



Springfield College
PPAT and MSAT
Student Handbook

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<i>Introduction</i>	3
Section 1 = Pre-Professional Athletic Training.....	4
<i>Administrative Structure</i>	4
<i>Academic Policies</i>	4
Admission Requirements.....	4
Matriculation and Retention.....	5
Curriculum Sequencing.....	9
Academic Advising.....	13
Academic Grievance Policy.....	14
Credit Transfer.....	15
Academic Assistance and Support Services.....	15
Leave of Absence.....	16
<i>Professional Standards</i>	16
Professional Behaviors.....	16
Code of Conduct.....	16
NATA Code of Ethics.....	17
Dress Code.....	17
Social Media Policy*.....	17
Academic Honesty Policy.....	18
Drug and Alcohol Policy.....	18
Professional Organization.....	19
Professional Development.....	19
<i>Technical Standards</i>	20
<i>Health and Safety</i>	20
Immunizations.....	20
Physical Examination Report.....	21
Health Insurance.....	21
Liability Insurance.....	21
Harassment and Anti-Discrimination Policy.....	21
Blood-borne Pathogen Training and Post Exposure Plan.....	21
Communicable Disease Policy.....	22
HIPAA and FERPA Training.....	22
Emergency Action Plan.....	22
<i>Practicum</i>	22
<i>Appendices</i>	26
Appendix A: Faculty, Staff and Preceptor Directory 2023.....	26
Appendix B: Application Process: 3 + 2 Accelerated Program.....	27
Appendix C: Dress Code.....	28
Appendix D: Program Essential Functions* and Technical Standards.....	30
Appendix E: Athletic Training Blood-borne Pathogen Exposure Policy and Protocol*.....	33
Appendix F: Springfield College Athletic Training Communicable Disease Outbreak Policy.....	39

Introduction

Section 1 of the Student Handbook contains information on the policies, procedures, regulations, requirements, and standards for successful completion of the **pre professional phase** of the accelerated five-year Bachelor of Science in Pre-Professional Athletic Training leading to a Master of Science in Athletic Training Degree program. The program is divided into two phases: a pre-professional phase in which students complete the General Education Program, core Pre-Professional Athletic Training coursework and related requirements, and the professional phase, which includes four semesters and two summers of graduate-level professional athletic training education and clinical experience. Students enter the program as first-year students.

For the first three years of the program, students engage in courses required to complete their undergraduate degree. Beginning in the summer term of the fourth year, students engage in graduate level coursework. By the end of the fourth year, students graduate with a Bachelor's Degree in Pre-Professional Athletic Training already having completed year one of the of their required professional level athletic training coursework. They continue in graduate athletic training courses in the summer term and will have completed the program in May of their fifth year. Students are advised by an athletic training faculty member from the beginning of their Springfield College experience. Upon successful completion of this accelerated five-year program, students earn a Bachelor of Science degree in Pre-Professional Athletic Training and a Master of Science degree in Athletic Training.

Section 1 is a *supplement* to the Springfield College Student Handbook and the Undergraduate Catalog.

The PPAT and MSAT programs reserve 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 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.

Section 1 = Pre-Professional Athletic Training

Administrative Structure

Pre-Professional Athletic Training (PPAT) is an **academic major** housed in the **Department of Athletic Training (AT)**, within the **School of Physical Education, Performance and Sport Leadership (PEPSL)**. The Athletic Training Pre-Professional Program Director is responsible for the administration of the program. The Athletic Training Pre-Professional Program Director reports to the Chair of the AT Department who 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.**

Academic Policies

Admission Requirements

Into the Institution: Springfield College recommends that you pursue the strongest college preparatory program available in your secondary school. Your course distribution should include four years of English, three years of math (through Algebra 2), two years of history or social science, three years of a lab science*, and two-consecutive years of foreign language. If your intended major requires extensive science preparation, you should take at least one additional laboratory science course. You should also participate in a diverse set of co-curricular activities in high school, particularly in areas related to your intended field of study. Such activities might include athletic teams, cultural groups, or community service agencies. We will look for an underlying motivation to develop strong interpersonal skills. College entrance examinations are required for acceptance into Springfield College: the SAT examination of the College Board and ACT examination of the American College Testing Program are acceptable.

Into the PPAT Program: Admission into the PPAT program is competitive. Both first-year and transfer applicants who are admitted into the program enter directly into the major; there is no secondary selection process. Candidates for admission must provide:

- GPA: 3.0/4.0
 - Strong college preparatory science and mathematics coursework
 - AP credits are strongly recommended
- Letter of recommendation from an individual who can attest to your potential for success as a health care provider.

Into the MSAT Program: Students who have met the minimum requirements, and complete the steps articulated here, will transition to the MSAT program in the summer between their 3rd

and 4th years. A Graduate School Application and Advising Recommendation form (Appendix B) must be completed by the student with the help of their advisor in the Fall of their 3rd year. The application must be submitted to the Graduate School and the Advising Recommendation form submitted to the Athletic Training Program Director, with all required documents by March 15 in order to be considered for acceptance into the MSAT program and begin taking graduate level courses in June. *Acceptance is pending review of this application, recommendation letters and full, completed transcripts.*

- Students must maintain a GPA of 3.0 or higher
- Students must submit proof of current certification in CPR/BLS
- All prerequisite courses must have earned a grade of C or higher. *Your transcript will be consulted.*
 - Anatomy and Physiology (BIOL 130/131/132/133)
 - Biology (BIOL 130/131/132/133)
 - Biomechanics/kinesiology (AEXS 319/321)
 - Chemistry (CHEM 101/102)
 - Exercise Physiology (AEXS 313/315)
 - Nutrition (NUSC 261)
 - Physics (PHYS 205/207)
 - Psychology (AEXS 270)
 - Statistics (MATH 215 or HSCI 325)
- Students must submit an Advising Recommendation form attesting to your academic ability and interest in athletic training. Your advisor's signature/recommendation on the form (Appendix B) serves as the required recommendation letter from a faculty member.

Matriculation and Retention

The following details the requirements to matriculate and remain in the PPAT major:

1. Appropriate professional and responsible behavior is expected of each PPAT student. This includes behavior while a student (on and off campus) and as a member of the college community. Failure to meet the professional behavior standard as stated by the Student Handbook and Academic Honesty & Integrity of the College Catalog may result in probation or dismissal from the program. Probationary terms will be determined on a case-by-case basis.
2. Complete all PPAT core coursework with a C or better (*see list of coursework below*). If the student earns less than the required grade in a course, the student will have to retake the course. If the class in which the unacceptable grade is earned is a pre-requisite for a future course, the student will not be permitted to enroll in the next course in the sequence until an acceptable grade in the pre-requisite class is achieved. A course may be repeated once. The student will be dismissed from the major if unable to achieve the minimum grade or higher in the course upon the second attempt.
3. Students must meet academic and professional standards for matriculation into the Master's degree program. Students in good standing who meet all academic and clinical admission requirements at the conclusion of the third year of the PPAT and hold current certification in BLS

level CPR are accepted into the MSAT program. Students have additional credits to complete towards the Bachelor's of Science degree during their fourth year.

4. Students must maintain a 3.0 Cumulative GPA. The academic performance of every student is reviewed at the end of each semester. The probationary range is 2.75-2.99.

Probationary Terms for the GPA requirement are as follows:

- a. **Warning:** Indicates that the student is not meeting the matriculation standard and is used to alert the student that they are in danger of being placed on academic probation if grades do not improve. *Academic Warning applies only during the freshman year of coursework.*
- b. **Probation:** Indicates that the student is not meeting the matriculation standard and alerts the student that if they fail to meet their designated probationary cumulative GPA for two consecutive semesters, they will be dismissed from the program.
- c. **Dismissal:** Indicates that a student's cumulative GPA is below the probationary range (2.75-2.99) and/or has failed to meet the probationary cumulative GPA for two consecutive semesters, resulting in dismissal from the Athletic Training Major. The student will need to transfer into a new major.

Probationary Steps for the GPA requirement are as follows:

- a. **First Year Students:**
 - i. Students with a cumulative GPA **between 2.750 and 2.999** will be placed on **Academic Warning.**
 - ii. Once placed on academic warning, the student's cumulative GPA must show improvement each subsequent semester. If the cumulative GPA does not increase, the student is placed on Academic Probation.
 - iii. Students with a cumulative GPA **between 2.51-2.749** will be placed on **Academic Probation.**
 - iv. Students with a cumulative GPA **below 2.50** will be dismissed from the program.
- b. **Second- Year Students**
 - i. Students with a cumulative GPA **between 2.75-2.999** will be placed on Academic Probation.
 - ii. Once placed on academic probation, the student's cumulative GPA must show improvement. If the cumulative GPA does not increase for two consecutive semesters, the student will be dismissed from the major.
 - iii. Students with a cumulative GPA of **below 2.75** will be dismissed from the major.
- c. **Third Year Students**
 - i. In order to proceed to the MSAT program at the end of the 3rd year students must have achieved a 3.00 or higher cumulative GPA.

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:

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.

PPAT Core Coursework - Students must earn a grade of C or better in the following courses:

AEXS 284 - On-Campus Practicum Credits: 1

*AEXS 313 - Physiology of Exercise Credits: 3

*AEXS 315 - Physiology of Exercise - Lab Credits: 0

*AEXS 319 - Kinesiology/Biomechanics Credits: 3

*AEXS 321 - Kinesiology / Biomechanics - Lab Credits: 0

AEXS 350 - Internship I Credits: 2

AEXS 360 - Exercise Testing and Prescription Credits: 3

AEXS 362 - Exercise Testing and Prescription-Lab Credits: 0

AEXS 380 Foundations of Training for Health and Performance

*BIOL 130 - Anatomy and Physiology Concepts I Credits: 3

*BIOL 132 - Anatomy and Physiology Concepts I Lab Credits: 1

*BIOL 131 - Anatomy and Physiology Concepts II Credits: 3

*BIOL 133 - Anatomy and Physiology Concepts II Lab Credits: 1

*CHEM 101 - Chemistry Survey Credits: 3

*CHEM 102 - Chemistry Survey Laboratory Credits: 1

WLPL 225: Exploring Movement & Wellness through Strength and Conditioning

*NUSC 261: Introduction to Nutrition Credits: 3

*PHYS 205 - Physics for Movement Science Credits: 3

*PHYS 207 - Physics for Movement Science Laboratory Credits: 1

*AEXS 270 - Exercise Psychology Credits: 3

PUBH 130 - Introduction to Public Health Credits: 3

HSCI 201 - Introduction to Health Care Ethics Credits: 3

HSCI 260 - Human Disease and Chronic Illness Credits: 3

HSCI 240 - Principles of Epidemiology Credits: 3

HSCI 420 - Evidence-Based Health Care Credits: 3

PPAT 100 - Introduction to Athletic Training Credits: 3

PPAT 200 - Practicum in Athletic Training Credits: 1

PPAT 300- Seminar in Athletic Training Credits: 1

*HSCI 325 - Biostatistics Credits: 3 or MATH 215 - Probability and Statistics Credits: 3

AEXS 540 - Sports Nutrition Credits: 3

ATRN 504 - Prevention and Acute Care of Injury and Illness Credits: 3

ATRN 550 - Behavioral Health Credits: 3

PHTH 605 - Applied Anatomy and Musculoskeletal Imaging Credits: 3

PHTH 504 Anatomy of the Musculoskeletal System Credits: 3

* courses required for admission to the MSAT program

Students must maintain 3.0 Cumulative GPA, complete all core coursework as stated above and meet academic and professional standards for matriculation into the Master's degree program. Students in good standing who meet all academic and clinical admission requirements at the conclusion of the third year of the PPAT program and hold current certification in BLS level CPR are accepted into the MSAT program. Students have an additional 18 credits to complete towards the Bachelor's of Science degree during their fourth year.

The academic performance of every student is reviewed at the end of each semester. The probationary range is 2.75-2.99.

All PPAT prefixed courses must be passed with a grade of C or higher. If the student earns less than a C in an PPAT core course, the student will have to retake the course. If the class in which the unacceptable grade is earned is a prerequisite for a future course, the student will not be permitted to enroll in the next course in the sequence until an acceptable grade (C- or higher) in the pre-requisite class is achieved. A PPAT course may be repeated once. The student will be dismissed from the major if still unable to achieve a score of C- or higher in the course.

Curriculum Sequencing (sample)

Degree/ Major: Bachelor of Science

Concentration: Pre-Professional Athletic Training (PPAT)

Leading to Degree/Major: Master of Science-Athletic Training (MSAT)

FIRST YEAR: PPAT

<u>Fall Sequence</u>	<u>17 credits</u>
PPAT 100: Introduction to Athletic Training <i>PREREQ for PPAT 200</i>	3.0 _____
BIOL 130: Anatomy and Physiology	3.0 _____
BIOL 132: Anatomy & Physiology Lab <i>PREREQ for AEXS 313 and 315</i>	1.0 _____
ENGL 113: College Writing I (CR)	3.0 _____
SCSM 101 Springfield College Seminar (CR)	3.0 _____
Quantitative Reasoning (MATH 115 or Higher) <i>Fulfills Quantitative Reasoning Core Curriculum Requirement</i> <i>PREREQ for AEXS 313 & 315</i>	3.0 _____
WLPL 100: Exploring Movement & Wellness (CR) <i>Fulfills WLPL 100-level Core Curriculum Requirement</i>	1.0 _____

<u>Spring Sequence</u>	<u>18 credits</u>
BIOL 131: Anatomy and Physiology	3.0 _____
BIOL 133: Anatomy & Physiology Lab	1.0 _____
CHEM 101: Chemistry Survey (CR)	3.0 _____
CHEM 102: Chemistry Lab <i>Fulfills Scientific Reasoning Core Curriculum Requirement</i>	1.0 _____
ENGL 114: College Writing II (Spring)	3.0 _____
Aesthetic Expression (CR)	3.0 _____
PPAT 200: AT practicum <i>Must have taken = PPAT 100</i>	1.0 _____
Historical and Social Literacy (CR)	3.0 _____

SECOND YEAR: PPAT

<u>Fall Sequence</u>	<u>18 credits</u>
PHYS 205: Physics for Movement Sciences	3.0 _____

PHYS 207: Physics for Movement Sciences Lab	1.0 _____
<i>Must have taken = MATH 115 or higher PREREQ for AEXS 319/321</i>	
AEXS 313 Exercise Physiology (WAC)	3.0 _____
AEXS 315 Exercise Physiology Lab	0.0 _____
<i>Must have taken = BIOL 130 & 132 PREREQ for AEXS 360/362 & 380</i>	
AEXS 284: On-Campus Practicum	1.0 _____
<i>Must have taken = AEXS 101 PREREQ for AEXS 350</i>	
WLPL 225: Exploring Movement & Wellness through Strength and Conditioning	1.0 _____
<i>Fulfills WLPL 200-level Core Curriculum Requirement</i>	
HSCI 201: Intro to Healthcare Ethics	3.0 _____
<i>Fulfills Spiritual and Ethical Perspectives Core Curriculum Requirement</i>	
Themed Exploration (CR)	3.0 _____
<i>Theme must be declared by end of second year</i>	
Elective	3.0 _____

Spring Sequence **18 credits**

NUSC 261: Introduction to Nutrition	3.0 _____
AEXS 319 Kinesiology (WAC)	3.0 _____
AEXS 321 Kinesiology Lab	0.0 _____
<i>Must have taken = PHYS 205/206, BIOL 130/131</i>	
MATH 215 Probability and Statistics or HSCI 325: Biostatistics	3.0 _____
<i>PREREQ for HSCI 240</i>	
PUBH 130 Intro to Public Health	3.0 _____
Themed Exploration (Global/Cultural CR)	3.0 _____
AEXS 270 Exercise Psychology	3.0 _____

THIRD YEAR: PPAT

Fall Sequence **15 credits**

AEXS 360 Exercise Testing and Prescription	3.0 _____
AEXS 362 Exercise Testing and Prescription Lab	0.0 _____
<i>Must have taken = AEXS 101 & 313</i>	
HSCI 260 Human Disease and Chronic Illness	3.0 _____
<i>Must have taken = BIOL130 & 132</i>	
HSCI 240 Principles of Epidemiology	3.0 _____
<i>Must have taken = MATH 215 or HSCI 225 PREREQ for HSCI 420</i>	
AEXS 350: Internship	2.0 _____
<i>Must have taken = AEXS 284 and 313</i>	
WLPL 300 (CR)	1.0 _____
<i>Fulfills WLPL 300-level Core Curriculum Requirement</i>	
Elective	3.0 _____

Spring Sequence **16 credits**

HSCI 420: Evidence Based Health Care	3.0 _____
<i>Must have taken = HSCI 240</i>	
AEXS 380: Foundations of Training for Health and Performance	3.0 _____
<i>Must have taken = AEXS 313/315</i>	
PPAT 300: Seminar (Core Capstone)	1.0 _____
Literature (CR)	3.0 _____
Themed Exploration	3.0 _____

Elective 3.0 _____

Must complete Wellness passport - noncredit bearing.

Students apply and are accepted into the MSAT program during the third year of the Pre-professional athletic training major. Students have an additional 18 credits to complete at the graduate level in order to earn the BS degree.

SUMMER 1: MSAT 12 Credits

PHTH 504 Anatomy of the Musculoskeletal System	3.0 _____
<i>Prereq for ATRN 630 & 631</i>	
PHTH 605 Applied Anatomy and Musculoskeletal Imaging	3.0 _____
<i>Prereq for ATRN 630 & 631</i>	
ATRN 504: Prevention of Injuries and Illnesses	3.0 _____
<i>Prereq for ATRN 670</i>	
ATRN 616: Foundations of Therapeutic Intervention	2.0 _____
<i>Prereq for ATRN 630 & 631</i>	
ATRN 510: Emergency Medical Response and Trauma	1.0 _____

FALL 1: MSAT* 18 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 _____
<i>Prereq for ATRN 632</i>	
ATRN 631: MSK-ADT I Lab (<i>first 7 weeks</i>)	0.0 _____
<i>Coreq for ATRN 630</i>	
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 _____
<i>Coreq for ATRN 632</i>	
ATRN 670: Clinical Practicum I	1.0 _____
<i>Prereq for ATRN 672</i>	
ATRN 672: Clinical Practicum II	1.0 _____
Elective	3.0 _____

Student may choose to take an additional undergraduate course for financial aid purposes, or to get to 120 credits. (see your advisor to discuss options)

Spring Sequence 12 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 _____
Elective	3.0 _____

Student may choose to take an additional undergraduate course for financial aid purposes, or to get to 120 credits. (see your advisor to discuss options)

SUMMER 2: MSAT **(3 Credits)**ATR N 662: Healthcare Seminar I (*on-line*) 1.0 _____

ATR N 676: Clinical Practicum IV 2.0 _____

MSAT Year 2* (20 Credits)**Fall 2: MSAT** **(1 Credits)**

ATR N 690: Capstone Experience in Athletic Training 1.0 _____

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

ATR N 665: Seminar III 1.0 _____

Fall 2 and Spring 2 course loads will be supplemented by the student's selection of On-Campus and Off-Campus course clusters. *Students may choose in which semester to take each cluster.*

On Campus Course Cluster (10)		Off-Campus Course Cluster (10)	Cr.
ATR N 660: Healthcare Administration in AT	3.0	ATR N 664: Healthcare Seminar II (<i>online</i>)	1.0
AEXS 613: Exercise Testing & Prescription for Special Populations	3.0	ATR N 680: Clinical Practicum VI	8.0
ATR N 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. 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?

1. To track your academic and clinical progress.

2. To post and keep five office-hours each week for drop-in meetings where an appointment is not needed.
3. To set aside specific days/times for advising meeting during the registration process each semester.
4. To be familiar with and act as a resource for you regarding academic and clinical policies at the institutional, school, department and major level.
5. To serve as a contact and assist in problem solving conflicts.
6. To act as a resource regarding minor/concentration, graduate school 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.

Athletic Training Tutors

In conjunction with the Academic Success Center and the Athletic Training Club, tutors who are third- and fourth-year athletic training students are available to assist you. Athletic training faculty recommend students to become tutors. The Academic Success Center then determine who becomes an AT Tutor. Tutors are paid through the Academic Please visit the Learning Commons/Academic Success Center to schedule sessions with the AT tutors. Success Center and are available to help you with any of your ATRN related courses.

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. Students transferring undergraduate credits from other institutions must consult with their advisor and the Registrar's Office to establish individual course requirements to determine whether transfer credit, exemptions and substitutions will be granted. 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 mission of the ASC is to provide academic support to foster academic excellence for Springfield College students. The Academic Success Center offers readily and easily accessible services including support in writing, mathematics, science, subject area tutoring, study skills counseling and assistance for students with documented disabilities. All of the Academic Success Center's services are free and are available to any student on the Springfield College main campus. The ACS is located on the third floor of the

Harold C. Smith Learning Commons. A wide variety of academic assistance is offered through the [Academic Success Center](#):

- [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 [Academic Coaching Program](#) is available to help students improve time management and learning strategies.
- The [Assistive Technology Program](#) provides training in a range of assistive technologies.
- The [MTTEL Assistance Program](#) provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.
- The [Conversation Partners Program](#) provides support for non-native speaking students wishing to improve conversation and comprehension skills.
- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

Phone : 413-748-3389

Email : ASC@springfieldcollege.edu

Leave of Absence

Under extraordinary circumstances students may be allowed additional time to complete the program. This request must be made in writing to the program director that has the sole discretion to grant or deny such a request. **Leave of Absence is only granted to students in good standing.** In order to be considered for Leave of Absence, the following conditions must exist:

1. Minimum cumulative GPA of 3.0.
2. A grade of at least "B-" in all program core courses.
3. Appropriate number of All-College-Requirements and program core requirements completed to date.
4. Demonstrated behavior, attitude, and ethics consistent with professional demeanor expected of an athletic training student as determined at the sole discretion of the Program Director.

Professional Standards

Professional Behaviors

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 practicum setting, including educational experiences at off campus locations. Students should understand that personal behavior as a member of the PPAT program and future professional reflects not only on themselves but also their fellow students, future colleagues, and the entire Springfield College faculty and staff. Students will be evaluated on professional behaviors in addition to their classroom/clinical knowledge and skills at various points throughout the curriculum. Failure to meet the standards for professional behavior may ultimately result in dismissal from the program.

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 Humanities 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, Article III, Section B (1-20)**. 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.

NATA Code of Ethics

(NATA, 2018) accessed on August 14, 2019 at

<https://www.nata.org/sites/default/files/nata-code-of-ethics.pdf>

“The National Athletic Trainers’ Association 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 which is included in PPAT 100. Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

Dress Code

Students may express personal taste through appropriate conservative dress while attending classes on the Springfield College campus. Dress code regulations specific to clinical rotations and when attending program related activities are found in **Appendix C**.

Social Media Policy*

Social media encompasses many different types of technology and forms. Some of the more common forms are social and professional networking sites, product/information sharing applications, video and photo sharing tools and information networking 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 in general, the Athletic Training Program specifically 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. Violation of these policies may result in punishments up to and including dismissal from the PPAT and/or MSAT programs.**

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. The ONLY exception is LinkedIn, which may be used for professional networking purposes ONLY. Additionally, students may follow a team'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 5-6**. 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 6-9**. 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 Organization

Students are encouraged to become members of 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. Go to www.nata.org/membership to join. 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 the PPAT and MSAT programs.

Recommended Professional Development Activities:

- a. Attend the Annual Springfield College Athletic Training Symposium each year
- b. Serve as a model for practical examinations once per semester.
- c. Attend the ATOM Student and Young Professionals Conference annually.
- d. Attend the AT poster presentations at Scholars in Action Day annually.
- e. Attend EATA conference annually.
- f. Participate in legislative and public relations initiatives promoting the profession.

Technical Standards

Technical standards define the attributes that are considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These standards are prerequisites for entrance, continuation, and graduation from the Springfield College Athletic Training Program. Candidates for selection to the MSAT educational program at Springfield College will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards. Springfield College Technical Standards requirements are presented in **Appendix D**.

Accommodation

The Springfield College Office of Learning Support Services will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws. The College will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review whether the accommodations requested are reasonable,

taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all course work, clinical experiences and field work deemed essential to graduation. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program. 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.

Health and Safety

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. All incoming students will be required to have documented immunizations for healthcare providers as recommended by the CDC. Students who choose to have private health care providers administer the vaccine must provide the Towne Student Health Center with documentation of the three part immunization series. Students who wish to complete the immunization series at Springfield may do so through the Health Center. The charge for this series will be placed on the student's bill. Failure to comply with this immunization requirement will lead to immediate suspension from the program.

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.

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.

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.

Harassment and Anti-Discrimination Policy

Harassment is defined as verbal or physical conduct interfering with an individual's work performance or creating an intimidating, hostile, or offensive work, education, or living environment. Springfield College **PROHIBITS** harassment and discrimination of any kind based on race, color, gender, sexual orientation, national origin, religion, age, or non-disqualifying disability. The Athletic Training Program will defer to the College policy when dealing with cases of harassment or discrimination. **Students are required to familiarize themselves with the Springfield College Harassment and Anti-discrimination Policy found in Springfield College Student Handbook, pages 10-16.** Ignorance of said policies and regulations regarding expected behavior will not be accepted as a defense or excuse.

Blood-borne Pathogen Training and Post Exposure Plan

All students are required to participate in blood-borne pathogen training prior to engaging in clinical education. This training will be arranged by the Practicum course instructor and/or the Athletic Training Program Clinical Education Coordinator.

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 Bloodborne 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 form found in the **Appendix E**.

Communicable Disease Policy

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 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**.

HIPAA and FERPA Training

In preparation for becoming a health care 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 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 in the pre-professional phase who are registered for PPAT 100 will be provided formal HIPAA and FERPA training during the beginning of the semester as part of PPAT 100 class content. Information is provided prior to the start of any observations that may occur. Students must verify their completion of the training by signing the Confidentiality Form.

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.

Practicum

Introduction:

Clinical Education is the portion of the education program in which the athletic training student applies skills and knowledge either in authentic or simulated situations. However, the guidelines outlined within this section apply specifically to the PPAT practicum courses.

The PPAT program in conjunction with the AEXS program will coordinate Practicum courses. A separate manual will provide policy and procedure for AEXS Practicum courses, this information will be provided to students in AEXS 350. 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.

Requirements for Participating in PPAT 200 - Practicum

1. Have documented proof of immunizations on file with Springfield College Health Services.
2. Complete Blood Borne Pathogen Training
3. Complete Confidentiality Training to include HIPAA and/or FERPA
4. Successful completion of PPAT 100 with a grade of C or higher.

Clinical Education Policies and Procedures

1. General Guidelines

- a. At no time is the student to replace licensed, certified athletic training staff members/preceptors.
- b. At no time is the student to be utilized as a workforce. All clinical experiences must be educational in nature.
- c. Prior to the start of the practicum, the supervisor and the student are expected to fully review the student's course outline, assignments and policies pertaining to the practicum.

This may include but is not limited to expectations, evaluation criteria, attendance policies, dress code, etc.

- d. Prior to the start of the practicum, the supervisor and student should review all Operating Procedures and Policies pertinent to the athletic 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 athletic health care of their athletes.
 - Emergency medical procedures for game and practice coverage specific to site.
 - Establish the ATS knowledge and skill base for athletic injury assessment.
- e. Students are not permitted to perform assessments but should observe others doing so.
- f. Students should not select or perform therapeutic modalities or exercise during the management or rehabilitation of injury, but should observe others doing so.
- g. Students should not apply prophylactic wrapping and strapping, but should observe others doing so.

2. Academic Performance and Remediation Policy

- a. Successfully complete practicum course with a grade of C or better
- b. Adhere to all Professional Standards presented in section IV (A-G) of this document: Foundations Behaviors of Professional Practice, Code of Conduct, Code of Ethics, Dress Code, Social Media Policy, Academic Honesty Policy and Drug and Alcohol Policy.
- c. If a student should fail a practicum course as indicated by earning less than a B-, he/she 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 that 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.

3. Confidentiality Policy

Athletic Training Healthcare Services has 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 practicum, 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 may result in corrective action, up to and including dismissal from the program.

4. Attendance Policy

Attendance is expected as this is an academic class. It is the student's responsibility to ensure he or she is engaging in meaningful hours each week at the clinical site. The student and supervisor will set a schedule based on **meaningful hours**.

5. 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 cancelled classes/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. Please confer with the Clinical Education Coordinator or PPAT program director if clarification needed.

6. Transportation, Housing and Meals Policy

Students are responsible for all costs associated with practicum courses, including transportation, parking, and living expenses. Students are responsible for food, transportation, etc. and No compensation for gas or mileage should be expected.

7. Return To Play and Participation Status Decisions Policy:

Only a Certified 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 by the supervisor.

8. Supervision Policy

In all practicum's, unless a preceptor is present to provide direct auditory and visual supervision, the student cannot apply skills or knowledge on actual patients. In the event of injury or illness, the student must seek out the supervising AT regarding athletic injury assessment, management, referral and participation status for any athlete injured or who has fallen ill. In cases of emergency, utilize ECC and First Aid within your scope of practice.

9. AEXS Internships

AEXS 350 – Internship I - This is the 90-hour internship and is intended to be completed before the beginning of your senior year. Typically, it is undertaken right before or during junior year. Please note, AEXS 350 must be completed over a minimum of 10 weeks, i.e. you can't complete 90 hours in 3 weeks.

Below is a list of AEXS courses that you must have successfully (C- or better) completed in order to be eligible for AEXS 350. You must also have the necessary overall GPA of 2.75

- AEXS 284 – On-Campus Practicum
- AEXS 313 – Exercise Physiology

****CPR/AED Certifications**

Additional AEXS Internship Notes

- Some sites (many clinical) may require immunizations, immunization records, blood work and additional medical paperwork
- During each internship, you will be responsible for several assignments such as progress notes, daily logs, and a final project. You will be assigned a faculty supervisor.
- It is your responsibility to seek out and secure an internship site, you will have the help and support of your advisor and internship supervisor, but it's your lead!
- Start thinking and planning on what you may think you want your internship sequence to look like!

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			
Dadio, Kate	kdadio@springfieldcollege.edu	748-3650	
Mills, Matt	mmills4@springfieldcollege.edu	748-4394	508-314-2635
Winston, Brett	bwinston@springfieldcollege.edu	748-5417	804-387-1637
Rynkiewicz, Kelsey	kryniewicz@springfieldcollege.edu	748- 3188	570-902-5511
Scott, Sam	sscott2@springfieldcollege.edu	748-3763	
Whitney, Madison	mwhitney@springfieldcollege.edu	748-4404	774-571-9835
Administrative Staff and Contact Information			
DiGiovanni, Rachael		748-3178	
AT Ed. Fax Number		748-3817	
ATRN Fax Number		748-3052	
Graduate Fellows/Residents			
Brennan, Grace	gbrennan@springfieldcollege.edu		
Carr, Christa	ccarr@springfieldcollege.edu		207-416-4134
Gustafson, Cara	cgustafson2@springfieldcollege.edu		603-325-5903

Appendix B: Application Process: 3 + 2 Accelerated Program

Application must be submitted to the MSAT Program Director in full, with all required documents and signatures by March 15 in order to be considered for acceptance into the program and begin taking graduate level courses in June. *Acceptance is pending review of this application, recommendation letters and full, completed transcripts.*

Name: _____ Student ID Number: _____

Email address: _____

Phone contact: _____

Academic Adviser: _____

Current Cumulative Grade Point Average: _____

In Good Academic Standing: PPAT Program ___ Yes ___ No

Please submit proof of current certification in CPR/BLS.

Your transcripts will be accessed and reviewed in order to verify the following:

1. All pre-requisite/foundational coursework was completed with a letter grade of C or higher.
 - a. Anatomy and Physiology (BIOL 130/131/132/133)
 - b. Biology (BIOL 130/131/132/133)
 - c. Biomechanics/kinesiology (AEXS 319/321)
 - d. Chemistry (CHEM 101/102)
 - e. Exercise Physiology (AEXS 313/315)
 - f. Nutrition (NUSC 261)
 - g. Physics (PHYS 205/207)
 - h. Psychology (AEXS 390)
 - i. Statistics (MATH 215 or HSCI 325)

Letters of Recommendation: You are required to submit two letters of recommendation attesting to your academic ability and interest in athletic training. Your advisor's signature/recommendation at the bottom of this form serves as the required recommendation letter from a faculty member. The second letter should be from the Athletic Trainer whom you observed.

Name: _____ Affiliation: _____

I verify that _____ has completed all directed observation requirements and has meets all Athletic Training Program Essential Functions and Technical Standards with or without accommodation. I also recommend the applicant for acceptance into the Master of Athletic Training Degree at Springfield College.

Academic Advisor's Signature

Date

Appendix C: Dress Code

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

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 finger nails.
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 midline of 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 site. 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
 - 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

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

I certify that I have read and understand the technical standards listed above.	Initial: _____
I believe, to the best of my knowledge, that I meet each of these standards with or without reasonable accommodation.	Initial: _____
I understand that if I am unable to meet these standards, with or without reasonable accommodation, I may be dismissed from the program.	Initial: _____
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.	Initial: _____
<i>Print Name</i>	<i>Signature</i>
	<i>Date</i>

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 the Clinical Coordinator via cell phone (413-537-8908). If unable to reach the Clinical Coordinator, contact the Program Director (413-231-4142). 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 Coordinator.

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:		
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)	Blood/blood products Synovial fluid Body fluids with visible blood Solution with visible blood Peritoneal fluid	Cerebrospinal fluid Pleural fluid Body fluid without visible Pericardial fluid Other
Mechanism of Exposure: (check all that apply)	Needle stick/sharps accident-device/brand _____ Human bite with or without open wound: _____	

	Contact with mucous membranes (includes inhalation) _____ Contact with skin (circle all that apply) <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?	
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 (in known)
Source of exposure:	Diagnosis(es)(if known).

Source Individual Consent/Refusal Form

Is a blood sample from the source available?	YES	NO	STATUS:
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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
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)			

- 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)
 - Site facility (ED, Employee, Health, Occupational health etc)
 - Off-site affiliated location (Occupational health, Clinic, etc)
 - 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:

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

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):1

