

College of Rehabilitation Sciences  
Master of Science in  
Athletic Training  
Student Handbook  
2025-2026

## Notice of Equal Opportunity

Thomas Jefferson University is committed to providing equal educational and employment opportunities for all persons without regard to race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic. Any person having inquiries or complaints concerning Thomas Jefferson University's compliance with Title VI, Title IX, the Age Discrimination Act of 1975, the Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact their Student Affairs Dean, the Title IX Coordinator, or Human Resources - Employee Relations, who have been designated by Thomas Jefferson University to coordinate the institution's efforts to comply with these laws. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, D.C. 20202, or the Director, U.S. Department of Education, Office for Civil Rights, Region Three, Philadelphia, Pennsylvania, regarding the University's compliance with the equal opportunity laws.

## Purpose of Handbook

This Student Handbook serves to share certain resources, policies, and procedures that may be useful to you during your graduate studies in the Master of Science in Athletic Training program in the Jefferson College of Rehabilitation Sciences. While we have attempted to provide you with a comprehensive handbook, it does not stand alone. Students are responsible for understanding academic policies and procedures of Thomas Jefferson University and the Jefferson College of Rehabilitation Sciences (JCRS). Important University wide policies, including the Community Standards and Student Sex and Gender-Based Misconduct Policy are found on the Thomas Jefferson University Student Handbook website at [www.jefferson.edu/handbook](http://www.jefferson.edu/handbook). Students are also directed to the policies and procedures contained in the JCRS Student Handbook, which can be found at [StudentResources.jefferson.edu](http://StudentResources.jefferson.edu). If you should have any questions throughout your academic career here, we encourage you to reach out to your program director, advisor, or department chair.

## Disclaimer Statement

The Master of Science in Athletic Training Program of the Department of Exercise Science reserves the right to amend, modify, rescind, or implement any policies, procedures, regulations, fees, conditions, and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between or among the College, its students or its employees or agents.

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## Welcome to the Department and Program

### Message from the Chair

The Department of Exercise Science is home to the graduate Athletic Training Program and the undergraduate Exercise Science Program. The department is located on the East Falls campus in the state-of-the-art Ronson Health and Applied Science Center. The department's goals are to provide students with the knowledge and skills necessary to provide evidence-based care to patients and clients, to be leaders in their respective professions, and to live by Jefferson's established values of:

1. Put People First
2. Do the right thing
3. Pursue Excellence

Please feel free to look through the department website to see everything we have to offer at Jefferson. If you have any questions, don't hesitate to reach out to me directly. Thanks for your interest in the Department of Exercise Science at Thomas Jefferson University.

**Stephen J. Thomas, PhD, ATC**  
Associate Professor and Chair  
Department of Exercise Science  
[Stephen.Thomas@jefferson.edu](mailto:Stephen.Thomas@jefferson.edu)

### Message from the Program Director

Our [Master of Science in Athletic Training](#) is designed to help meet the growing demand for ATs. This unique professional program prepares highly motivated students with an interest in the medical field to provide comprehensive, patient centered medical care for physically active individuals. Our graduates leave with an in-depth knowledge of anatomy, pathomechanics and clinical application in addition to patient centered, evidence informed care to create forward thinking health providers who care for the whole person. In addition to course work in prevention, emergency care, orthopedic and general medical assessment, treatment of injuries and illnesses, and health care administration, our program offers up to 38 weeks of immersive, hands on, clinical experience working alongside athletic trainers and health professionals in a variety of settings.

We are excited to have you join our program and profession. If you have any questions or concerns, please don't hesitate to contact me.

**Kelly D. Pagnotta, PhD, LAT, ATC**  
Associate Professor and Program Director  
Master of Science in Athletic Training Program  
[Kelly.Pagnotta@jefferson.edu](mailto:Kelly.Pagnotta@jefferson.edu)

## Core Values

### Mission Statements

The mission of the MSAT program aligns with that of the Department of Exercise Science, Jefferson's College of Rehabilitation Sciences and Thomas Jefferson University.

#### Program Mission:

- Through Jefferson's inclusive, collaborative, evidence-informed, and hands-on [Nexus Learning™](#) approach, we cultivate future athletic trainers who improve lives.

#### Department Mission:

- We improve lives by preparing innovative and forward-thinking leaders, conducting impactful patient-centered research, and giving back to our community.

#### College Mission:

- The mission of Jefferson's College of Rehabilitation Science is to optimize the function, participation and well-being of people and society through innovative, collaborative, accessible and inclusive education, research, and practice

#### University Mission:

- We Improve Lives.
- Thomas Jefferson University is a national leader in professional education, preparing students for the future of work, while also engaging in groundbreaking research and creative discovery. Dedicated to inclusive and experiential learning, Jefferson fosters transdisciplinary collaboration, embraces social responsibility, and celebrates the value of diverse identities and perspectives.

## Values

The MSAT program strives to uphold the values established by Jefferson's College of Rehabilitation Sciences.

# Fostering a Shared Commitment

*It starts with me...*

## Question, Question, Question.

- Leverage the possibilities of questions.
- Find the value in not knowing and ask more questions.

## Be a Self Observer.

- Intentionally awaken your observer self and believe in your capacity for growth.

## Engage with Learner Allies.

- Practice curiosity, thoughtfulness and open mindedness.
- Listen.
- Reflect.
- Confirm.
- Respond.

## Hold Ourselves Capable.

- Show up with accountability and responsibility.
- Be an inquiring and resourceful agent of change.

## Practice Presence and Patience.

- Be present and patient in making progress.
- Perfection is not the goal.

## Nurture our Shared Success.

- Engage in supportive interactions and seek opportunities to cultivate the best in everyone.
- Activate an "other-centered" mindset.

## Be Authentically Inclusive.

- Promote belonging and an environment where all people matter.
- Uplift individuals on the margins.

## Show Gratitude.

- Recognize the opportunities we have for making an impact on the lives of everyone who comes in contact with us.





## Educational Philosophy & Curriculum Design

### Program Learning Outcomes

1. Participate as a part of a healthcare team by collaborating with colleagues through a complex medical system.
2. Use physiological, anatomical, and evidence-based knowledge in the clinical settings.
3. Behave in a manner consistent with the code of conduct and standards of professional practice set forth by the Athletic Training governing bodies.
4. Locate, evaluate, and apply evidence-based resources to build knowledge and support athletic training practice.
5. Demonstrate administrative duties affiliated with the athletic training profession.
6. Identify, describe, and develop management plans for individuals with psychosocial disorders and/or mental health emergencies.

### Program Accreditation

Jefferson's Athletic Training Program is currently accredited by the Commission on Accreditation of Athletic Training Education (CAATE). For more information regarding the accreditation process, please contact the CAATE head office. Inquiries and complaints can be filed with the CAATE, by contacting the CAATE at the address below or by submitting the complaint to: <http://caate.net/contact/>. Before filing a complaint with the CAATE, the student should explore all avenues to resolve the issue at the institution. Note that the CAATE does not accept anonymous complaints but does keep all information regarding the complaint confidential.

CAATE  
6836 Austin Center Blvd., Suite 250  
Austin, TX 78731-3193  
(512) 733-9700

### Certification/Licensure Eligibility

Because Jefferson's MSAT program is accredited by the Commission on Accreditation of Athletic Training Education, students are eligible to sit for the Board of Certification (BOC) exam during their last semester in the program. Once this national exam is passed, it allows students to apply for licensure in the state in which they choose to practice. "Currently, 49 states and the District of Columbia regulate the practice of athletic training. Individuals must be legally recognized by the appropriate state regulatory agency prior to practicing athletic training. The BOC exam is recognized by all Athletic Trainer state regulatory agencies to meet their exam requirement. Compliance with state regulatory requirements is mandatory and the only avenue to legal athletic training practice."- Board of Certification

<https://bocatc.org/state-regulation/state-regulation>.

For more information on the Board of Certification, candidate criteria and exam procedures, please see [www.bocatc.org](http://www.bocatc.org)

# Curriculum

## MSAT Course Sequence

Year 1	<b>Fall Term 1 (8 weeks: Aug-Oct)</b> ATP 600 Emergency Care (4 credit) ATP 602: Scientific Inquiry and Writing (1 credit) ATP 605 Fundamentals of Athletic Training (4 credits) ATP 610 Basics of Rehabilitation (3 credits) ATP 615 Functional Human Anatomy (3 credits)	<b>Spring Term 1 (8 weeks: Jan- March)</b> ATP 625 Prevention, Evaluation and Treatment of Athletic Injuries I of the Upper Extremity (4 credits) ATP 630 Therapeutic Modalities (3 credits) ATP 635 Human Physiology (3 credits) ATP 645 Motor Control and Human Movement (3 credits)
	<b>Fall Term 2 (8 weeks: Oct- Dec)</b> ATP 620 Practicum in Athletic Training I (3 credits) *Immersive Clinical	<b>Spring Term 2 (8 weeks: March- May)</b> ATP 640 Practicum in Athletic Training II (3 credits) *Immersive Clinical
	<b>Total Fall Semester Credits= 18</b>	<b>Total Spring Semester Credits= 16</b>
Summer	<b>Summer Term 1 or Summer Term 2 (6 weeks: May- June OR June- Aug)</b> ATP 660 Specialty Practicum in Athletic Training (2 credits)*Immersive Clinical	
	<b>Summer (12 weeks: May- Aug)</b> ATP 691- Research/Collaborative Project (1 credit) (Asynchronous online course)	
	<b>Total Summer Semester Credits (3)</b>	
Year 2	<b>Fall Term 1 (8 weeks: Aug-Oct)</b> ATP 661 Practicum in Athletic Training III (3 credit) *Immersive Clinical	<b>Spring Term 1 (8 weeks: Jan- March)</b> ATP 662 Practicum in Athletic Training IV (3 credit) *Immersive Clinical
	<b>Fall Term 2 (8 weeks: Oct- Dec)</b> ATP 665 Prevention, Evaluation and Treatment of Athletic Injuries of the Lower Extremity (4 credits) ATP 675 Strength and Conditioning (3 credit) ATP 685 Organization and Administration in Athletic Training (2 credits) ATP 690 General Medical Condition and Pharmacology in Athletic Training (3 credit)	<b>Spring Term 2 (March- May)</b> ATP 670 Prevention, Evaluation and Treatment of Athletic Injuries of the Spine (4 credits) ATP 695 Behavioral Health (3 credit) ATP 696 Special Topics in Athletic Training (2 credits) ATP 692 Research/Collaborative Project II (1 credit)
	<b>Total Fall Semester Credits= 15</b>	<b>Total Spring Semester Credits= 13</b>
<b>GRADUATION MAY</b> <b>Total Program Credits= 65</b>		

This is a lock-step curriculum. Students must successfully complete the prior semester's coursework to progress to each subsequent semester throughout the curriculum. This includes completing each accelerated term within the Fall/Spring/Summer semesters to progress to the subsequent 8 week term.

## Academic Performance Requirements

### Academic Progression

Students are required to earn a B- or better in all courses and maintain a cumulative GPA (cGPA) of 3.0 to remain in good academic standing within the program.

### AT Milestones-Clinical Practica

Within the final evaluation for each respective clinical practicum, students are expected to reach the designated competency level as outlined in the course syllabus on each of the AT Milestones to progress to the next clinical experience. General guidelines for milestone expectations for each clinical experience are represented below.

After completion of:	Milestone Expectation
ATP 620 and 640	Minimum of Level 1 for all milestones
ATP 660 and 661	Minimum of Level 2 for all milestones
ATP 662	Minimum of Level 3 for all milestones

Please refer to each respective Practicum course syllabi and the clinical education section of this handbook for more detailed information about progression requirements for clinical education.

### Comprehensive Examination

At the end of the Spring Semester of the first year, students will be required to complete a comprehensive examination based on all previous coursework. Students will have **ONLY TWO** attempts to pass the comprehensive examination. Students must obtain 80% or better to pass. Should students not meet the minimum passing score on the 1<sup>st</sup> attempt, students must obtain at least 60% on the initial attempt to be permitted to retest. Students who earn a 60-79.99% on the first attempt will be placed on a performance improvement plan and must meet performance objectives outlined in the performance improvement plan to be eligible to retest. The student must successfully pass the comprehensive examination to progress in the program. Students who do not pass the comprehensive examination according to the standards above will be dismissed from the program.

### Graduation Requirements

To graduate, students must fulfill the credit-hour requirements and successfully meet minimum passing criteria for all required coursework for the Master of Science in Athletic Training program. To be certified for graduation, a candidate must have:

- Earned a minimum 3.0 cumulative grade point average\*
- Earned a grade of B- or better in all required coursework. One standing grade of C+ is allowable.
- Achieved a level 3 on the final evaluation of the AT Milestone assessment in ATP 662.
- Successfully completed all programmatic required JCRS and JCIPE interprofessional program activities.
- Completed all University graduation application procedures.
- Met all outstanding financial and other compliance obligations to the University.

\*Please note: the cumulative grade point average is calculated based on required coursework for the program only.

### Probation

A student will be placed on probation if:

- Their cumulative grade point average (cGPA) falls below a 3.0 upon completion of both accelerated terms within a traditional semester
- A student earns a “C” range grade (C-, C, C+) in any course (didactic or clinical practicum)

- Please note: A student may receive **one** grade of C+ without being required to repeat the course and being placed on academic probation for grade in a course.
- Students placed on probation for grade in course will be required to repeat that course the next term the course is offered.
- Students are not permitted to continue to progress in the program until the course is repeated and a minimum grade of B- is earned. Students will remain on probation and be decelerated, which will include a leave of absence, until the course can be repeated. Please see course repeat policy.
- Behavior and/or conduct deemed unprofessional or not in alignment with department, college, and/or university expectations, which do not rise to the level of an immediate recommendation for dismissal.

#### Probation Related to GPA

Students who receive the minimum passing grade in their coursework but are placed on academic probation due to cumulative GPA below 3.0 must achieve a cumulative GPA of 3.0 or above in the subsequent full-time semester to return to good academic standing. Please note: if the student's cGPA decreases after the first full-time term of a semester (minimum 9 credits), the program reserves the right to prohibit the student from progressing to clinical practicum and recommending the student for dismissal at the end of the 1<sup>st</sup> term on probation. If the student does not take a full course load (9 credits) in first term or semester of the probationary period, the probationary period may be extended an additional semester.

#### At the end of the probation period

The student achieves the minimum cumulative grade point average and is reinstated in good standing,

OR

The student fails to achieve the minimum grade point average at the end of the probationary period and is dismissed from the program for academic underachievement.

In ***extraordinary cases***, when the student has failed to achieve the minimum 3.0 cumulative GPA; however, the student has made significant progress toward achieving the minimum cGPA, as evidenced by achieving a minimum 3.0 semester GPA, the Program Director, in consultation with the Department Chair, may grant one additional probationary semester. If, at the conclusion of the extended probationary semester, the cumulative grade point average is still below the minimum 3.0, the student is dismissed for academic underachievement.

#### Probation Related to Grade in Course

Students who are placed on academic probation due to a grade received in a course must meet the conditions of the course repeat policy below to return to good

academic standing. Failure to meet these requirements will result in dismissal from the program.

### Course Repeat Policy

Students are required to repeat a course in which they receive a “C” range grade (C-, C, C+); however only one course can be repeated (didactic or practicum) throughout their MSAT curriculum and it must be repeated the next academic term in which the course is offered. Upon completion of the repeated course, the subsequent grade earned will replace the initial grade in the calculation of cumulative GPA; however, the original grade earned will remain on the student’s transcript. Students must earn a minimum grade of B- on a repeated course to remain in the program.

### Reinstatement After Successfully Completing a Repeated Course

- The student is reinstated in Good Academic Standing after meeting minimum passing requirements (B- or above) on a repeated course if their CGPA is a minimum of 3.0.
- If their CGPA is less than 3.0 after the course repeat and grade replacement, the student is reinstated on probation and must earn a cGPA of 3.0 or higher at the end of the subsequent full-time semester. If their cGPA is less than 3.0 at the end of the 1<sup>st</sup> full time semester, the student is dismissed from the program.

### Dismissal From the Program

- Failure to meet minimum cGPA/course grade requirements by the end of a student’s probationary period
- Student exceeds maximum number of allowable “C” range (C+, C, C-) grades in a course (inclusive of both didactic and practicum courses)
- Any 2 grades earned of a C and/or C- in any given accelerated term within a traditional semester.
- Any grade earned below C-  
Please note: If a student earns a grade below C- in a didactic course, and/or multiple C range grades in the first term of either the Fall or Spring semesters of Year 1 in the program, the student will be dismissed and prohibited from participating in the clinical practicum course during the 2<sup>nd</sup> term of that respective Year 1 semester (ATP 620/ATP 640).
- Failure to earn minimum B- or higher in a repeated course
- Failure to meet the minimum required score on the Comprehensive Examination after a second attempt and/or achieving less than a 60% on the first attempt.
- Failure to meet expectations outlined in a professional behavior contract, learning contract, and/or performance improvement plan
- Unprofessional behavior and/or conduct that violates the University’s Community Standards (<https://www.jefferson.edu/university/academic->

[affairs/schools/student-affairs/student-handbooks/university-policies/code-of-conduct.html](#))

### Readmission Procedure

Matriculated students who have been dismissed from the MSAT program may petition for readmission within 1 year of dismissal directly to the Program Director. Students interested in applying for readmission must submit the following information directly to the Program Director:

- A letter requesting consideration for readmission to include:
  - A description of the events that contributed to the dismissal.
- An outline of planned or completed activities since separation to support success upon potential readmission.

The Program Director will review each student's request. This review may include review of the student's academic record, meetings with the student, discussions with program faculty, and any additional information that will assist the Program Director in reaching an informed recommendation. The Program Director will make a recommendation regarding readmission to the Department Chair. The Department Chair is the final decision on readmission applications. This decision cannot be appealed.

Please note: All readmitted students are subject to the academic and curricular requirements in place at the time of readmission. Additionally, start terms for the readmitted students will be determined by the program and based on the student's plan of study; readmitted students cannot assume that they will start in the next immediate term after readmission has been granted.

The student's Program Director will indicate any requirements that the student must meet upon readmission in the student's offer letter of readmission. The student will be held responsible for fulfilling these special criteria of academic performance established with the program upon readmission, in addition to the overall program and College requirements for achieving good academic standing.

Students are only eligible to apply for readmission once. Additionally, students who are dismissed due to professionalism issues or violation of University Community Standards are not eligible for readmission through the program director as described above.

Students who have not been enrolled within JCRS for greater than a 1-year period of time must re-apply for admission through the Office of Admissions.

## Additional Academic Policies

### Time Restriction to Degree Completion

This is a full-time 2-year (5 semester) lock-step program and was designed to be delivered sequentially, where concepts and skills are introduced, expanded upon, and mastered across the program and where competencies are enhanced at different points across the curriculum. As such, students are expected to be enrolled continuously as full-time students during the entirety of their time in the program, unless a leave of absence has been granted or a student has decelerated due to having to repeat a course. If a personal or medical leave of absence is required, the leave must be approved and must not exceed one calendar year.

Students must complete the MSAT program within 4 years, beginning with the first semester they enroll in courses as a matriculated student and inclusive of any leaves of absence from the program.

### Learning Contract/Professional Behavior Contract/ Performance Improvement Plan

The program may utilize one of the following three processes to document deficiencies in student performance and to outline expected areas of performance improvement: learning contract, professional behavior contract, and/or performance improvement plan.

A learning and/or professional behavior contract is designed to assist students in successful academic, clinical, and professional pursuits. If a student is in danger of underachievement or demonstrating inconsistent or unsafe professional and/or clinical behavior, a contract may be implemented. The contract may be developed in collaboration with the course instructor, the student, the program director, the clinical education coordinator, the clinical preceptor, and/or the student's advisor.

A performance improvement plan is designed to support students who are showing progress toward minimum knowledge and skill benchmarks but have not demonstrated competency at the expected level. Performance improvement plans are most likely to occur upon final evaluation of AT milestones in clinical practica and during the comprehensive exam evaluation process. The development of performance improvement plans includes the student, along with the faculty member associated with the course where the deficiencies were identified (course faculty, faculty advisor, clinical education coordinator) and the Program Director.

When a contract or performance improvement plan is implemented, the student must meet the requirements of the contract or performance improvement plan, as well as all course/program requirements to successfully progress in the program.

Consequences of failure to meet the requirements of the contract or performance improvement plan are defined in the document itself and may result in the repeating the course, course failure, and/or dismissal from the program.



The Program Director, in collaboration with the Department Chair, approves all contracts and performance improvement plans. A signed copy is placed in the student file.

### Policy on transfer credits, challenge exams, credit by exam, course by appointment

Due to accreditation standards, transfer credits, challenge exams, credit by exam and course by appointment are not accepted.

## Specific Requirements for the MSAT program

### Interprofessional Education Requirements

All students enrolled in MSAT program are required to complete three interprofessional programs as a condition of graduation. The MSAT faculty believe in the value of interprofessional dialogue, and as such, have embedded interprofessional programs in the program curricula that utilize strong pedagogical approaches and best practices in collaborative learning.

Throughout the MSAT curriculum, students will participate in 2 programs offered by the Jefferson Center for Interprofessional Practice and Education (JCIPE- <https://www.jefferson.edu/academics/academic-centers/interprofessional-education/programs.html>) and one program offered by the Jefferson College of Rehabilitation Sciences. These include:

- JCIPE Health Mentors Program
  - “The Center's flagship program creates a unique opportunity for students to learn firsthand about what matters to people living with chronic health conditions while working in a collaborative environment with peers from multiple disciplines.”
  - This program consists of three modules (M1-M3) occurring over the course of 3 semesters: Year 1 Fall (M1) and Spring (M2), Year 2 Fall (M3). Students are expected to be active participants in all required components of each module including module orientations, small group sessions and any individual and team-based assignments as described on the JCIPE Health Mentors Program Canvas Page. Upon completion of all required program activities, the Program liaison receives notification of all students who have successfully completed this program.
- JCIPE TeamSAFE
  - “The Team Simulation & Fearlessness Education program teaches students leadership, situational awareness, team support, and



communication skills, with a special emphasis on speaking up about patient safety concerns”

- This is a one-time standalone simulation activity that occurs in the fall of year 1. Students are expected to complete all prework required, and attend and participate in the simulation activity. Upon completion of all required program activities, the Program liaison receives notification of all students who have successfully completed this program.
- JCRS IPE Activity
  - “This JCRS program will prepare graduate/professional students to critically appraise the current healthcare landscape and consider the potential impact of interprofessional rehabilitation healthcare teams. Students will have the opportunity to participate as part of an interprofessional student team to learn from, about, and with each other as they practice the IPEC core competencies of 1) values and ethics; 2) roles and responsibilities for collaborative practice; 3) interprofessional communication; and 4) teamwork and team-based care. This program will serve as an interprofessional experience for graduate/professional students from the various rehabilitation programs in JCRS.”
  - This program will occur in the Fall of year 2. Students are expected to complete all required programmatic assignments and activities as described on the JCRS IPE Program Canvas Page and achieve at least an 80% or better on the program’s final grade to successfully complete the overall program.

Students will complete the IPE program or activity during their designated academic term as outlined by the MSAT program. Failure to meet participation and/or assessment requirements of the program may result in a delay in degree completion and/or other academic consequences as determined by the Program Director, inclusive of the implementation of a professional behavior contract and/or recommendation for dismissal from the MSAT program.

#### **Additional Costs Associated with the MSAT Program**

In addition to the regular university fees (<https://www.jefferson.edu/tuition-and-financial-aid/tuition-information.html>), students must assume curricular costs including but not limited to equipment and supplies, practica transportation, lab fees, drug testing, and criminal background checks, FBI, and child abuse clearances. The expected costs are estimated as follows; however additional costs may arise throughout the program:

### Approximate Additional Cost (Subject to Change)

LapTop/Tablet Device (Microsoft compatible)	Dependent upon preference
Textbooks and Supplies	~\$200.00. Most textbooks are included with tuition online via the University Library system. Beginning with class of 2026- ATu subscription (2 year subscription \$189)
NATA Student Membership	\$97/year for PA membership Other states may vary
Housing	Dependent upon location/roommates
Transportation	Dependent upon fuel cost/distance travelled
Food	Variable
Attire	Variable
BOC test and re-take	\$325.00 each exam (+\$75 initial one time- application fee)
HPSO Student Supplemental Liability Insurance (Highly encouraged but not required)	\$38.00 per year for \$1,000,000 - \$3,000,000 Policy
Drug Testing/Background Checks/ Other Health Immunizations	Variable (Background Checks/ Finger Printing- \$68.25; Drug Testing if applicable- \$29; Health Immunizations- variable)
BLS CPR & AED Professional Rescuer Recertification	Provided by the program at Orientation

Please note, dependent upon practicum site requirements, students may incur additional expenses to meet site placement requirements.

## Departmental Regulations and Policies

### Orientation Modules and Yearly Compliance

Students are required to complete training and compliance modules at orientation and then yearly for continued matriculation. These may include, but are not limited to, University Orientation and Jefferson Students HIPAA and Safety Training. Students who do not complete these modules may be prohibited from attending their clinical rotation.

### Professional Behavior

The MSAT Program strives to create an environment that fosters critical and innovative thinking to best serve the health care needs of society. This environment is made possible only through full participation of all members of the University community. A key expectation of this community of scholars, educators, practitioners, and students is adherence to the highest standards of professional and ethical behavior. Academic performance is only one indicator of success for TJU

students. Students are also expected to demonstrate professional behavior, to accept responsibility for their actions, and to expect the same from their peers. The University expects students to perform their work honestly, pay debts promptly, comply with public laws and respect the property of the University, the community, and fellow students.

All individuals and organizations affiliated with the University or using the name of the University are expected follow a code of behavior consonant with the high standards of professional behavior and the reputation of the University. Professional behavior is expected across environments, whether the student is engaged in clinical practice, classroom instruction, peer or faculty interaction, research, or laboratory activities. Students are expected to know and comply with the specified rules for each of their academic and clinical experiences. Students are evaluated on professional behavior in addition to academic performance. Failure to meet the standards for professional behavior may result disciplinary action, up to and including dismissal from the program. The specific responsibilities of students are outlined in this manual and throughout college and university policies. The University Community Standards can be found at [Community Standards](#).

Please note that program or course policies on professional behavior may be more specific than the University policy.

### [Attendance/Timeliness](#)

Active participation in academic and clinical experiences indicates the student's understanding and mastery of professional responsibilities. Students should always prioritize attending didactic classes, clinical experiences, and any other required programmatic experience. When it is necessary for students to be absent from required program activities (academic or clinical), students must approach such absences with the same standard of professional responsibility required of practicing healthcare providers; professional responsibility extends to one's clients/patients and members of one's healthcare team. Extracurricular activities should not interfere with programmatic obligations. If there are obligations that may impact attendance at programmatic expectations, they should be discussed with the Program Director and course faculty as soon as the conflict is identified.

Attendance and engagement/participation in all classes, lectures, laboratory, and hands on experience is expected. If a student is unable to attend or actively participate, they must communicate with the course instructor regarding the ability to obtain or make up missed material and experiences. Not all experiences are able to be made up. Please see course syllabi for course specific requirements. Excessive absences, tardiness, and/or disengagement/non-participation will result in a professionalism contract.

### [Rules of the Learning Environment](#)

Students are expected to come to class prepared and ready to learn and engage with their peers and faculty. Students are expected to complete all readings or

assignments prior to class to be ready to discuss and engage. During all classroom activities, students are expected to demonstrate respect for all members of the classroom community. Patient-centered, inclusive language is expected to be used in all interactions. Students should always refrain from using cell phones, earbuds, headphones, and wireless communication devices that otherwise would interfere with the learning environment for themselves and their peers. Repeated violations, disengagement or lack of participation will result in a professionalism contract.

### Overall Dress Code

Students are reminded that they are studying to become a healthcare provider and should maintain appropriate dress and personal hygiene at all times. Clothing should be clean, free of rips/tears and free of any offensive or inappropriate language/graphics. Casual dress is expected for all class meetings or other programmatic requirements unless otherwise stated. Professional dress is expected for all guest lecture experiences, unless otherwise indicated by the instructor. Any other expected dress code will be communicated with the students for the specific event or occasion. Examples of dress code requirements are below.

#### CASUAL DRESS:

Gym shorts\*  
Khaki/chino pants or shorts\*  
Collared shirt, t-shirt  
Sneakers or other closed toe shoes

#### PROFESSIONAL DRESS (as if you are working a game):

Khaki/chino pants or shorts\*  
Collared or other professional shirt (example: polo, dress shirt, blouse, sweater, quarter zip, etc.)  
Sneakers or other closed toe shoes

#### BUSINESS CASUAL (as if you are going into an office):

Dress pants or skirt/dress, dress shirt, collared shirt, tie-optional, dress shoes  
NO sneakers, NO t-shirts, NO polo shirts, NO flip flops

\* Appropriate length shorts must be long enough to allow for full range of motion without risking exposure during clinical simulations, labs or other classroom activities

### Lab Rules and Attire

Students are expected to come on time, prepared to participate in all laboratory activities. To fully participate, students should come appropriately dressed for the day's activities. In general, lab attire is consistent with appropriate attire for clinical

practica, unless otherwise noted by the instructor. Students, however, may wear athletic clothing in lab including leggings, gym shorts\*, and tank tops.

What is Acceptable	What is NOT Acceptable
Hair pulled back	Jeans
Comfortable, rubber soled shoes that you can run in	Dangling jewelry (should have no danger of catching or causing injury)
Watch with a second hand	Long fingernails (must be suitable for manual therapy)
Leggings, yoga pants	Open-toed shoes/backless shoes
Sweat suits	Tongue and lip jewelry (may interfere with emergency care procedures)
Tank tops	Fake fingernails (associated with disease transmission)

### Program Communication

There is an ever-increasing reliance on electronic forms of communication among faculty, staff, and students at Jefferson. E-mail and announcements/messages within Canvas have become efficient methods of communication that have many advantages over printed communication. Because of the importance of these types of communication, electronic communication is the official form of communication at the University. The University ensures that students will have access to a university e-mail account, outlines the student's responsibilities in having such an account, and establishes expectations for electronic communication between faculty and MSAT students for educational purposes and between the University and students for university business purposes. Refer to Jefferson's Student Email Policy: <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/student-email-policy.html>

### Student Use of and Responsibilities Associated with University E-Mail

Students are expected to check their official university e-mail accounts year-round, on a frequent, ongoing, and consistent basis to receive program, College and University communications in a timely manner. It is expected that students check their e-mail at least three times per day (morning, noon, and evening) while they are actively enrolled in a semester. Student should be checking email daily while on break between semesters. It is the student's responsibility to report any problems with e-mail accounts to the helpdesk (<http://www.eastfalls.jefferson.edu/oir/TechnologyHelpDesk.html>)

### Student Grievance

All members of the Thomas Jefferson University community have the right to express concerns when they perceive that they have been treated in a manner not consistent with the standards of conduct at the University. The student grievance procedure is intended to allow students this mode of expression. For academic grievances within the program, students should refer to the Student Grievance Procedure outlined in the JCRS Student Handbook. For grievances external to the academic program,

students should consult the Grievance Procedure outlined in the Rights and Responsibilities section of the TJU Student Handbook.

### Course Evaluations

University and program policy directs that students be given the opportunity to evaluate the quality of their coursework. To do so, anonymous, Likert-style questionnaires are administered, usually through Canvas and/or HelioCampus, to solicit feedback regarding the courses and the instructors who deliver those courses. Also included in these instruments is space for open-ended feedback. Again, please provide thoughtful and constructive feedback and suggestions for improvement when indicated.

Course evaluations are used by instructors to improve both their own teaching skills and the design and implementation of their courses.

All course evaluations, including any written comments submitted by students are collected (on-line), are anonymous, and course faculty do not receive the aggregate data until after final grades for the semester have been submitted.

### Academic Advisors

Students are assigned to an advisor from the full-time Athletic Training program faculty for assistance and advice throughout their academic careers. Students who feel that a different advisor will improve the advising relationship may ask the program director for a change.

### What to Expect from Your Advisor/ Student Relationship:

As a student in the MSAT program, your faculty advisor is here to support you in a holistic way throughout your academic journey and beyond. Your academic advisor is here to foster your growth, provide guidance, and equip you with the tools and confidence to succeed in the MSAT program and excel in your future career as an athletic trainer.

As a student in the program, you are the “driver” of your academic advisor/student relationship. You can expect to meet regularly with your academic advisor to discuss a wide range of topics, including:

- **Navigating Your Program:** You and your advisor will talk about how your classes and clinical experiences are going, identify any challenges you're facing, and work together to develop effective strategies for overcoming difficulties and optimizing your communication skills.
- **Holistic Wellness:** The MSAT program understands that life stressors can impact your academic performance and overall well-being. Your academic

advisor is a resource to discuss these concerns and connect you with appropriate support if needed.

- **Professional Mentorship:** Your academic advisor will help you gain insights into the athletic training profession, discuss career paths, and explore opportunities for professional growth. Your academic advisor will help you understand what it means to be a dedicated athletic training professional.
- **Transition to Autonomous Practice:** A significant part of the academic advisor's role is to mentor you through the critical transition from student to independent, autonomous clinical practitioner after graduation. Your academic advisor will provide guidance, share experiences, and help prepare you for the realities of practice.

Students should reach out to their academic advisor via email to schedule meetings or seek advice which can occur face to face or via other electronic means, such as email, Zoom or Teams.

## Clinical Practices and Policies

### Clinical Education Overview

Clinical experiences ("immersions") are a form of experiential learning that integrate knowledge and theory learned in the classroom with practical application and skills development in a professional setting. Immersions provide students the opportunity to gain valuable applied experience and make connections in the professional field. Students will apply athletic training clinical skills in real life situations or simulations under the supervision of a preceptor. The skills developed by the students will address athletic training competencies in the following content areas: Patient-Centered Care, Interprofessional Practice and Interprofessional Education, Evidence-Based Practice, Quality Improvement, Health Care Informatics, Professionalism, Patient/Client Care, and Health Care Administration. Students will be exposed to routine areas of athletic training including, prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Clinical experiences are arranged by the Clinical Education Coordinator for the MSAT program.

### Satisfactory Progress of Clinical Performance

Clinical performance is assessed via an ongoing process that occurs throughout each, and across all, clinical experiences. The assessment process includes a combination of self-reflection and preceptor feedback related to core areas of athletic training practice. Students track their progress in each area identifying their role in decision making, feedback received from preceptors throughout the experience, plan for improvement, and self-assessment of their degree of progress towards achieving



competence. Preceptors complete a mid-semester and final assessment of the student's progress. Students are expected to achieve a minimum grade of B- or better in each clinical practicum course.

Within the final evaluation for each respective clinical experience, students are expected to reach the designated competency level as outlined in the course syllabus on each of the AT Milestones to progress to the next clinical practicum. General guidelines for milestone expectations for each practicum are represented below.

Upon completion of:	Milestone Expectation
ATP 620 and 640	Minimum of Level 1 for all milestones
ATP 660 and 661	Minimum of Level 2 for all milestones
ATP 662	Minimum of Level 3 for all milestones

More specific information about feedback, grading, and clinical progression through the program are provided below.

Students will also complete final assessment on their preceptors. These data are aggregated to maintain anonymity and shared with preceptors.

### Feedback & Grading

During clinical practicum, students receive feedback during formal and/or informal discussion with their clinical preceptors on site, as well as through assignments and additional communications with the Clinical Education Coordinator. The formal mechanisms for feedback regarding clinical performance include weekly feedback forms, a mid-term evaluation, and a final evaluation.

The clinical preceptor is advised prior to the beginning of any practicum experience to notify the Clinical Education Coordinator if a student's performance is unsatisfactory. Notification of unsatisfactory performance should be made as soon as it is identified, even if the problem is not well-defined. It is also the student's responsibility to notify the Clinical Education Coordinator of any difficulties that arise during the clinical experience. At the completion of all clinical practicum courses, the student evaluates the clinical experience by completing the *Clinical Immersion Survey* on Qualtrics. The CEC reviews all student feedback for the term. This information is then used to ensure the student's learning experience was in alignment with the program's curricular objectives and any concerns regarding the clinical experience can be addressed.

The Athletic Training Milestones Evaluation is used to evaluate student performance at midterm for 8-week practicum experiences and upon completion of the practicum for all practicum experiences. Prior to the midterm review, students should also complete a self-evaluation during



weeks 3 and 6 using the Athletic Training Milestones Evaluation to encourage reflective learning. The student will discuss their self - evaluation with their clinical preceptor at their midterm meeting.

Clinical preceptors must\* conduct midterm and final evaluations of student performance. All items of the Athletic Training Milestones Evaluation must be scored to be considered complete. Students must receive a passing score on the Athletic Training Milestones Evaluation from their clinical preceptor to pass the associated practicum course and receive academic credit.

Review of the student's performance on the Athletic Training Milestones Final Evaluation, along with student assignments and weekly feedback information, are reviewed by the Clinical Education Coordinator to determine the final grade for the practicum course. Please review individual practicum syllabi for minimum ratings/scoring required on the Final Athletic Training Milestones Evaluation.

\*No grade will be issued for any clinical practicum course until signed copies of all midterm and final Athletic Training Milestones Evaluation forms are received by the Clinical Education Coordinator.

### Monitoring & Supporting Student Progress

Providing support for students while out on clinical practica is a partnership between the student, the Clinical Education Coordinator and the clinical preceptor. Support can be initiated by any individual to promote student learning. The Program may implement a learning contract at any point during a practicum experience when the student performance is not meeting expectations, as well as when critical deficiencies and/or ratings less than expected are observed on the midterm evaluation and/or when issues are identified in the weekly feedback forms. If difficulties arise during immersion, it is the responsibility of both the clinical preceptor and the student to contact the Clinical Education Coordinator as early in the clinical experience as possible.

If a student is dismissed/removed from a practicum experience because of poor performance, safety concerns, or violations of professional behavior, a failing grade may be given.

### Evaluating Clinical Performance-Progression Throughout the Program

Students must successfully pass each practicum experience to progress to the next term and/or semester in the program. For all practicum coursework EXCEPT ATP 662 (the student's final clinical experience), students who meet minimum criteria on the Athletic Training Milestones Final Evaluation to earn a passing grade on the respective practicum course<sup>^</sup>, but either 1) do not achieve the defined rating expected for that course and/or 2) whose ratings in any milestone decline from midterm to

final and/or 3) receive a “Conditional on Improvement” in any of the milestone areas may be placed on a performance improvement plan. The student will meet with the Program Director and Clinical Education Coordinator and should develop a written plan of self-correction to address the areas for improvement identified in the performance improvement plan. The criteria identified in the performance improvement plan must be successfully achieved for the student to progress to the next practicum course. Students not meeting performance improvement plan criteria prior to the next practicum course will be subject to dismissal from the program.

^Students should refer to respective practicum syllabus for the minimum required Athletic Training Milestones Final Evaluation grading criteria.

### Pre-requisite paperwork requirements

The Program requires all students to annually meet PA Child Abuse and PA Criminal Background clearance requirements, in addition to maintaining current CPR/Basic Life Support certification from the American Heart Association. Students are provided with emergency cardiac care via Basic Life Support training by the program at orientation. All students must complete CPR/BLS training during orientation. If a student cannot complete CPR/BLS certification at orientation, they must complete an approved course within 2 weeks from the start of classes. Students will not be placed at any clinical site until CPR/BLS certification through an approved provider and all required clearances are complete. Students are expected to upload proof of compliance with all clearances and CPR/BLS card to EXXAT. Students also complete FBI fingerprinting through the PA Department of Human Services and a national background check at admission, which are additional requirements to participate in clinical experiences.

In addition to the annual requirements of the Program, drug screening, additional criminal background, child abuse checks, and/or additional clearances/certifications may be required by some clinical sites. These must be completed in accordance with the site’s deadlines. The site and the AT program may prohibit a student’s participation in clinical experiences if pre-requisite paperwork is not satisfactorily completed in accordance with program and site timelines. This will result in a delay in the student’s time to degree. Students are responsible for the costs associated with all clearances.

Clinical sites that require a criminal background check, child abuse clearance and/or fingerprinting may also deny a student’s participation in the clinical experience because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, such as failure of a required drug test, or inability to produce an appropriate health clearance. As participation in clinical experiences is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in the delay of graduation or the ineligibility to graduate from the program.

Regardless of whether a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

### Student Placement & Site Selection

The Clinical Education Coordinator is responsible for assigning clinical rotations. Rotations are assigned based on the students' strengths and areas for improvement, progression towards all accreditation requirements, and preceptor and site strengths. This can include areas of contemporary expertise as well as patient volume. The Clinical Education Coordinator will meet with each student prior to assignment of a rotation. This meeting is to create student goals based on previous learning experiences and create specific learning objectives for that clinical experience. Sites and locations are subject to availability and are not guaranteed.

### Travel, Transportation & Housing

Students are responsible for all costs associated with travel, transportation and housing for their assigned clinical site. Accommodations for local site placements or placements with access to public transportation will be considered by the clinical education coordinator but not guaranteed. Students will need reliable transportation to and from clinical sites.

### Academic Performance Requirements for Clinical Rotations

#### Professional And Ethical Behavior

Clinical education is an extension of the classroom and professional behavior is expected. Unprofessional behavior in clinical education necessitates immediate correction and may impact the course grade or result in dismissal from the MSAT program. Some behaviors, particularly those that compromise patient care, may necessitate immediate removal from the clinical experience. During clinical experiences, students will have access to patients' confidential personal and protected health information. Students shall only access patient information as necessary for the purposes of direct patient care and/or when specifically directed to do so by their preceptor for the purposes of the clinical experience. Blatant violations of patient privacy and/or confidentiality will result in immediate removal from the clinical experience and disciplinary action up to and including dismissal from the AT program.

#### Regulations for a Clinical Site

1. Clinical education must follow a logical progression that allows for increasing amounts of clinically supervised responsibility, leading to autonomous practice upon graduation. The clinical education plan must reinforce the sequence of formal instruction of athletic training knowledge, skills, and clinical behaviors, including clinical decision-making.
2. Clinical education must provide students with authentic, real-time opportunities to practice and integrate athletic training knowledge, skills, and clinical

- behaviors, including decision-making and professional behaviors required of the profession to develop proficiency as an athletic trainer.
3. Clinical education must allow students opportunities to practice with different patient populations, care providers, and in various allied healthcare settings relative to the MSAT program's mission statement and program learning outcomes.
  4. Clinical education assignments cannot discriminate based on race, color, national or ethnic origin, marital status, religion, sex, sexual orientation, gender identity, age, disability, veteran's status or any other protected characteristic.
  5. There must be opportunities for students to gain clinical education experiences that address the continuum of care that would prepare a student to function in a variety of settings with patients engaged in a range of activities with conditions described in athletic training knowledge, skills, and clinical behaviors, role delineation study and standards of practice delineated for a certified athletic trainer in the profession. Examples of clinical experiences must include but should not be limited to seeing patients throughout the lifespan, of different birth sexes and/or gender identities, socioeconomic statuses, varying level of activity and athletic ability and those who participate in non-sport activities. Students also receive varying experiences with equipment intensive activities, evaluation vs rehabilitation intensive sites and sites with a variety of injuries, body regions, conditions, etc. Students will be exposed to routine areas of athletic training including, prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement.
  6. All clinical education sites must be evaluated by the MSAT program on an annual and planned basis, and the evaluations must serve as part of the program's comprehensive assessment plan.
  7. All clinical sites must have a valid affiliation agreement on file and provide the CEC with updated verification of calibration and maintenance of all equipment and emergency action plans.
  8. An athletic trainer certified by the BOC who currently possesses the appropriate state athletic training practice credential must supervise the majority of the student's clinical coursework. The remaining clinical coursework may be supervised by a physician (DO or MD). Students may gain learning experiences from other appropriately state-credentialed medical or allied-health professional, however these individuals may not assess the students on athletic training skills and this time does not count towards the student's athletic training clinical experience.
  9. Athletic training students must be instructed on athletic training clinical skills prior to performing those skills on patients.
  10. All clinical education must be contained within individual courses that are completed over a minimum of two academic years.
  11. Students will not replace actual athletic training staff or medical personnel. Students must wear identification that designates them as a student rather than full-time staff. This can include their Jefferson Student ID badge.

12. The MSAT program must include provisions for supervised clinical education with a preceptor that will contain the following: regular communication between the program and the preceptor; the number of students assigned to a preceptor in each clinical setting must be in a ratio (typically 2:1) to ensure effective clinical learning and safe patient care; students must be directly supervised by a preceptor during the delivery of athletic training services. The preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and/or patient/client.
13. All sites must have a venue-specific written and accessible emergency action plan (EAP), communicable disease policies, sanitation precautions, patient privacy protections, and blood borne pathogen policy that are based on well-established national standards or institutional offices charged with institution-wide safety (e.g. position statements, occupational/environmental safety office, police, fire and rescue). Students must have immediate access to these plans in an emergency or if asked. The CEC may ask to review or see these policies at any time.

#### Regulations of Clinical Education Hours

The following are regulations for Clinical Education assignments:

1. Clinical education hours that are not spent under the direct supervision of an assigned MSAT program preceptor will not be counted and/or recorded as clinical education hours.
2. Clinical education hours that are not spent at an MSAT program-approved clinical site will not be counted and/or recorded as clinical education hours.
3. Time spent traveling to and from an assigned clinical site will not be counted and/or recorded as clinical education hours.
4. Clinical education hours that are not spent in a constructive and meaningful learning environment (e.g. direct patient care, preceptor instruction/evaluation) will not be counted and/or recorded as clinical education hours.
5. Students must have an orientation for each clinical rotation prior to the start of patient care. At this orientation, students must be provided with the site's specific blood-borne pathogen policies, communicable and infectious disease transmission policy, site specific immunizations, patient/ client privacy protection (FERPA and HIPAA) procedures, radiation exposure, if applicable, sanitation precautions, and any venue specific training, expectations, and incident response procedures.
6. Total Clinical Education hours will depend on the experience. All clinical practica are immersive in nature, so it is expected that students average approximately 40 hours per week. Some experiences average a bit more and some a bit less. However, students will not be required to be present at the clinical site more than 6 consecutive days in a row. If a student is logging less than 20 hours a week or more than 50 hours a week, the Clinical Education Coordinator will have a conversation with the clinical preceptor to discuss the situation. Students complete weekly check-in forms during the rotations, which also help assess for schedule concerns.

- Absences from clinical experiences need expressed permission from both the preceptor and the Clinical Education Coordinator. Every effort should be made to reduce absences or deviation from the established schedule, whenever possible. Personal obligations, physician appointments, physical therapy, dental appointments, or any other appointments or obligations should not interfere with the established clinical schedule. All absences will be tracked by the CEC and reported to the Program Director, as necessary. Excessive absences, or absences without expressed permission may result in a Learning Contract or a Professional Behavior Contract, at the discretion of the CEC.
7. Students are expected to record clinical education hours on a weekly basis. All hours for the entire clinical rotation must be recorded within 72 hours of the completion of the assigned clinical. Random checks of online recording of hours may be conducted by the Clinical Education Coordinator to verify proper hours accumulation by the student. Please see individual practicum syllabi for additional timelines for recording weekly hours.

### Dress Code and Technology Requirements During Clinical Rotations

<u>What is Acceptable</u>	<u>What is NOT Acceptable</u>
Clothes becoming of a healthcare provider	Leggings, yoga pants
Thomas Jefferson University logo or Clinical rotation logo shirt	Sweat suits
Khaki, chino or golf pants of any color without rips, tears or stains	Jeans
Khaki, chino or golf shorts may be worn but they must be an appropriate length*	Dangling jewelry (should have no danger of catching or causing injury)
Wind-pants may be worn when weather is poor	Long fingernails (must be suitable for manual therapy)
Hair pulled back	Tank tops
Comfortable, rubber soled shoes that you can run in	Open-toed shoes/backless shoes
Hats and visors may be worn during outdoor activities but are not to be worn indoors	Tongue and lip jewelry (may interfere with emergency care procedures)
Watch with a second hand	Fake fingernails (associated with disease transmission)
Use of your phone and other technology to communicate effectively as a healthcare provider	Use of headphones/earbuds or cellphone during the active care or supervision of patients that is not consistent with patient care or communication with another healthcare provider.

\* Appropriate length shorts must be long enough to allow for full range of motion without risking exposure during patient care or other necessary activities

Students must wear something that identifies them as a student, such as their Jefferson Student ID or site issued identification, at all times. Dress code may be more specific based on the setting and events. Please refer to your preceptor's guidance as well.

## Communicable Diseases, Infection Control, Blood Borne Pathogen & OSHA Policy

The purpose of this policy is to promote a safe health care environment for faculty, students, and the patients with whom we come in contact. The policy was developed from information set forth from the Center for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA).

The MSAT program will comply with all federal and state laws applicable to students and employees with communicable diseases. Strict confidentiality will be maintained regarding individuals infected with a communicable disease. Discrimination against or harassment of the student and/or employee with a communicable disease is prohibited.

All athletic training faculty and athletic training students will participate in annual OSHA and Blood Borne Pathogen Training. Record of completion will be maintained on Canvas. It is expected that the Universal Precautions established by the CDC will be followed always.

If an athletic training student believes they have been exposed to or are sick and suspects the disease may be communicable, they are to contact their preceptor immediately. The person may not engage in patient care and will be removed from the clinical site and will be seen by an appropriate medical provider. All provider examinations, diagnostic tests, and treatments will be at the individual's expense. They will be excused from the site until the provider deems the person is no longer contagious. If the medical evidence supports, with reasonable certainty, that a particular disease is not communicable by the contact normally found in the workplace or classroom, or through airborne transmission, those areas will not be considered to be hazardous as a result of the presence of a student or employee who is infected. Each case will be decided individually based upon the medical evidence and the University guidelines.

Specific details regarding blood borne pathogens, exposure control, and the CDC's guidelines are available at each clinical site.

Athletic training students are expected to meet all the clinical rotation requirements for the ATP. If a communicable disease prevents the student from participating in a significant portion of a clinical rotation, the student may be required to participate in an additional clinical experience, which may delay the student's graduation. Every effort will be made by the MSAT Program to accommodate the individual if the health and safety of all parties involved is maintained.

All Athletic Training students will have on file, through Student Health Services either a record of vaccinations (including Hepatitis B Vaccinations) or approved exemption. Students are responsible for uploading all vaccination and other health records directly to Complio for review and approval by Student Health Services. Vaccinations



are available through Thomas Jefferson University's East Falls' campus Student Health Center.

The complete version of the CDC guidelines can be found online at [www.cdc.gov/ncidod/hip/GUIDE/infectcont98.html](https://www.cdc.gov/ncidod/hip/GUIDE/infectcont98.html).

The University's occupational exposure and blood-borne pathogen's policy can be found online at <https://www.jefferson.edu/life-at-jefferson/handbooks/health-safety/occupational-exposure-blood-body-fluids.html>

## HIPAA, FERPA & Confidentiality Policy

Students are required to comply with HIPAA, FERPA and all confidentiality regulations. Students are trained annually and are required to comply with all regulations both in didactic coursework and on their clinical practica.

### Policy Regarding Confidential Information

The student will use confidential information only as needed to perform the duties as a student in the Master of Science in Athletic Training program. This means, among other things, that the MSAT student will:

- Only access confidential information for which the student has a need to know.
- Respect the confidentiality of any verbal communication or reports printed from any information system containing patient's/client's information and handle, store and dispose of these reports appropriately at associated clinical site.
- Not remove any material relative to patient's/client's confidential information from a clinical setting.
- Not in any way divulge, copy, release, loan, alter, or destroy any confidential information except as properly authorized within the scope of all professional activities.
- Carefully protect all confidential information.
- Only discuss clients with those involved in the client's care in private areas so that the patient/client, their families, or other persons do not overhear conversations concerning patient/client care or could view client/patient records.
- Comply with all policies and procedures and other rules of the University and associated agencies relating to confidentiality of information and access codes.
- Understand that the information accessed through all clinical information systems agencies contains sensitive and confidential patient/client care, business, financial and hospital employee information that should only be disclosed to those authorized to receive it.
- Not knowingly include or cause to be included in any record or report of false, inaccurate or misleading entry.



## Social Relationship Policy

The field of athletic training is a health care profession, which involves caring, concern, discipline, and self-awareness. In furtherance of these responsibilities, MSAT students should not engage in social relationships with those under their care.

An amorous or social relationship between an MSAT student and an athlete/patient/client may impair or undermine the ongoing trust needed for provision of effective athletic training knowledge, skills, and behaviors and is therefore prohibited. Conflicting interests and perceptions of unfair influence can arise when an MSAT student assumes or maintains medical responsibility for an athlete/patient/client who is also a friend and/or romantic partner. TJU MSAT program prohibits MSAT students, who have medical responsibilities, from pursuing or engaging in social and/or sexual relationships with athlete/patient/client, even if such relations are consensual.

Any MSAT student who has questions about this policy, needs to disclose a relationship, or would like to report a violation should contact the Program Director.

## Sports Wagering Policy

Consistent with NCAA rules and the National Athletic Trainers' Association Code of Ethics (4.4) members of the MSAT program will be prohibited from participating in gambling activities on amateur, intercollegiate or professional sports. Such prohibited activities include:

- 1) Providing information to individuals involved in organized gambling activities
- 2) Soliciting or accepting a bet on any intercollegiate or professional sports team or event
- 3) Participating in any wagering activities that involve risking money or any tangible items on the outcome of an athletic contest, event, tournament or season (i.e., NCAA basketball tournaments pools of any kind, Super Bowl bets, fantasy leagues that require an entry fee and provide winnings)
- 4) Participating in any gambling activities that involve intercollegiate or professional athletics, through a bookmaker, a parlay card or any other method employed by organized gambling
- 5) Engaging in activities designed to influence the outcome of an intercollegiate athletics contest or affect the win-loss margin (i.e., "point shaving") of a contest.

Participation in these impermissible gambling activities is a serious violation of NCAA and TJU rules and can result in dismissal from the MSAT program.

NCAA Sports Wagering FAQs: <http://www.ncaa.org/sites/default/files/bbd-gambling.pdf>

## Professional Organizations

Students are expected to be student members of the National Athletic Trainers' Association using their primary school address. By becoming members, students are automatically also enrolled as members of the regional organization (Eastern Athletic Trainers' Association for addresses in the following states [District 1: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island; District 2: New York, New Jersey, Pennsylvania, Delaware]) and their respective state organization.

### National Athletic Trainers' Association (NATA)

[www.nata.org](http://www.nata.org)

The National Athletic Trainers' Association (NATA) is the professional membership association for certified athletic trainers and others who support the athletic training profession. Founded in 1950, the NATA has grown to more than 45,000 members worldwide today. The majority of certified athletic trainers choose to be members of NATA to support their profession and to receive a broad array of membership benefits. By joining forces as a group, NATA members can accomplish more for the athletic training profession than they can individually.

The mission of the National Athletic Trainers' Association is to represent, engage and foster the continued growth and development of the athletic training profession and athletic trainers as unique health care providers.

### Eastern Athletic Trainers' Association (EATA)

[www.goeata.org](http://www.goeata.org)

The mission of the EATA is to promote and advance the Athletic Training profession through education, scholarship, research funding, and awards.

### Pennsylvania Athletic Trainers' Society (PATS)

[www.gopats.org](http://www.gopats.org)

The mission of the Pennsylvania Athletic Trainers' Society is to: Empower Athletic Trainers to be leaders in transforming healthcare by advocating, educating and providing resources to deliver quality patient-centered healthcare.

### Athletic Trainers' Society of New Jersey (ATSNJ)

[www.atsnj.org](http://www.atsnj.org)

The Athletic Trainers' Society of New Jersey Inc. (ATSNJ) embodies common goals in order to advance, encourage, provide a means for achievement, and improve the athletic training profession in New Jersey. In addition, we focus on ensuring that the best possible health care is available to the physically active population.

### Delaware Athletic Trainers' Association (DATA)

[www.delata.org](http://www.delata.org)

The purpose of the Delaware Athletic Trainers' Association is:

- To ensure the quality of healthcare for the physically active in the state of Delaware.

- To advance the profession of Athletic Training through education and research.
- To provide quality continuing education for the membership.
- To safeguard and advance the interest of its membership.
  - Presenting the profession's viewpoints, concerns, and other important information to the media, appropriate legislative, administrative, regulatory and private sector bodies.
  - Develop a working relationship with appropriate government and private sector entities.

## Honors and Awards

### Program Awards

The program awards the following awards to graduating students:

#### Outstanding Academic Student Award

This award is presented to the graduating student with the highest academic GPA and performance in didactic coursework.

#### Outstanding Clinical Student Award

This award is presented to the graduating student with the strongest performance in the clinical setting. Preceptor nominations, evaluations and feedback to the Clinical Education Coordinator are used to determine the student selected for this award.

#### Resilience Award

This award is presented to the graduating student who had demonstrated the quality of resilience and perseverance throughout their time in the program. The program's faculty nominate and vote to determine the student selected for this award.

### Scholarship Awards

As members of the National Athletic Trainers' Association, Eastern Athletic Trainers' Association and respective state organizations, students are eligible for scholarships offered by each of these organization. Students are reminded to read communications from these organizations regarding the scholarship opportunities and deadlines. Information regarding these opportunities will also be shared with students via Canvas by the faculty members.

## Faculty and Staff List

### Full Time Faculty

**Dr. Kelly Pagnotta, PhD, LAT, ATC, PES**  
Associate Professor and Program Director

**Dr. Ricker Adkins, DAT, LAT, ATC**  
Assistant Professor and Clinical Education Coordinator

**Dr. Erin Pletcher, PhD, LAT, ATC, CSCS**

Associate Professor

### Adjunct Instructors

Mr. Mark “Chip” Cherwony, MEd, LAT, ATC

Dr. Heather Glovach, DAT, LAT, ATC

Dr. Jillian (Seamon) Hall, DAT, LAT, ATC, CSCS

Ms. Maria Morrison, MS, LAT, ATC

Dr. Victor Szwanki, DAT, LAT, ATC

Ms. Jennifer VanHee, M.Ed, LAT, ATC

Ms. Norma Jean Wingate, M.Ed., LAT, ATC, ITAT

### Academic Calendar

<https://www.jefferson.edu/registrar/academic-calendars/2025-2026/college-of-rehabilitation-sciences.html>

## Acknowledgement

My signature below acknowledges receipt of the Thomas Jefferson University Master of Science in Athletic Training Handbook. I understand that I am responsible for reading and abiding by the materials contained within the Thomas Jefferson University Master of Science in Athletic Training Student Handbook, which contains important information needed during my student experiences at Thomas Jefferson University. Additionally, I understand that it is my responsibility to be familiar with and observe the policies and procedures of the Jefferson College of Rehabilitation Sciences and Thomas Jefferson University.

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Printed Student Name

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Date

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Student Signature

## Photo Release



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Philadelphia University +  
Thomas Jefferson University  
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## Release for Use of Images and Statement for Students

Project Name: PARTICIPATION IN COLLEGE EDUCATIONAL, RESEARCH, AND SERVICE ACTIVITIES		Date
Project Coordinator JEFFERSON COLLEGE OF REHABILITATION SCIENCES	CS#	MC#

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I certify that I have read this document and understand it. I further certify that I am eighteen years of age or older, and, if acting on behalf of a minor, have every right to contract for the minor in the above regard. I understand that there will be no consequences to me if I choose to refuse to sign this form.

Participant's Full Name - First/Initial/Last Name (Please Print)		Participant's Status <b>Student</b>
Address/City/State/Zip		
Phone Number	Email	
Department/Title (if applicable)		

X \_\_\_\_\_  
Signature of Parent or Guardian if Participant is Minor Date

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