

**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
  - 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: _____

\_\_\_\_\_  
*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*