour.” One credit hour is generally equated with fifty minutes of lecture each week through the duration of one semester. Transfer courses must be completed within five-years of application to the program, and have a grade of B or better. Additionally, such courses must carry graduate credit at an accredited institution with a notation to that effect on the official transcript.

Transfer credit is rarely granted for core AT courses, but will be evaluated on an individual basis to determine if learning outcomes, content and rigor meet Springfield College program standards.

Academic Assistance and Support Services

Academic Success Center (ASC): The ASC plays a significant role in supporting the intellectual and academic life of Springfield College students. Offering a broad array of services, the ASC provides academic success for all Springfield College students in their pursuit of academic excellence and helps students maximize their learning opportunities and realize their academic potential. The Center provides a safe and nurturing environment where students can readily access services to support their learning. There are ten distinct services within the

[Academic Success Center:](#)

Tutorial Services

- **[Writing & Reading Support Services](#)** offers students help with all aspects of the writing and leading processes.
- **[Math-Science Support Services](#)** provides assistance to students taking courses in Mathematics, Physics, Computer Science, Biology and Chemistry
- The **[Content Tutorial Program](#)** delivers support for course work that is outside what is covered by Writing & Reading Support Services and Math-Science Support Services.
- The **[Conversation Partners Program](#)** provides support for non-native speaking students wishing to improve conversation and comprehension skills.

Disabilities and Accessibility Services

- **[Disabilities & Accessibility Services](#)** offer academic accommodations and supports services to students with documented disabilities.
- The **[Assistive Technology Program](#)** provides training in a range of assistive technologies.

Academic Coaching Program

- The [Academic Coaching Program](#) is available to help students improve time management and learning strategies.
- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

MTEL Assistance Program

- The [MTEL Assistance Program](#) provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

The Center is located on the third floor of the Learning Commons 300. Phone: 413-748-3389.
Email : ASC@springfieldcollege.edu. More detailed descriptions of its services can be found on its website: [Academic Success Center](#)

Leave of Absence

Any matriculated graduate student, who is both within his or her candidacy period and in good academic standing, may apply for a leave of absence. A leave of absence allows for a temporary interruption of the student's graduate program and by definition will extend the candidacy period of the student for a time period equivalent to the leave. A leave of absence should be requested through the student's department chair and must be approved by the Dean of the School. The leave of absence option allows the student to re-enroll within the agreed upon time period without going through readmission procedures. A leave of absence may not extend for more than two terms; although the length of a leave may vary as necessitated by program requirements. Specific conditions for academic preparation to return to the program may be required. A written request for an extension of a leave due to extenuating circumstances will be considered by the school Dean. If students do not enroll after their leave of absence expires, they may lose their matriculation status, and may be required to reapply for admission.

Professional Standards

The Springfield College Athletic Training Program strives to create a culture of outstanding professionalism in the field of healthcare. Professionalism relates to personal qualities of honesty, reliability, accountability, patience, modesty, and self-control. It is exhibited through delivery of patient-centered care, participation as a member of an interdisciplinary team, commitment to continuous quality improvement, ethical behavior, a respectful demeanor toward all persons, compassion, a willingness to serve others, and sensitivity to the concerns of diverse patient populations. Students are expected to exhibit professional behavior in the classroom, laboratory, and clinical setting, including educational experiences at off campus locations. Students should understand that personal behavior as a member of the AT program and future professional reflects not only on themselves but also their fellow AT students, future colleagues,

and the entire Springfield College faculty and staff. AT students are expected to adhere to and uphold the following professional standards from the Commission on Accreditation of Athletic Training Education 2020 Standards for Accreditation of Professional Athletic Training Master's Degree Programs:

Core Competencies: Professionalism

Standard 65: Practice in a manner that is congruent with the ethical standards of the profession.

Standard 66: Practice 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. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Standard 67: Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Standard 68: Advocate for the profession.

Code of Conduct

The purpose of the Springfield College Student Code of Conduct is to promote a campus environment that supports the mission of the College, by articulating appropriate standards of individual and group behavior. Springfield College students are disciplined and respectful of the rights of others and uphold the norms of civic responsibility and conduct themselves in accordance with the Humanics philosophy. Violations of the norms of civility and other accepted rules of behavior, whether or not covered by specific regulations, may subject a student to disciplinary action. A complete list of the Rules and Regulations governing the conduct of students enrolled at Springfield College can be found in the [Student Handbook, under Guide to Community Standards Process, pages 33-41](#). Students are required to familiarize themselves with all College policies and regulations. Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

Bias Incident Policy: Springfield College fosters respect for each individual by honoring the differences inherent among people. As a community of learners and scholars, we

recognize and appreciate our common humanity. As such, bias-related violations of the Student Code of Conduct directed toward a person or group because of factors such as race, religion, ethnicity, ability, national origin, age, gender identity, gender expression, sex, sexual orientation or veteran status may be assessed enhanced sanctions. This policy will help to create an atmosphere in which allegations of discrimination or harassment are dealt with in a timely, private, fair and effective manner. Examples of a bias incident include but are not limited to: use of racial, ethnic, religious, sexual or anti-gay slurs and/or symbols of hate. This also includes: physical attacks, intimidation, threatening action or language, and damage to personal property; because of a student's race, color, religion, national origin, ethnic background, gender, gender identity or expression, sexual orientation, or disability. Depending on the type of incident, the State of Massachusetts may determine a hate crime has occurred and Public Safety will investigate. Specific information on the Bias Incident Policy can be found on Page 9 in the [Springfield College Student Handbook](#).

Discrimination/Harassment Policy: Springfield College does not discriminate against any person on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, veteran status, or any other legally protected basis in the admission and access to, and employment and treatment in, its programs and activities.

Discrimination/harassment can be defined as any behavior that creates an intimidating, hostile, or offensive environment for any individual or group and can be in the forms of sexual, physical, or verbal conduct. It is important to note that discrimination/harassment on any demographic basis including race, color, religion, national or ethnic origin, age, sex, sexual orientation, gender identity or expression, disability, veteran status, or any other legally protected basis in admission and access to, and employment and treatment in, its programs and activities. This policy applies to all members of the Springfield College community while they are on College property or participating in a college-related activity off campus, as well as visitors, parents, independent contractors, vendors and their representatives and others transacting business with the College. All aspects of these procedures described below apply to situations in which both complainants and respondents are employed at Springfield College. All members of the College community should assume the responsibility to see that the College is free from all forms of harassment and that any harassment is properly reported. Detailed information on this policy can be found on page 10 in the [Springfield College Student Handbook](#).

Code of Ethics

The National Athletic Trainers' Association Code of Ethics ([NATA Code of Ethics](#)) states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the athletic training profession. The principles do not cover every situation encountered by the practicing athletic

trainer but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails. Students are required to familiarize themselves with the NATA Code of Ethics. Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

Dress Code

Athletic Training students need to dress in a manner befitting medical professionals while engaging in educational experiences. Students may express personal taste through appropriate conservative dress while attending classes on the Springfield College campus, on clinical rotations, and when attending program-related activities. (See Appendix C for more detail)

Social Media Policy*

Social media encompasses many different types of technology and platforms. Some of the more common forms are social and professional networking sites, product/information sharing applications, and video and photo sharing tools and sites. Springfield College supports a student's right to individual expression of Free Speech. However, as an Athletic Training Student, you must accept the responsibility for your social media use. As a member of the Springfield College Community, the Athletic Training Program, and an aspiring health care provider, it is your responsibility to uphold the values, reputation and image of the Institution, Program and Profession. An additional responsibility you have as an athletic training student is the legal duty to adhere to federal and state laws pertaining to protecting patient privacy. Therefore, **the following social media behaviors/actions are prohibited.**

1. Posting any information about patients including but not limited to: names, images, video, workplace/team affiliation, identification or jersey numbers or any other descriptors that might be used to identify a patient.
2. Posting any information associated with patient care including but not limited to: interactions, communications, diagnosis, condition, treatment, or status.
3. Social media interaction (e.g., Facebook friends, Twitter followers) with current AT Program faculty, staff, and preceptors. Students may follow a coach's (for a sport/preceptor he/she is currently assigned to) Twitter account for team-related information. Twitter is not to be used for other communications with the coach, to share injury-related information, or to make suggestions for injury care.
4. Using social media/electronic forms of communication to discuss health-related issues with student-athletes or patients. This includes Facebook, Twitter, email, and texting. (If the patient/athlete has a medical need, he/she should contact the athletic trainer or the appropriate health care professional, not the student).
5. Posting incriminating photos or statements regarding illegal criminal behavior, underage drinking, usage of illegal drugs, sexual harassment, or violence.
6. Demeaning statements or threats that endanger the safety of another person.

*Sources: Franklin College Athletic Training Program Social Media Policy. Truman State University Department of Athletic Training Services Social Media Policy

Academic Honesty Policy

Springfield College students are expected to be academically honest. Misrepresentation of facts, omissions, or falsifications in any connection with the academic process (including both course work and official College documents) are violations of the Academic Honesty and Integrity Policy, hereafter referred to as the Policy. Students are required to familiarize themselves with the Springfield College Academic Honesty and Integrity Policy found in [Springfield College Student Handbook, pages 34-38](#). Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

Drug and Alcohol Policy

Springfield College is in compliance with the Drug-Free Campus Regulations and has adopted the following policies to address the presence of alcohol and the use of drugs and/ or other illegal substances. Springfield College's mission speaks to the importance of educating students in mind, body, and spirit for leadership and service to others. An understanding of the purpose of a Springfield College education underscores the rationale for the College policy on alcohol. The misuse and abuse of alcohol in whatever form is inconsistent with this fundamental commitment of the College to provide said education. The College encourages and supports students who abstain from the use of alcoholic beverages. It also acknowledges that we live within a social environment which establishes in law, a minimum age for the use of alcohol (21). The College does, however, permit the use of alcohol on campus in a manner consistent with the law. The College does not allow the use of alcohol to lead to disruptive behavior or conduct which infringes upon the rights of those who wish to pursue their academic interests as responsible members of the community. **Students are required to familiarize themselves with the Springfield College Drug and Alcohol Policy found in [Springfield College Student Handbook, pages 56-62](#).** Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

If a student is suspected of being under the influence of drugs or alcohol while attending program activities, the following will take place:

1. The student will immediately be removed from the classroom or from the clinical setting and be referred to health services for evaluation.
2. The student will meet with the program director, where a warning will be issued and the student will be suspended from the program as determined in the sole discretion of the program director. The Dean of Students Office will be notified immediately.
3. If the student repeats the behavior (s) he will not be allowed to continue in the program until proof is submitted to the program director that (s) he is undergoing treatment for the

abuse. A letter from a counselor stating that the student is well enough to return to classes is required in order to return to the program.

Professional Membership

Students are encouraged to obtain membership to the [National Athletic Trainers Association \(NATA\)](#). The NATA is the professional membership association for certified athletic trainers and others who support the athletic training profession. It is the student's responsibility to obtain NATA membership.

As a student member of the NATA, you will have access to the following benefits:

1. NATA Career Center: comprehensive job listing service for athletic trainers worldwide.
2. Continuing Education and Professional Development opportunities
3. Governmental Affairs and Advocacy for the Profession
4. Networking
5. Research and Scholarships

Professional Development

Professional development is the process of learning how to obtain and maintain professional credentials, knowledge, skills, abilities and behaviors. Professional development occurs through both formal, structured learning experiences as well as informal and non-structured experiences. Professional development opportunities are embedded within all core ATRN courses.

Required Professional Development Activities

1. Attend the Annual Springfield College Athletic Training Symposium first year in program, present at event second year in program.
2. Attend 1 additional professional workshop, meeting, symposium, or guest lecture each year (see below for recommended professional development activities).

Recommended Professional Development Activities:

1. State Sponsored Student and Young Professionals Conferences.
2. School of Physical Education, Performance and Sport Leadership and/or the Department of Exercise Science and Athletic Training Graduate Research Poster Presentation Event.
3. Guest lectures, workshops and events sponsored by Springfield College programs/departments
4. Eastern Athletic Trainers' Association conference
5. Participate in legislative and public relations initiatives promoting the profession.

Health and Safety

Essential Functions and Technical Standards

The Athletic Training Major at Springfield College is a rigorous and intense program that places specific requirements and demands on the students enrolled. An objective of this program is to prepare graduates to enter a variety of health care employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The essential functions and technical standards set forth by the Athletic Training Major establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of the professional-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the Athletic Training Major must meet the abilities and expectations, See Appendix D.

Immunizations

The Commonwealth of Massachusetts requires all educational institutions to maintain full immunization records for all enrolled students. Students who do not comply with this mandate will not be permitted to remain enrolled at Springfield College. Clinical education sites may require additional immunization above what is required by the institution. General information, requirements and associated forms can be accessed through the [Springfield College Health Center](https://springfield.edu/student-life/health-center/forms) website. <https://springfield.edu/student-life/health-center/forms> Required forms include the General Information and Requirements and Health Form.

Physical Examination Report

The Physical Examination Report must be completed and returned to Towne Student Health Center no later than the first day of class in the initial fall semester. Students will not be allowed to attend class, labs, or clinical experiences until the form is completed and returned to the Health Center. Any change in health status must be documented in the health record. General information, requirements and associated forms can be accessed through the [Springfield College Health Center](https://springfield.edu/student-life/health-center/forms) website.

Health Insurance

Students must carry some form of health insurance while attending the program. Students are responsible for all medical fees incurred while enrolled in the program. All Springfield College students are required to have a medical examination by a qualified health practitioner prior to enrollment in the college. Detailed information regarding health insurance is available through the [Springfield College Business Office](https://springfield.edu/business-office).

Liability Insurance

The College purchases professional liability/malpractice for all students in all professional programs who are participating in clinical coursework. The insurance is linked to tuition

payment. Therefore, non-payment of tuition will result in lack of malpractice insurance, which will prevent students from engaging in history taking and physician examination exercises with classmates and patient encounters in the didactic year, or clinical rotations.

Infection Control and Post Exposure Plan

All students are required to participate in blood-borne pathogen, airborne pathogen and personal protective equipment training consistent with CDC guidelines prior to engaging or observing in clinical education settings. Students who are registered for ATRN 624: Standards of Clinical Practice will be provided formal BBP and communicable disease outbreak policy training during the first week of the course. Information is provided prior to the start of required clinical experiences. At the start of the second year in the program, on-line BBP training and communicable disease/outbreak policy review will be embedded in ATRN 676: Clinical Practicum IV. Training on site specific policies will be provided by site preceptors as part of the onboarding process for all clinical practicum courses. Students must verify their completion of the training by completing the BBP Training Form on Typhon.

If a student or staff member has had a possible exposure to infectious or blood borne pathogens or environmental hazard, they must refer to and follow the Blood-borne Exposure Policy and Protocol. Any student or staff member injured as a result of any accident involving a student must immediately file a Springfield College Accident/Incident Report Form with the program office. If the accident occurs at a clinical site, the student must notify the program director or clinical coordinator by telephone as soon as possible. A copy of the policies and forms described above are found in the **Appendix E**.

Communicable Disease Policy

Report cases of suspected Communicable Disease Outbreak to the Athletic Training Program Director or Athletic Training Clinical Education Coordinator who then notifies the **Director of Health Services** who implements the policy and notifies the following: Vice President of Student Affairs, Dean of Students, Residence Life and Marketing and Communications. The Director of Health Services then manages the outbreak consistent with the steps outlined in the Communicable Disease Policy located in **Appendix F**. Students participating in immersive clinical practicums outside the local Springfield area should follow the criteria set for that particular clinical site. Contact should be made with the Athletic Training Program Director or Clinical Education Coordinator when any exposure occurs regardless of clinical site location.

HIPAA and FERPA Training

In preparation for becoming a healthcare provider, the athletic training student is bound by the same laws governing patient privacy and confidentiality that practicing clinicians must follow. To ensure the health and safety of the patient, and to comply with federal law, all athletic training

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students must participate in training on the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).

All students are required to participate in HIPAA and FERPA training prior to engaging or observing in clinical education settings. Students will be provided formal HIPAA & FERPA training during the month prior to the start of their first clinical experience at a clinical meeting.

At the start of the second year in the program, HIPAA and FERPA training will be embedded in ATRN 676: Clinical Practicum IV. Training for site specific policies will be provided by site preceptors as part of the onboarding process for all clinical practicum courses. Students must verify his or her completion of the training by completing the HIPAA/FERPA/Confidentiality Training Form on Typhon.

Emergency Action Plan

Emergency action plans are posted in each classroom on the campus of Springfield College. In the event of an emergency, your instructor will direct you how to respond to the specific situation encountered. We recommend that each student be responsible for reviewing the EAP for each classroom, based on the student's individual class schedule at the start of each semester.

Each clinical site must also post the EAP specific to that venue. During the first orientation meeting between the student and preceptor, the EAP should be reviewed together and any questions clarified at that time.

Criminal Background Checks

Prior to participating in clinical education experiences all Springfield College Athletic Training Students will complete a National Background check through Certiphi Screening, a global leader in applicant screening services tailored to the healthcare industry. Specific criminal background checks may be required by some clinical sites. Specific procedures are dictated by the clinical site and are facilitated by the Clinical Education Coordinator. History of a criminal background may disqualify students from participating in clinical experiences, which are required for successful completion of the degree program. All costs associated with the background check process are the responsibility of the student

Clinical Education/Practicum Coursework

Introduction

Clinical Education is the portion of the curriculum in which the athletic training student applies skills and knowledge in various athletic training clinical experiences, simulation, and supplemental clinical experiences. Clinical education can occur in laboratory settings, in virtual environments via simulation, or in clinical settings such as interscholastic, intercollegiate, and professional sports. Additional settings include performing arts, hospitals, physicians' offices,

rehabilitation clinics, and more. **While several courses have laboratory components that can be considered clinical education experiences, the guidelines outlined within this section apply to all athletic training clinical experiences which occur within Clinical Practicum Courses.** There are many concepts and terms the student needs to understand related to Clinical Education. Students are encouraged to review the list of Clinical Education Terms included in **Appendix G.**

Clinical education provides students an opportunity to develop appropriate patient care skills and knowledge, professional behaviors, and clinical decision making while gaining an appreciation for the value of evidence-based and inter-professional practice within different workplace settings where athletic trainers are employed. **Students must complete rotations that address the continuum of care and expose the student to patients meeting the following criteria:**

1. Throughout the lifespan
2. Different sexes
3. Different socioeconomic statuses
4. Varying levels of activity and athletic ability
5. Non-sport activities

Clinical Sequence

Clinical education is delivered through six consecutive practicum courses, for approximately 51 weeks of hands-on learning during the two-year professional program. Students are placed in clinical settings based on their developmental level and the goals of the program. Student need and desired clinical placements will be taken into consideration when possible and applicable. Clinical placement assignments will not be made on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, veteran status, or any other legally protected basis.

ATRN 670: Clinical Practicum I (1 credit)

Clinical Practicum I is a three to four week (pre-season), mini-immersive experience introducing students to the clinical experience. Clinical Practicum I emphasizes the development of competence in athletic injury prevention, first aid skills, and emergency care. Students will develop hands-on skills under the supervision of an Athletic Trainer at local collegiate, preparatory, or public-school settings. This course provides opportunities for athletic training students to integrate their knowledge with patients participating in pre-season training. Students are encouraged to observe the totality of patient care while obtaining hands-on experience within their level of training.

Pre-requisites: ATRN 504 Prevention of Injury & Illness, ATRN 616 Foundations of Therapeutic Intervention, and ATRN 510 Emergency Medical Response and Trauma, Current certification in CPR/AED for the Professional Rescuer (or equivalent)

ATRN 672: Clinical Practicum II (1 credit)

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Students enrolled in Clinical Practicum II will expand on skills related to prevention and first aid while introducing musculoskeletal assessment, diagnosis, and treatment of the lower & upper extremity. Students will engage with diverse patient populations while completing experiences at local collegiate, preparatory, or public-school workplace settings. All learning objectives associated with this course must be evaluated by an Athletic Trainer or Physician. However, supplemental experiences within the clinical practicum where exposure to other health care professionals is available are highly encouraged. Students will obtain additional clinical exposure with an observation experience with an assigned physician and will participate in virtual patient cases. This course provides opportunities for athletic training students to integrate their knowledge with patients while obtaining hands-on, observational, & simulated experience within their level of training.

Prerequisites: ATRN 670 Clinical Practicum I, Current certification in CPR/AED for the Professional Rescuer (or equivalent)

Corequisites: ATRN 630/631 MSK-ADT I and lab, ATRN 632/633 MSK-ADT II and lab.

ATRN 674: Clinical Practicum III (1 credits)

Students enrolled in Clinical Practicum III will expand on skills related to prevention, first aid, and lower/upper extremity evaluation while introducing musculoskeletal assessment, diagnosis, and treatment of the head, neck, & spine and general medical pathologies. Students will engage with diverse patient populations while completing experiences at local collegiate, preparatory, or public-school workplace settings. Students will obtain additional clinical exposure with physicians and will participate in virtual patient cases. This course provides opportunities for athletic training students to integrate their knowledge with patients while obtaining hands on, observational, & simulated experience within their scope of practice. All learning objectives associated with this course must be evaluated by an Athletic Trainer or Physician. However, supplemental experiences within the clinical practicum where exposure to other health care professionals is available are highly encouraged.

Pre-requisites: ATRN 672 Clinical Practicum II, Current certification in CPR/AED for the Professional Rescuer (or equivalent)

Corequisites: ATRN 634/635 MSK-ADT III and lab, ATRN 668/669 GMC-ADT IV and lab

ATRN 676: Clinical Practicum IV (2 credits)

Clinical Practicum IV provides students the ability to explore unique opportunities in athletic training healthcare. Students will utilize knowledge, skills and abilities from previous clinical experiences in diverse settings while beginning to explore potential career path options. All learning objectives associated with this course must be evaluated by an Athletic Trainer or Physician. However, supplemental experiences within the clinical practicum where exposure to other health care professionals is available are highly encouraged.

Pre-requisites: ATRN 674 Clinical Practicum III, Current certification in CPR/AED for the Professional Rescuer (or equivalent), MSK-ADT I-III, GMC-ADT IV

ATRN 678: Clinical Practicum V (3 credits)

Clinical Practicum V is an on-campus hybrid experience that emphasizes the development of competence in therapeutic interventions and the management of a healthcare facility. Students will utilize knowledge, skills and abilities from previous clinical experiences and didactic coursework while being exposed to the totality of clinic based care to include scheduling, documentation, referrals, etc. Students will also be exposed to interprofessional practice. All learning objectives associated with this course must be

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evaluated by an Athletic Trainer or Physician. However, supplemental experiences within the clinical practicum where exposure to other health care professionals is available are highly encouraged.

Pre-requisites: ATRN 676 Clinical Practicum IV, Current certification in CPR/AED for the Professional Rescuer (or equivalent), MSK-ADT I-III, GMC-ADT IV

ATRN 680: Clinical Practicum VI (8 credits)

Clinical Practicum VI is a fully immersive experience that provides students with the opportunity to participate in the totality of care provided by athletic trainers at a practicum site/setting that aligns with the student's career goals. Students will participate in the day to day and week to week role of the athletic trainer. Students will utilize knowledge, skills and abilities from previous clinical experiences and didactic coursework as well as engaging in the non-patient care related aspects of the athletic training profession. All learning objectives associated with this course must be evaluated by an Athletic Trainer or Physician. However, supplemental experiences within the clinical practicum where exposure to other health care professionals is available are highly encouraged.

Pre-requisites: ATRN 678 Clinical Practicum V, Current certification in CPR/AED for the Professional Rescuer (or equivalent), MSK-ADT I-III, GMC-ADT IV

Requirements for Participating in Practicum Coursework

1. Maintain a signed copy of the Program Essential Functions and Technical Standards (see **Appendix D**) Requirement with the Program Director and update as needed.
2. Must purchase a Typhon account/license.
3. Maintain a minimum overall cumulative grade point average of 3.00 or, if on academic probation, meeting terms of probation.
4. Successfully complete ATRN courses identified as prerequisite for practicum coursework.
5. Complete Certiphi background checks and provide additional information as mandated by specific organizations where clinical rotation is taking place.
 - a. Note: Some clinical placements require additional testing (e.g., TB testing, drug/alcohol screening, etc). All costs associated with the background check process are the responsibility of the student.
6. Have documented proof of immunizations on file with Springfield College Health Services, and provide additional information as mandated by specific organizations where clinical rotation is taking place.
7. Possess current certification in professional rescuer level CPR/AED (or equivalent/higher).
8. Complete annual bloodborne and airborne pathogen and Confidentiality Training to include HIPAA and/or FERPA as provided by the institution.
9. Participate in annual practicum course/clinical rotation orientation meeting(s)
10. Enrolled in one or more of the following courses: Clinical Practicum I-VI (ATRN: 670, 672, 674, 676, 678, and 680).

Typhon Electronic Portfolio

Typhon is a powerful, cloud-based database that manages your clinical practicum data during the length of the entire program. Now, in one secure and easy-to-use place, you, your preceptor and program administrators can add, edit and review your clinical practicum records. With Typhon, you can access your proficiency results, read notes on your performance and chart your own progress through the program. You can even record your clinical experience hours and patient contacts so you can keep track of all aspects of your athletic training experience. You will use Typhon during the duration of your clinical curriculum to store documents related to CPR/EMR certifications, HIPAA/FERPA and BBP training, as well as all other aspects of your clinical experiences (e.g. documenting experiences, patient contacts, and recording preceptor feedback). Typhon can be accessed from your computer, iPad, or smartphone.

Subscription to Typhon requires a membership students are expected to purchase. The Athletic Training Program will guide you how to enroll in ATRN 670.

Practicum Coursework

The Commission on Accreditation of Athletic Training Education (CAATE) 2020 Curricular Content Standards form the basis of content delivered in the athletic training program. (See Standards 55-94 at [CAATE 2020 Curricular Content Standards](#).) Students are required to demonstrate progressive acquisition of skills and knowledge as appropriate throughout the clinical education curriculum.

ATS Skill/Performance Expectations by Course:

ATS performance expectations are dependent upon their educational level within the program and the specific semester in which the rotation takes place. *Please note that specific learning goals and performances are listed on the appropriate course outlines.*

Progression is documented through the following:

1. Clinical Rotation Orientation Form (CROF):

All preceptors at all clinical sites are expected to hold a **Clinical Rotation Orientation** Session to explain and review the information listed on the CROF with Athletic Training students assigned to them for clinical rotations. This meeting should occur within the first week of the rotation. This form must be dated and signed by both the Preceptor. Completed and signed CROF forms can be submitted on Typhon.

2. Clinical Experience Goals Form:

Initial Goals for Experience: You will set your goals for your upcoming experience in collaboration with your preceptor. You will develop more than 2; fewer than 8. Using the SMART acronym will help you develop achievable goals. You should incorporate a plan that will help you to complete your clinical objectives. Review and refine these goals minimally at

your mid-experience evaluation meeting. All goals should be associated with the knowledge and skills expected for that specific clinical rotation.

3. Formative and Summative Evaluation of Clinical Performance:

Your preceptor will evaluate and provide feedback throughout the clinical practicum on your progress toward meeting course outcomes. Grade-bearing evaluations are conducted midway and at the conclusion of the clinical practicum.

Grading criteria for clinical skills in clinical practicum courses: ATRN 670/672/674/676

Remedial (R): Observations and evidence indicate that the ATS does not have any understanding of appropriate knowledge, skills or behaviors necessary for a developing athletic trainer at this time. Prerequisites necessary for continued growth do not seem to be in place. Student does not or rarely demonstrates given skill or attributes. The student needs remedial learning opportunities and should seek guidance from program faculty to develop appropriate plan of action. (PLEASE NOTE: Preceptors should include written comments to specifically describe area of deficiency and suggest potential means for remediation in this area).

Emerging (E): Observations and evidence indicate that the knowledge, skills and behaviors are beginning to develop. The ATS does not appear to fully understand the underlying concepts. The needed prerequisites are in place for continued growth, yet the student needs to work on fundamental skills with close support of the preceptor in order to improve.

Competent (C): Observations and evidence indicate that the knowledge, skills and behaviors have emerged but performance is limited in scope, consistency, and/or application. The ATS is able to perform the discreet skill sets but may not display comprehensive understanding of when, how, and why to utilize varied approaches. The ATS seems to understand the underlying concepts but may not yet be able to consistently incorporate clinical reasoning skills when making decisions. Continued improvement is expected with appropriate preceptor support and direction.

Grading criteria for clinical skills in clinical practicum courses: ATRN 680

Below Entry Level: Observations and evidence indicate that the ATS does not have any understanding of appropriate knowledge, skills or behaviors necessary for a developing athletic trainer at this time. Prerequisites necessary for continued growth do not seem to be in place. Student does not or rarely demonstrates given skill or attributes. The student needs remedial learning opportunities and should seek guidance from program faculty to develop appropriate plan of action. (PLEASE NOTE: Preceptors should include written comments to specifically describe area of deficiency and suggest potential means for remediation in this area).

Approaching Entry Level: Observations and evidence indicate that the knowledge, skills and behaviors are beginning to develop. The ATS does not appear to fully understand the underlying

concepts. The needed prerequisites are in place for continued growth, yet the student needs to work on fundamental skills with close support of the preceptor in order to improve.

At Entry Level: Observations and evidence indicate that the knowledge, skills and behaviors have emerged but performance is limited in scope, consistency, and/or application. The ATS seems to understand the underlying concepts but may not yet be able to consistently incorporate clinical reasoning skills when making decisions. Continued improvement is expected, however the student demonstrates readiness for unsupervised practice upon completion of the clinical experience.

Above Entry Level: Observations and evidence indicate that knowledge, skills and behaviors are in place. The ATS displays a comprehensive understanding of when, how, and why to utilize varied approaches. The ATS seems to understand the underlying concepts and is incorporating clinical reasoning skills when making decisions. Student is well prepared for autonomous practice.

5. Formative & Summative Evaluation of Professionalism (Professional Behaviors Grade)

Your preceptor will complete a mid-term and final evaluation of your Foundational behaviors of professional practice. The preceptor will evaluate you in each of the 10 categories listed by utilizing a Likert and/or affirmative statement response. Preceptors are encouraged to provide a global narrative to support evaluation responses. Preceptors will be required to provide a narrative for any response of “Sometimes” or lower. .

6. Clinical Skills:

Students in practicum courses are required to successfully demonstrate the clinical skills associated with each course. The student should practice skills using preceptor feedback and guidance in order to refine skill application. The student must demonstrate each skill while being assessed by their preceptor.

7. Case Logs/Documenting Clinical Experiences:

Time spent in clinical experiences are to be documented daily in Typhon. Entries should be approved by the preceptor at the end of each week. The preceptor provides final approval of all entries at the end of the conclusion of the experience.

Patient encounters should be documented via case logs within Typhon. Additionally, case logs will be utilized to track exposure to a variety of client/patient populations and health conditions commonly seen in athletic training practice.

8. Reflective journal entries (Clinical Practicum I-IV):

Students will complete weekly reflective journals to promote self-assessment and synthesis of the clinical skills they are engaging in.

9. VPCs (Virtual Patient Cases):

The student will work both individually and/or in groups bi-weekly on a simulated patient encounter designed by the Springfield College faculty and staff in order to provide additional clinical experiences. These experiences may include either orthopedic or general medical conditions of varying acuity levels. Students will be expected to synthesize information provided to produce a clinical impression, defend their clinical impression, and critically appraise the information provided to identify gaps in the clinical picture provided. Students will then work in groups to provide evidence-based and patient-oriented plans for the specific encounter, including but not limited to, plan of care, short- and long-term goal setting, therapeutic interventions, return to activity decision making, and communication with stakeholders. Students may use either written or audio-visual methods to provide the required responses to the weekly prompts.

10. ATS Evaluation of Preceptor:

Students will evaluate preceptors on each one of the following characteristics: Characteristics of Effective Leaders, Communication Skills, Teaching Abilities and Attitudes and Personal Attributes.

11. ATS Evaluation of Clinical Site:

The purpose of this form is to help evaluate clinical education settings for athletic training. This form should be completed at the conclusion of your clinical education experience each semester.

Preceptor Responsibilities

While the CEC coordinates all aspects of the practicum course, the actual experience is supervised by your preceptor. The preceptor is charged with the following:

- Directly supervise students during clinical education.
- Provide instruction and assessment of the learning outcomes designed for each specific clinical practicum.
- Provide instruction and opportunities for the student to develop clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Provide assessment of athletic training students' clinical integration proficiencies, communication skills and clinical decision-making during actual patient/client care.
- Facilitate the clinical integration of skills, knowledge, and evidence regarding the practice of athletic training.
- Demonstrate understanding of and compliance with the program's policies and procedures.
- Demonstrates legal, ethical, cultural, and professional behaviors.

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- Include students in the non-patient care related matters of the athletic training profession.
- Mentor students through professional relationships that enhance patient care and other responsibilities of the Certified Athletic Trainer.

Preceptor Qualifications:

- 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.
- Preceptors for athletic training clinical experiences must be athletic trainers or physicians.
 - Note: Preceptors for supplemental clinical experiences may be any credentialed health care provider.
- A preceptor's license must be appropriate to their profession.
- A preceptor must receive planned and ongoing education from the program designed to promote a constructive learning environment.

Massachusetts Athletic Training Student Practice Act

Commonwealth of Massachusetts, Division of Professional Licensure,
M.G.L., Chapter 112, s. 23E, Code 259 of MA Regulations, Section 2.01,

Massachusetts General Law (M.G.L.), Chapter 112, s. 23E allows/provides for the practice of athletic training by students. *“Nothing in this section shall be construed as preventing or restricting the practice, service, or activities of: (c) any person pursuing a supervised course of study leading to a degree...in athletic training...at an accredited or approved educational program, if the person is designated by a title which clearly indicates his status as a student or trainee; (d) any person fulfilling the supervised field work experience requirements of this section, if the experience constitutes a part of the experience necessary to meet the requirements of that section...”*

The Board's regulations, at 259 Code of MA Regulations, sections 2.01 further specify that students who are pursuing a supervised course of study in an ¹ accredited or approved education program leading to a degree in athletic training may practice athletic training, commensurate with their level of education, as part of a clinical affiliation that is a component of their educational program.

The Commission on Accreditation of Athletic Training Education (CAATE) Accreditation Standards and Guidelines stipulate, “Experiences that are not supervised by a certified athletic trainer will not count toward the required traditional athletic training experience”. Further, the practice of students who are not participating in a formal supervised clinical athletic training experience is not allowed under M.G.L., c, 112, s, 23E (see above). Students enrolled in athletic training education programs may not

legally provide athletic training services unless they do so under appropriate supervision as part of their formal clinical athletic training experience within an accredited education program. In the absence of such supervision, student practice is limited to the provision of first aid measures for which the student has documented knowledge, skills and competency.

The Board advises licensed Athletic Trainers who supervise the practice of students enrolled in such athletic training education programs to adhere to the requirements for student supervision as defined by CAATE. Such supervision requires the instructor to meet the CAATE criteria for instructional staff (Section I B (c)) and to “...be physically present in order to intervene on behalf of the individual being treated” (Section II A, I (f)).

Clinical Education Policies and Procedures

The Springfield College Athletic Training Program has the responsibility for securing quality clinical sites and preceptors, facilitating exceptional clinical instruction, and supervision of each student during clinical education experiences. The program retains the responsibility for student education and evaluation. The following rules and regulations reflect the minimum academic and behavior standards expected of the students enrolled in practicum coursework at Springfield College and the policies governing clinical education experiences.

General Guidelines

- a. At no time is the athletic training student to replace licensed, certified athletic training staff members/preceptors.
- b. At no time is the athletic training student to be utilized as a workforce. All clinical practicum experiences must be educational in nature. The level of autonomy should be based on student skill level and abilities as determined by the preceptor, but students must always have supervision from their clinical preceptor.
- c. Prior to the start of the practicum, the preceptor and the ATS are expected to fully review the student’s course outline and all assignments pertaining to the clinical practicum experience. These assignments include but are not limited to expectations, evaluation criteria, attendance policies, dress code, etc. In the event that a site’s policy is less restrictive than Springfield College policy, Springfield College policy will apply.
- d. Prior to the start of the practicum, the preceptor and the ATS should review all Operating Procedures and Policies pertinent to the health care administered at that site. Procedures and Policies should include but are not limited to
 - Medical histories, pre-participation forms and all other documents utilized by that site in the health care of their athletes, clients and patients.
 - Emergency medical procedures for game and practice coverage specific to site.
 - Establish the ATS knowledge and skill base for athletic injury assessment.

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- e. The ATS should present verification of current CPR/AED certification to the preceptor prior to the first day of patient care and establish the ATS knowledge and skill base in regard to emergency care and first aid. If CPR/AED certification expires during clinical rotation, the student may not continue in the clinical experience until recertification occurs. For each day the student cannot participate in the clinical rotation due to expired emergency care or CPR/AED certification, the student is considered absent from class.
- f. All injury/illness assessments should be conducted either by the preceptor or by the ATS in the presence of the preceptor or by both the preceptor and ATS.
- g. When developing the plan of care, the preceptor and the ATS must devise the plan together, or the ATS must devise a plan that is submitted to the preceptor for review and acceptance prior to implementation.

Academic Performance and Remediation Policy

- a. Adhere to all Professional Standards presented in section IV (A-G) of this document: Professionalism, Code of Conduct, Code of Ethics, Dress Code, Social Media Policy, Academic Honesty Policy and Drug and Alcohol Policy.
- b. If a student should fail a practicum course by earning less than a C-, they will repeat the failed course. A plan for remediation will be developed by the clinical education coordinator and program director to remedy the student's deficiency. Remediation may be achieved through a guided independent study course, or may require repeating the course. Either must be successfully completed with a passing grade of C- or better. Failure to achieve a grade of C- or better on the remediation or second attempt of the failed practicum course will result in dismissal from the program.
- c. Failure of two practicum courses will result in dismissal from the program.
- d. Students may only earn up to 3 grades of C.

Confidentiality Policy

Athletic Training Service programs have a legal and ethical responsibility to safeguard the privacy of all patients/student-athletes and to protect the confidentiality of their health information. In the course of your clinical assignments, you may come into possession of confidential patients/student-athletes information, even though you may not be directly involved in providing patient services.

Such information must be maintained in the strictest confidence. You should not at any time during or after your clinical experience disclose any information to any person or permit any person to examine or make copies of any reports or other documents. Violating confidentiality will result in corrective action, up to and including dismissal from the program.

Attendance Policy

Attendance is expected as this is an academic course. It is the student's responsibility to ensure they are engaging in meaningful hours each week at the clinical site. The student and preceptor will set a schedule based on **meaningful hours (at the discretion of the preceptor)**. Depending upon the course and clinical site, the student can expect to be engaged in clinical experiences **up to 6 days a week. May also include weekend expectations and dates outside of the traditional academic calendar.** Specific information regarding attendance for each clinical course can be found in the corresponding course syllabus.

Clinical Experience Policy

To accurately reflect patient encounters and experiences, time spent in clinical experiences are to be documented daily in Typhon. The length and time the student is expected to participate in a practicum course is dependent upon their education level within the program and the specific clinical course (see syllabus). Specific hour requirements can be found in the syllabi for each clinical practicum. Hours NOT logged within 7 days of the experience will not count towards the total hours needed to fulfill the clinical rotation. Failure to meet the designated hour requirement will lead to a “continual progress” and/or failure of the clinical course. Please note that travel to and from clinical sites should not be included. ATs who travel with a team or organization must be supervised by their designated preceptor (AT or Physician).

Clinical Immersion Policy

- Expected to be a full-time experience encompassing the totality of care (~40hrs/wk)
- Program will have a list of current pre-approved sites as options
- Students may propose additional new sites
 - Student informs clinical education coordinator of goals, proposed site, and proposed preceptor (December/January)
 - Coordinator of Clinical Education establishes contact with proposed site to establish willingness to accept student (February)
 - Fieldwork Coordinator establishes clinical affiliation agreement with proposed site (March)
 - Coordinator of Clinical Education/Fieldwork Coordinator onboards new preceptor to site (May)
- Minimal Standards for Site Consideration:
 - The preceptor must be a certified and state credentialed athletic trainer or physician in good standing.
 - The preceptor must have been clinically practicing in their current environment for at least 2 years.
 - Roles and responsibilities must fall within the domains of athletic training and the course learning objectives

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- The site must be willing to include the student in the totality of clinical care (i.e., attendance at staff meetings, MD clinics, administrative duties, etc.)
- Site must be willing to execute an affiliation agreement with Springfield College
- Sites must maintain adequate staffing levels to ensure appropriate clinical supervision of the AT student.
- ***Springfield College Athletic Training Program reserves the right to make the final determination whether or not a site is acceptable.***

Transportation, Housing and Meal Policy

Traveling to and from clinical sites is covered by the Student Liability Insurance purchased on your behalf by Springfield College. Students are responsible for all costs associated with practicum courses, including transportation, parking, tolls and living expenses (housing /food). Clinical practicum experiences may require travel to sites both inside and outside the Springfield area. Students are responsible for food, transportation, etc. and no compensation for gas or mileage should be expected. A car is required for clinical education (Exceptions on case by case basis).

Team Travel: Athletic training students may only travel to away contest/events if the AT-Preceptor is also traveling with the team and provides direct supervision to the ATS during the away contest/events.

Overnight Travel: Students may travel to overnight athletic endeavors however must refrain from rooming with their evaluative preceptor or supervisor. All other arrangements are at the discretion of the clinical site and must be approved by the Coordinator of Clinical Education.

School Closure due to Inclement Weather and Scheduled Holidays Policy

Students are not required to participate in a practicum course on days when Springfield College (or the clinical site) has canceled classes/closed due to unsafe conditions. Students should not attend clinical experiences at locations that have been closed due to unsafe conditions. Preceptors should be contacted immediately once the notice of cancellation has been issued. Students are not required to participate in practicum courses during holidays sanctioned by Springfield College. Holidays falling during pre-season, winter, and spring break may be exempted. **Students in an immersive clinical experience should follow guidance from their clinical preceptor and site in the event of inclement weather/holiday policy.** Please confer with the Clinical Education Coordinator if clarification is needed.

Return To Play and Participation Status Decisions Policy:

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Only an athletic trainer or physician can determine a patient's participation status with regard to injury or illness. Return to play and participation status decisions must be made in consultation with the preceptor.

Supervision Policy

Consistent with Massachusetts law, preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care. In the event of injury or illness, the student must seek out the supervising AT regarding the injury assessment, management, referral, and participation status for any patient who is injured or who has fallen ill. In cases of emergency, utilize ECC and First Aid within your level of training.

Appendices

Appendix A: Faculty, Staff and Preceptor Directory 2024

Name	Email	Office	Cell
School Dean			
Guyer, Sue	Mguyer@springfieldcollege.edu	748-3404	413-537-8908
Dept. Chair			
Barrett, Jess	jbarrett3@springfieldcollege.edu	748-4763	413-636-6242
AT Faculty and Staff			
Mills, Matt	mmills4@springfieldcollege.edu	748-4394	508-314-2635
Rynkiewicz, Kelsey	kryniewicz@springfieldcollege.edu	748-3188	570-902-5511
Scott, Samantha	sscott2@springfieldcollege.edu		401-339-6310
Winston, Brett	bwinston@springfieldcollege.edu	748-3563	804-387-1637

Team Physician

Contact via Kelsey Rynkiewicz or Jess Barrett

Administrative Staff and Contact Information

Digiovanni, Rachael	rdigiovanni@springfieldcollege.edu	748-3178
Feeley, Laura	lfeeley@springfieldcollege.edu	748-413
ESAT Fax Number		748-3817
ATRN Fax Number		748-3052

Appendix B: NATA Code of Ethics

1. Members Shall Practice with Compassion, Respecting the Rights, Well-being, and Dignity of Others

1.1 Members shall render quality patient care regardless of the patient's race, religion, age, sex, ethnic or national origin, disability, health status, socioeconomic status, sexual orientation, or gender identity.

1.2. Member's duty to the patient is the first concern, and therefore members are obligated to place the well-being and long-term well-being of their patient above other groups and their own self-interest, to provide competent care in all decisions, and advocate for the best medical interest and safety of their patient at all times as delineated by professional statements and best practices.

1.3. Members shall preserve the confidentiality of privileged information and shall not release or otherwise publish in any form, including social media, such information to a third party not involved in the patient's care without a release unless required by law.

2. Members Shall Comply With the Laws and Regulations Governing the Practice of Athletic Training, National Athletic Trainers' Association (NATA) Membership Standards, and the NATA Code of Ethics

2.1. Members shall comply with applicable local, state, federal laws, and any state athletic training practice acts.

2.2. Members shall understand and uphold all NATA Standards and the Code of Ethics.

2.3. Members shall refrain from, and report illegal or unethical practices related to athletic training. Updated and BOD Approved March 2018

2.4. Members shall cooperate in ethics investigations by the NATA, state professional licensing/regulatory boards, or other professional agencies governing the athletic training profession. Failure to fully cooperate in an ethics investigation is an ethical violation.

2.5. Members must not file, or encourage others to file, a frivolous ethics complaint with any organization or entity governing the athletic training profession such that the complaint is unfounded or willfully ignore facts that would disprove the allegation(s) in the complaint.

2.6. Members shall refrain from substance and alcohol abuse. For any member involved in an ethics proceeding with NATA and who, as part of that proceeding is seeking rehabilitation for substance or alcohol dependency, documentation of the completion of rehabilitation must be provided to the NATA Committee on Professional Ethics as a requisite to complete a NATA membership reinstatement or suspension process.

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3. Members Shall Maintain and Promote High Standards in Their Provision of Services

3.1. Members shall not misrepresent, 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 through education or experience and which are allowed by the applicable state athletic training practice acts and other applicable regulations for athletic trainers.

3.3. Members shall provide services, make referrals, and seek compensation only for those services that are necessary and are in the best interest of the patient as delineated by professional statements and best practices.

3.4. Members shall recognize the need for continuing education and participate in educational activities that enhance their skills and knowledge and shall complete such educational requirements necessary to continue to qualify as athletic trainers under the applicable state athletic training practice acts.

3.5. Members shall educate those whom they supervise in the practice of athletic training about the Code of Ethics and stress the importance of adherence.

3.6. Members who are researchers or educators must maintain and promote ethical conduct in research and educational activities.

4. Members Shall Not Engage in Conduct That Could Be Construed as a Conflict of Interest, Reflects Negatively on the Athletic Training Profession, or Jeopardizes a Patient's Health and Well-Being.

4.1. Members should conduct themselves personally and professionally in a manner that does not compromise their professional responsibilities or the practice of athletic training.

4.2. All NATA members, whether current or past, shall not use the NATA logo or AT logo in the endorsement of products or services, or exploit their affiliation with the NATA in a manner that reflects badly upon the profession.

4.3. Members shall not place financial gain above the patient's well-being and shall not participate in any arrangement that exploits the patient.

4.4. Members shall not, through direct or indirect means, use information obtained in the course of the practice of athletic training to try and influence the score or outcome of an athletic event, or attempt to induce financial gain through gambling.

4.5. Members shall not provide or publish false or misleading information, photography, or any other communications in any media format, including on any social media platform, related to athletic training that negatively reflects the profession, other members of the NATA, NATA officers, and the NATA Office.

Appendix C: Dress Code

DRESS CODE POLICY FOR ATHLETIC TRAINING STAFF AND STUDENTS PERFORMING PRACTICUM IN THE ATHLETIC TRAINING CLINIC

Required attire will vary from one clinical site to another, however the following apply in all clinical education situations, regardless of site.

1. Clothes should be clean and wrinkle free.
2. Students should be well groomed at all times to include proper hygiene, professionally maintained facial hair, combed or styled hair (no bedhead), and appropriately trimmed fingernails.
3. If belt loops are present, belts must be worn and shirt should be tucked in (if applicable to style of shirt).
4. Short length: hem must extend beyond tips of fingers when arms are placed along the midline of the body.
5. Shirts must be tucked in (if applicable to style of shirt), preventing exposure of skin on the torso, back, and chest.
6. Footwear should promote the ability to run or sprint when necessary. Close-toed shoes required.
7. Clothing promoting institutions and organizations other than Springfield College are not permitted unless you are completing a rotation at an affiliate site and are wearing their clothing.
8. The wearing of a head scarf, hat, cap, hood, or other head covering in a building is unacceptable. An exception to this is when such items are required as part of medical treatment, religious observance, or clinical rotation. Hats are permitted when providing medical services outdoors but must be plain or representative of the institution.
9. Clothing promoting behaviors or values inconsistent with professional standards are not permitted.
10. Springfield College AT ID Badges must be worn during all clinical rotations unless site specific badges are required for access to clinical sites. Massachusetts State Law requires that students and personnel employed at healthcare facilities wear an identification badge. Students are, therefore, required by law to wear their Springfield College ID badge when attending clinical courses and other functions at all healthcare facilities.

Students who do not abide by the appropriate dress code for their particular site will be asked to leave the clinical site and return appropriately dressed. Students with multiple dress code infractions will face disciplinary action including but not limited to removal from the clinical practicum rotation and/or professional behaviors grade deduction.

I. Springfield College Standard:

A. Practices

1. Springfield College Athletic Training or Team (Other teams attire should be not be worn)
 - a. Short or long sleeve polo type shirt
 - b. Short or long sleeve AT issued/team issued t-shirt

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- c. Dress shirts or blouses may be worn if desired.
2. Chino, Docker, or Khaki type shorts or pants
3. Hat or Visor (outside only)
4. Sneakers or functional dress shoes (closed toe and back)

B. Games

Students are expected to abide by the following game day attire however may be asked to dress above and beyond based on specific sport or event.

1. Springfield College Athletic Training Short or Long Sleeved Polo shirt
2. Chino, Docker, or Khaki type shorts, or pants
3. Hat or Visor (outside only)
4. Sneakers or functional dress shoes (closed toe and back)

C. Outdoor and Winter Considerations:

The safety of all Springfield College Athletic Training Students and Staff takes precedent over items listed below however abiding by these considerations should occur whenever possible.

1. Springfield College Athletic Training fleece, pullovers, or jackets.
2. Springfield College fleece, pullovers, jackets or sweaters.
3. Sideline jackets, foul weather gear.
4. Winter hats, mittens, scarves as needed.
5. Nylon shell (wind pant) in school colors (maroon, white, gray, or black (shell must be clean, neat, and correct fit)

D. ATRN 678 Dress Code:

1. Must be professional.
 - a. Business Casual (Dress pants, dress shoes, button down shirt or blouse (tie optional).
2. Must be appropriate length, tightness, etc. to perform healthcare services
3. Closed toed dress shoes.
4. Springfield College AT ID badge must be worn.

Preceptors will use their own discretion to administer the dress code policy and are encouraged to discuss their expectations with their students. If a student has a question about a given item of clothing they should discuss it with their preceptor prior to wearing the item in the clinic.

Appendix D: Program Essential Functions* and Technical Standards

Springfield College Master of Science in Athletic Training

Program Essential Functions and Technical Standards

The Athletic Training Major at Springfield College is a rigorous and intense program that places specific requirements and demands on the students enrolled. An objective of this program is to prepare graduates to enter a variety of health care employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The essential functions and technical standards set forth by the Athletic Training Major establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of the professional-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the Athletic Training Major must meet the following abilities and expectations.

In the event a student is unable to fulfill these technical standards the student may be dismissed from the program. Compliance with the program's technical standards does not guarantee a student's eligibility to sit for Board of Certification (BOC®), Inc. national certification examination in athletic training.

Students in the Athletic Training Major must demonstrate the following Essential Functions and Technical Standards:

Essential Functions

1. Students must demonstrate Attitudinal, Behavioral, Interpersonal and Emotional Attributes including but not limited to:
 - the ability to nurture mature, sensitive, and effective relationships
 - conflict resolution skills, including the ability to negotiate differing attitudes and opinions
 - compassion, integrity, strong interpersonal skills, and motivation
 - a cooperative, professional manner
 - honesty and integrity
 - the ability to integrate constructive criticism received in both didactic and clinical environments
 - the ability to correctly judge the limits of one's own competence and to seek help from an appropriate source when necessary
 - the ability to seek assistance for health conditions that interfere with scholastic and/or professional performance
 - respect for all members of the University community, patients, and families

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- refrain from the use of illegal drugs and alcoholic beverages in academic/professional settings;
 - manage stress effectively through self-care and by relying upon supportive relationships with colleagues, peers, and others
 - employ sound judgment intellectual skills: students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises an athletic training curriculum.
2. Students must demonstrate Active Engagement in Learning including but not limited to:
- Ability to accurately follow course syllabi, assignment directions, and any actions plan(s) developed by faculty, administrators, or clinical instructors.
 - Ability to learn and educate others through a wide variety of modalities, including, but not limited to:
 - classroom instruction;
 - small group discussion;
 - individual study of materials;
 - preparation and presentation of written and oral reports
 - virtual and simulated interactions
 - clinical practicum experiences
3. Students must meet specific Professional Requirements including but not limited to:
- maintaining membership in the athletic training professional organization
 - abiding by all policies outlined in the Springfield College Graduate Student Handbook, Graduate Program Degree Requirements and Athletic Training Student Handbook.
 - arriving and being on time for professional commitments, including classes and clinical experiences following appropriate dress code
 - Clinical sites may commonly require wearing close toed shoes, no denim, no artificial nails, and other requirements related to patient safety.
 - The student must comply with the clinical education site's dress code requirement throughout their clinical education experiences
 - meeting deadlines for course assignments and program requirements;
 - accepting and responding appropriately to constructive feedback
 - seeking assistance and following recommendations
 - demonstrating attitudes of integrity, responsibility, and tolerance
 - being truthful about background, experiences, and qualifications
 - performing one's own work, giving credit for the ideas of others, and providing proper citation of source materials
 - interacting courteously, fairly, and professionally with all individuals
 - demonstrating the ability to understand the perspectives of others in the context of teaching, counseling, and administration;
 - protecting the confidentiality of patient information consistent with applicable law

Technical Standards

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, mobility, sensory function, strength, endurance and coordination to accurately, safely, and efficiently perform and/or provide:
 - The student must have sufficient motor function to be the first responder in a potentially catastrophic injury (examples include but are not limited to: in-line stabilization of cervical spine, rescue breathing, obstructed airway management, and cardiopulmonary resuscitation, lifts and carries).
 - Students must also be able to execute movements required to provide therapeutic care. (Examples include but are not limited to: such as performing mobilization and wound care techniques.)
 - Specific motor function requirements include safely lifting up to 50lbs independently, safely lifting up to 200lbs with assistance, and safely being able to push and pull up to 200lbs.
3. The ability to communicate effectively and sensitively with patients, colleagues, other health care professionals 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 communicate using the English language including, speaking, reading and writing at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function effectively and appropriately during periods of high stress.
6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
7. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
8. The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

Students in the athletic training program at Springfield College will be required to verify they understand and meet these technical standards or that they believe that, with accommodations, they can meet the standards. Springfield College Academic Success Center's Disability & Accessibility Services will work with candidates after admission and will follow all standard accommodation determination processes required by law.

If a student states they can meet the technical standards with accommodation, then the Academic Success Center's Disability & Accessibility Services will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the

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student or the institution, including all course work, clinical experiences and fieldwork deemed essential to graduation.

I certify that I have read and understand the technical standards listed above.	<i>Initial:</i> _____
I believe, to the best of my knowledge, that I meet each of these standards with or without reasonable accommodation.	<i>Initial:</i> _____
I understand that if I am unable to meet these standards, with or without reasonable accommodation, I may be dismissed from the program.	<i>Initial:</i> _____
I understand that I must contact the Academic Success Center's Disability & Accessibility Services to request reasonable accommodation and will follow the established procedures for doing so.	<i>Initial:</i> _____

Print Name

Signature

Date

*Developed: January '01
Revised: July '10 / Nov '13 / Nov '15/ Jun '19* portions of essential functions requirements adapted from UNC-DPT policy / April '22*

Appendix E: Athletic Training Blood-borne Pathogen Exposure Policy and Protocol*

In the event that a student is exposed to a known, unknown or potentially infectious source, e.g. needle stick, laceration/abrasion, bite, ingestion, inhalation/droplets, splash or other exposure to bodily fluids, the following procedure is to be followed without delay:

- 1) Remove yourself from the immediate area to begin decontamination procedures. Clean the wound and surrounding area with soap and water (for needle stick or other exposures with open skin) or flush eyes, nose, mouth with copious amounts of water (for splash to face).
- 2) Inform your preceptor, immediate supervisor, and/or other staff member of the exposure and injury (if applicable). The clinical staff should alert the infection control/blood exposure contact person. If the clinical staff or contact person has questions about the course of action or evaluation of exposure risk, have them contact the AT program Clinical Coordinator or Program Director directly.
- 3) Immediately contact a Clinical Coordinator via cell phone (804-387-1637 or 508-314-2635). If unable to reach a Clinical Coordinator, contact the Program Director (413-636-6242). You must make voice contact; voicemail is not sufficient notification.
- 4) Complete the Bloodborne Pathogens Exposure Report and the Source Individual's Consent or Refusal form.
- 5) If your Clinical Site has an Exposure Protocol in place, follow all policies and procedures outlined. This may entail you being seen in the Emergency Department or Employee Health for initial screening labs and treatment.
- 6) If there is no protocol in place or if there is any confusion or inconsistency regarding procedures, inform your preceptor that you have been instructed by the AT program to leave the Clinical Site immediately to seek prompt medical evaluation, screening and treatment. You will then proceed directly to Mercy Medical Center (Springfield, MA) WorkWise or Emergency Department (if after hours) for further evaluation and treatment if travel time is less than 2 hours. For remote sites, other sites may be utilized as discussed with the Clinical Site preceptor and the AT faculty.
- 7) Inform the Clinical Coordinator when you have completed the above steps to determine when you should return to your Clinical Site.
- 8) Follow-up after initial decontamination, labs/screening, and treatments must be made. This may be with the Clinical Site (if Site protocols were followed), the Campus Health Center, Mercy Medical Center, or your PCP as appropriate.

*adapted from the 2015 Springfield College Physician Assistant Student Handbook. Used with permission: CMilch

BLOODBORNE PATHOGENS EXPOSURE REPORT

In case of exposure to bloodborne pathogens, complete this form and submit a copy to the evaluating and treating facility provider and retain a copy for the program Clinical Coordinators.

Exposed Individual’s Information:

Name (first, last, MI)	
Sex	Male Female Transgender
Springfield College ID #	
Local Address	
City/State	
Date of Birth:	
Cell Phone	
Other Phone	
Status at time of exposure	Student Faculty Employee Other
Has exposed individual been immunized against Hepatitis B Virus?	Yes: If so, provide dates of immunization: <ul style="list-style-type: none"> • (1) _____ • (2) _____ • (3) _____ No

Incident

Date of Incident Exposure:	
Time of Incident Exposure:	
Date of Report:	
Time of Report:	
Place (Facility/Dept.) where incident exposure occurred:	

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Name of individual in charge of area where exposure occurred:											
Individual in charge role:	Clinical Preceptor Clinical Supervisor Clinical Staff										
Name/phone of individual in charge.											
List any witnesses present:	1. Name/role/phone:										
	2. Name/role/phone:										
	3. Name/role/phone:										
Exposure to: (circle all that apply)	<table border="0"> <tr> <td>Blood/blood products</td> <td>Cerebrospinal fluid</td> </tr> <tr> <td>Synovial fluid</td> <td>Pleural fluid</td> </tr> <tr> <td>Body fluids with visible blood</td> <td>Body fluid without visible blood</td> </tr> <tr> <td>Solution with visible blood</td> <td>Pericardial fluid</td> </tr> <tr> <td>Peritoneal fluid</td> <td>Other</td> </tr> </table>	Blood/blood products	Cerebrospinal fluid	Synovial fluid	Pleural fluid	Body fluids with visible blood	Body fluid without visible blood	Solution with visible blood	Pericardial fluid	Peritoneal fluid	Other
Blood/blood products	Cerebrospinal fluid										
Synovial fluid	Pleural fluid										
Body fluids with visible blood	Body fluid without visible blood										
Solution with visible blood	Pericardial fluid										
Peritoneal fluid	Other										
Mechanism of Exposure: (check all that apply)	<p>Needle stick/sharps accident-device/brand _____</p> <p>Human bite with or without open wound: _____</p> <p>Contact with mucous membranes (includes inhalation) _____</p> <p>Contact with skin (circle all that apply)</p> <ul style="list-style-type: none"> ● Broken, chapped, abraded, dermatitis, prolonged/extensive contact 										
Anatomical location of injury/exposure:											
Personal protective equipment in use at time of exposure:											
Severity of exposure: Approximately how much fluid?											
Severity of exposure: How long was exposure?											

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Describe any injuries:	
Estimated time interval from exposure until medical evaluation (hours/minutes)	
Source of exposure:	Individual's name/address and phone if known.
Source of exposure:	Medical Record number (if known)
Source of exposure:	Date of birth (if known)
Source of exposure:	Primary Care/Attending Physician (if known)
Source of exposure:	Diagnosis(es)(if known).

Source Individual Consent/Refusal Form

Is a blood sample from the source available?	YES	NO	STATUS:
Is the source individual's HBV/HCV antigen/antibody status known?	YES	NO	STATUS:
Source Risk Factors: (as documented in medical record or patient interview)			
Known HIV Positive	YES	NO	UNKNOWN
Known homosexual, bisexual, prostitute or sexual contact with same.	YES	NO	UNKNOWN
Known IV drug user or history of same	YES	NO	UNKNOWN
Received blood transfusion 1977-1995	YES	NO	UNKNOWN
Currently taking Zidovudine (AZT), Lamivudine (3TC) and/or Indinavir (IDV)	YES	NO	UNKNOWN
History of Hepatitis B, past, present or carrier.	YES	NO	UNKNOWN

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History of Hepatitis B, past, present or carrier.	YES	NO	UNKNOWN
History of hemophilia, dialysis, transplant	YES	NO	UNKNOWN
Currently elevated liver enzymes	YES	NO	UNKNOWN
Current fever, lymphadenopathy, rash, malaise, GI or neuro symptoms.	YES	NO	UNKNOWN
Traveled outside of the US	YES When Where		
	NO		
Activity Leading to Exposure: (Circle all that apply)			
<ul style="list-style-type: none"> ● Handling waste products ● Handling specimen ● Controlling bleeding/wound care ● Performing CPR ● Cleaning blood spill ● Cleaning bodily fluid spill 			
Actions Taken after the Exposure: (Check when completed)			
<ul style="list-style-type: none"> ● Area washed with soap and water or other cleanser ● Did injury bleed freely (Yes/No?) ● Was topical antiseptic applied (Yes/No)? ● Area flushed (if applicable) ● Site Preceptor/supervisor notified ● Infection/exposure control officer notified ● Exposed individual referred for medical evaluation/treatment (indicate to where) <ul style="list-style-type: none"> ○ Site facility (ED, Employee, Health, Occupational health etc) ○ Off-site affiliated location (Occupational health, Clinic, etc) <ul style="list-style-type: none"> ▪ Name of location ○ School affiliated facility (Mercy Medical Center, Baystate Medical Center) ○ Other: ● School/Program Clinical Education Coordinator/Program Director notified ● Follow up appointments made to review lab work ● Clinical site notified of when student will be able to return to site. 			

Narrative Description of the Incident/Exposure:

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Nature and Scope of any Personal Injury:

Person Completing Form:

Name: _____

Title/Capacity: _____

Signature: _____

Telephone: _____

Date: _____

Appendix F: Springfield College Athletic Training Communicable Disease Outbreak Policy

1. Report case of suspected Communicable Disease Outbreak to the Athletic Training Program Director or Athletic Training Clinical Education Coordinator who then notifies the **Director of Health Services** who implements the policy and notifies the following:



- Vice President of Student Affairs
 - Dean of Students
 - Residence Life
 - Marketing and Communications
2. Confirm diagnosis of a communicable disease and implements appropriate treatment protocols.
 3. Track the number of new cases.
 4. Initiate isolation precautions and procedures as needed.
 5. Refer to appropriate health care provider / facility for treatment and supportive care.
 6. Notify the Department of Public Health of any reportable disease.
 7. Identify close contacts and those at risk for exposure (roommates, classmates, family members, teammates, athletic training staff, etc.)
 8. Implement measures to prevent the spread of infection such as isolation precautions, referring to appropriate health care and cleaning of exposed areas.

Student acknowledges that they have read and understands this information.

Name: _____ Date: _____

Appendix G: Clinical Education Terms and Definitions

From the: Commission on Accreditation of Athletic Training Education *2020 Standards for Accreditation of Professional Master's Degree Athletic Training Programs unless otherwise referenced.*

Athletic trainer: Health care professionals who render service or treatment, under the direction of or in collaboration with a **physician**, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. An athletic trainer is state credentialed (in states with regulation), certified, and in good standing with the Board of Certification.

Athletic training clinical experiences: Direct client/patient care guided by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, simulation may be used for this verification. See also Clinical Education.

¹Clinical Decision Making: "Clinical decision making is a contextual, continuous, and evolving process, where data are gathered, interpreted, and evaluated in order to select an evidence-based choice of action." (Source DOI: <http://dx.doi.org/10.1016/j.profnurs.2014.01.006>)

Clinical Education: A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: athletic training clinical experiences, simulation, and supplemental clinical experiences.

Clinical site: A facility where a student is engaged in clinical education.

Immersive clinical experience: A practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**.

Health care providers: Individuals who hold a current credential to practice the discipline in the state and whose discipline provides direct patient care in a field that has direct relevancy to the practice and discipline of athletic training. These individuals may or may not hold formal appointments to the instructional faculty.

²International Classification of Functioning, Disability, and Health (ICF): A conceptual model that provides a framework for clinical practice and research. The ICF is the preferred model for the athletic training profession.

Interprofessional education: When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.⁷

Interprofessional practice: The ability to interact with, and learn with and from, other health professionals in a manner that optimizes the quality of care provided to individual patients.

¹Patient Care: The provision of athletic training services (i.e. injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions) to an actual patient.

Patient-centered care: Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.⁸

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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. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.

Professional preparation: The preparation of a student who is in the process of becoming an athletic trainer (AT). Professional education culminates with eligibility for Board of Certification (BOC) certification and appropriate state credentialing.

Supervision: Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.

³Supervised Autonomy (SA): SA is a method of supervising students during clinical experiences that allows the student to develop critical thinking and decision making skills under the supervision and guidance of a preceptor. Based on the student's knowledge, skills, abilities and experience, in combination with the needs of the patient and the situation, the preceptor alters the type of supervision provided to allow the student appropriate but supervised autonomy to make decision regarding patient care.

Supplemental clinical experiences: Learning opportunities supervised by health care providers other than athletic trainers or physicians. See also clinical education.

¹Athletic Training Strategic Alliance Inter-Agency Taskforce Workgroup (2017)
<https://www.nata.org/about/athletic-training/athletic-training-glossary>

²Epstein RM. Hundert EM. Defining and Assessing Professional Competence. JAMA 2002;287(2):227-235)

³Sexton et al. Supervised Autonomy. Athletic Training Education Journal; 2009;4(1):14-18.

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