

Brigham Young University

Athletic Training Student Handbook

BYU

Master of

Athletic Training

**COLLEGE OF
LIFE SCIENCES**

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MAT Graduate Handbook
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Introduction & Background

Introduction

Welcome to Brigham Young University's (BYU) Master of Athletic Training program (MAT). This handbook has been designed to assist you in having a successful experience as an athletic training student (ATS), as well as assisting in your preparation to become a certified athletic trainer (ATC). The purpose of this handbook is to inform you of the policies and procedures of our program and give you a brief outline of what to expect. Important forms and documents are included in the appendices. Our MAT is accredited by the **Commission on Accreditation of Athletic Training Education (CAATE)**. BYU has one of the earliest-established athletic training programs, and we are proud of our heritage and tradition. Faculty and staff maintain the high standards and high expectations established by Mark Ricard, Marv Robison, George Curtis, Earlene Durrant, Gaye Merrill, and David Kaiser. It is our goal to be one of the best and most effective athletic training programs in the United States and the world. The faculty, staff, preceptors or mentors and athletic training students must all work together in order to achieve such a goal. As students, you must each strive for individual excellence. It is required that you use this handbook throughout the program.

By reading this handbook, you will be familiar with the roles and responsibilities that you have as an ATS as well as avoid policy and procedure errors. These types of errors put our ATP status at risk. Once you have read and understood this information, you are to sign the *Verification Form for Completing Athletic Training Student Handbook* located in **Appendix G**. Please place this form in your folder in 228 SFH to be kept permanently. This will assure you represent to program administrators that you understand all of the policies and procedures of our athletic training program. All other critical program documents, except your application, must be placed in your folder in 228 SFH. Confidential documents will be kept in the program director's office in individual student folders.

Once again, welcome to BYU's MAT. We look forward to working with you as you strive to become a competent, certified athletic trainer.

Sincerely,




Dr. Mike Diede, ATC
Athletic Training Program Director

Aaron Wells, ATC
Coordinator of Clinical Education

Please note that policies and procedures are subject to change at any time.

The Profession

The study of athletic training appeals to those who would like to provide care to individuals connected to sports and work in an allied health profession. A student in athletic training will learn to apply knowledge of human anatomy, exercise physiology, biomechanics, conditioning, nutrition, and therapy in the prevention, immediate care, diagnosis, treatment and rehabilitation of athletic injuries. NATA.ORG, the website for the National Athletic Trainers' Association defines it this way:

Professional training education uses a competency-based approach in both the classroom and clinical settings. Using a medical-based education model, athletic training students are educated to provide comprehensive patient care in five domains of clinical practice: risk reduction, wellness and health Literacy; Assessment, Evaluation and Diagnosis; Critical Incident Management; Therapeutic Intervention; Healthcare Administration and Professional Responsibility. The educational requirements for CAATE-accredited athletic training . . . are listed in the CAATE 2020 Curriculum standards: CAATE.net

Career Possibilities

Career possibilities include working with patients at all levels of competition, in a sports medicine clinical setting or other allied health care facilities, or in a dance, military, or corporate/industrial setting.

Passing the Board of Certification (BOC) examination is required, and a teaching certificate or terminal degree is recommended, for some job positions. Many opportunities are available for graduate studies in the field of athletic training and other related disciplines (e.g., exercise science, health promotion). For more information on the BOC, go to www.bocac.org.

Average starting salaries for an ATC typically range from \$39,096–\$60,512, depending on location and qualifications. Completion of a teaching certificate or terminal degree will increase potential earning power and career opportunities.

Purpose of Handbook

This handbook (all parts together and separately) is intended to serve as a reference for applicants, matriculating students, athletic training faculty and staff, affiliated clinical preceptors, and administrators. The student who envisions a career in the allied health profession of athletic training must accept certain responsibilities beyond those associated with successful academic performance and clinical expertise. Students who matriculate through the BYU MAT are expected to possess and demonstrate appropriate professional conduct throughout all phases of the educational process and to uphold the ethical standards detailed in the National Athletic Trainers' Association Code of Ethics (**Appendix B**) as well as the Honor Code of BYU.

History of BYU Athletic Training Program

The BYU Athletic Training Program also has a long and rich history of serving and meeting the needs of student athletes. Since 1975, BYU's athletic training program has specialized in the prevention, treatment, and rehabilitation of injured student athletes. Like many beginning athletic training programs, BYU's athletic training program started with only a few students.

In 1987, Hall of Famers Earlene Durrant and George Curtis took over BYU's struggling athletic training program. The team redirected it with the vision to provide the best education to athletic training students and the best care possible to all student athletes. Through their tireless direction and

efforts, BYU's athletic training program began to soar. Their commitment and dedication to the profession, as well as to the BYU athletic training program, has made BYU a leader in the health care of student athletes and a leader in athletic training education. Director of Sports Medicine, Carolyn Billings, continues the long-standing tradition of athletic training excellence at BYU.

Today, BYU has a large student enrollment (~20 per year; 45 total) and utilizes a large and diverse staff of competent and dedicated certified athletic trainers, physicians, and health care specialists in the education of ATs and care of student athletes. The ATCs on staff are highly educated and were drawn to BYU to be professional as well as preceptors because of the success of BYU's athletic training program. All the ATCs on BYU's staff have earned master's degrees. Along with a team of over 20 physicians specializing in orthopedics, ophthalmology, dentistry, and neurology, the student athletes at BYU receive the best possible care. The athletic training program also utilizes a network of highly qualified athletic trainers at high school, UVU, medical facilities, and nontraditional affiliated sites as preceptors.

The success of our program is evident in you, our students. Our ATs have a high pass rate on the BOC exam ([see program data](#))—a rigorous and difficult cumulative examination of the skills and competencies of entry-level master's athletic trainers. The program is based upon providing the best Athletic Training education possible. Some former students have even served as athletic trainers in the NFL, MLB, PAC 12, and Big 10. They continue to diligently serve as role models in high schools and clinics across the country. While our goal is educating ATs who stay in the profession, many students continue their education by pursuing advanced degrees in health care. Graduates of our program are doctors of medicine, physician assistants, dentists, therapists, and other medical professionals. We encourage students to pursue educational degrees (EdD, PhD) to teach in higher education.

Athletic Training Program Mission Statement

The purpose of the MAT is to produce well-educated Athletic Training (AT) practitioners based on program objectives and expected learning outcomes and the Exercise Sciences mission and the AIMS of a BYU education. Instruction for the MAT takes the form of lectures and laboratory courses, seminars, examinations, independent study, and clinical education assignments. In addition to working with athletic training faculty, MAT students will receive assignments to work with preceptors at a variety of clinical experiences, including an eight-week immersive internship.

The MAT program within the Department of Exercise Sciences is designed to provide an atmosphere where increased knowledge and practice prepare students to become problem solvers and leaders in the athletic training profession, in their families, in their communities, and in the world.

Exercise Sciences Mission

The student-focused mission of the Department of Exercise Sciences is to affirm BYU's Mission and Aims by developing scholars who integrate scientific and spiritual inquiry as they prepare for lifelong service and learning in the areas of exercise science, wellness, and health care.

We aim to:

- Foster an atmosphere where students think independently at a level that inspires meaningful questions and creative problem solving.
- Inspire learning through student-centered classroom instruction and mentoring experiences focused on human health and function.
- Provide a culture and an example of service that inspires students to reach out to other students and the broader community as disciples of Christ.

BYU Mission Statement

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued. All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind. To succeed in this mission the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
- In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.
- Scholarly research and creative endeavors among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives BYU's faculty, staff, students, and administrators should be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church's purposes and by making its resources available to the Church when called upon to do so. We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.

–Approved by the BYU Board of Trustees
November 4, 1981

Equal Opportunity Statement

Brigham Young University strives to provide equal opportunity to all qualified personnel and qualified applicants for employment without regard to race, color, sex, national origin, age, veteran status, or disability. The university does exercise the “religious” exemption granted in Chapter 60, Title 41, Part 60 of the Code of Federal Regulations.

Within the context of this religious preference, BYU considers equal opportunity, as defined by Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972, essential to both the workplace and classroom. This is a moral, as well as legal, obligation. The university desires to provide personnel and students with work and academic environments free from discrimination, including any form of unlawful sexual harassment or inappropriate gender-based behavior. Unlawful sexual harassment or inappropriate gender-based behavior by BYU personnel and/or students is a

violation of university standards and the university policy of nondiscrimination and may be considered grounds for discipline or dismissal. Faculty cases are heard and resolved in cooperation with the [Honor Code office](https://honorcode.byu.edu/) (<https://honorcode.byu.edu/>).

Nondiscrimination and Equal Opportunity Policy

Brigham Young University prohibits unlawful discrimination in employment, education, and all programs and activities sponsored by the university. This prohibition applies to acts of unlawful discrimination by or against university employees, students, and campus visitors—including applicants for employment or admission—and it includes unlawful discrimination on the basis of race, color, national origin, religion, sex (including pregnancy), age (40 and over), disability, genetic information, or veteran status (collectively the “Legally Protected Categories”; see also BYU Race, Equity & Belonging - <https://race.byu.edu/mission>) and The Office of Belonging (<https://belonging.byu.edu>). The university will not tolerate unlawful discrimination and will take immediate and appropriate steps to stop unlawful discrimination, prevent its recurrence, and address its effects.

Equal Opportunity

Brigham Young University provides equal opportunity to all qualified employees and applicants for employment. This policy prohibits unlawful discrimination on the basis of any of the legally protected categories in all employment practices, including:

- Recruiting, hiring, training, upgrading, promoting, and transferring;
- Compensation and benefits;
- Conditions and privileges of employment; and
- Discipline, layoff, and termination.

Generally, available positions should be listed with the appropriate employment office.

Discriminatory Conduct

The university strives to provide employees and students with a working and educational environment free from all forms of unlawful discrimination, including unlawful harassment. Federal law prohibits harassment when it is based on the victim’s membership in the Legally Protected Categories identified above and the harassment becomes so severe or pervasive that it creates a hostile environment for work or for participation in other programs and activities of the university. Unlawful harassment that creates a hostile environment is prohibited at the university.

In addition to this prohibition against unlawful harassment, the Church Educational System Honor Code requires students, employees, and others subject to its provisions to “maintain the highest standards of . . . consideration of others in personal behavior” and to “[r]espect others. ”

Retaliation

The university also prohibits retaliation against any employee or student who engages in either of the following “Legally Protected Actions”: (a) opposing unlawful discrimination by communicating to the university through word or action a belief that unlawful discrimination is taking place or has taken place, or (b) participating in any way in an investigation, proceeding, hearing, or litigation under state and federal discrimination laws. Any adverse action taken against an individual because he or she has engaged in any Legally Protected Actions constitutes unlawful retaliation if the adverse action is reasonably likely to deter the person or others from pursuing their rights. Retaliation will be considered a separate act of discrimination under this policy.

Adverse actions do not include petty slights and trivial annoyances, such as stray negative comments in an otherwise positive evaluation, “snubbing” by a colleague or fellow student, or negative comments or evaluations that are justified by an employee’s or a student’s poor performance.

This policy also prohibits university employees or students from encouraging others to retaliate, and protects both the person who has engaged in any Legally Protected Actions and individuals closely associated with that person, such as a spouse or close relative. Retaliation is prohibited under this policy even if the original discrimination complaint is without merit; however, an individual opposing discrimination by communicating an allegation of unlawful discrimination to the university must act in reasonable good faith in order to be protected against retaliation.

Students will demonstrate compliance with CAATE diversity, equity, and inclusion (DEI) standards 1 and 2 as well as CAATE Standards 23, 24, 27, and Glossary definitions.

MAT Technical Standards

The MAT at Brigham Young University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the MAT establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level athletic trainer, as well as meet the expectations of the program’s accrediting agency (Commission on Accreditation of Athletic Training Education Programs [CAATE]). The physical, emotional, and mental abilities and expectations must be met by all students admitted to the MAT. 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.

Honor Code Statement

Athletic Training Students at BYU have agreed to observe the [Honor Code](#) as a condition of admission and continuing enrollment. The first injunction of the Honor Code is to be honest. Students, therefore, are required to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Dress & Grooming Standards

Also, as part of the student commitment to observe the Honor Code, students are required to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and promotes an effective learning and working environment. Dress and Grooming Standards will be enforced in the *classrooms*, as well as at *clinical* education sites. Specifically, at BYU, an ATS must wear a BYU AT t-shirt or collared shirt, khaki pants or dress shorts, or other slacks, (sweat suits, “track” suits, jeans or cutoffs are not permitted) BYU name tag (Utah law) and Nike shoes. UVU and each high school have different requirements, but the dress should still be professional. Dress at IHC, doctors’ offices, hospitals and other clinics is collared shirts and dress pants or khakis. When off-campus and on game days, dress may vary. Check with your assigned preceptor.

Academic Information for Students

MAT Program Objectives

The Commission on Accreditation of Athletic Training Education (CAATE)-accredited entry-level graduate athletic training program is designed to provide:

1. **Athletic Training Knowledge, Skills and Ability**
Students will demonstrate acquisition and application of Athletic Training (AT) knowledge, skills and abilities at the master's degree level. The educational standards are listed as objectives and outcomes in required athletic training courses. The competencies and proficiencies are now curriculum standards: See 2020 Professional Standards for MAT (Appendix F).
2. **Athletic Training Professional Preparation**
Students will be prepared for Athletic Training professional practice by demonstrating professional dispositions and clinical decision-making with patients in level-specific practice internships at affiliated clinical sites with the mentoring of qualified clinical preceptors (instructors) by establishing collaborative relationships. Students will also demonstrate leadership and management skills.
3. **Professional/Ethical Behavior in Classroom, Clinic and Work**
Students will demonstrate professional, ethical, and moral behavior as students and clinicians in classroom, laboratory, and clinical settings preparatory to professional conduct in their careers. As professionals, graduated students will synthesize what they learned at BYU to work as ethical and moral people in their communities.
4. **Communication Skills**
Students will demonstrate oral and written communication skills with emphasis on presentation of clinically relevant evidence. They will communicate effectively and professionally with the sports medicine team, staff members, patients, and peers.
5. **Integrate Science into Practice**
Students will demonstrate a foundational understanding of clinical research, including design, methods and applied statistics. They will be able to think critically to identify and solve problems by integrating scientific information and research into athletic training practice.
6. **Evidence-Based Practice**
Students will be able to read, digest, and synthesize key concepts from the relevant athletic training and medical literature. They will be able to develop a relevant clinical question using a predefined question format (e.g., PICO = Patients, intervention, Comparison, Outcomes). They will be able to apply and interpret clinical outcomes to assess patient status, progress, and change using psychometrically sound outcome instruments.

Athletic Training

Program Purpose

The Commission on Accreditation of Athletic Training Education (CAATE)-accredited graduate athletic training program is designed to:

1. Provide an opportunity for learning in a professional atmosphere, foster an environment conducive to the spirit, and provide clinical experiences that provide optimal medical care to patients/athletes.
2. Prepare students to be board certified and licensed allied health care professionals able to provide leadership in a variety of practice settings, and advocate for the field of athletic training throughout the community. Prepare students who desire to work in athletic training.
3. Encourage students to seek further education (EdD or PhD).

Alignment with BYU, External Accreditation and Certification Agencies

The MAT program supports Brigham Young University's mission to assist individuals in their quest for perfection and eternal life and the AIMS of a BYU education:

- *Spiritually Strengthening*: Athletic training students strive to improve their spiritual strength through participation in a program where students, faculty, and staff value and understand the importance of enlarging their minds with skills and knowledge, mentored by scholars who keep [their] subject matter bathed in the light and color of the restored gospel.
- *Intellectually Enlarging*: Athletic training students are challenged to acquire the essential academic learning skills of sound thinking, effective communication, and quantitative reasoning. The athletic training program helps students understand the breadth necessary to appreciate religion: an historical perspective, the general sciences, arts and letters, and to have a global awareness that allows for an informed awareness of the peoples, cultures, languages, and nations of the world. Depth is demonstrated in didactic and clinical settings that allow for the students to master the competencies of their specific education program and those required for national certification.
- *Character Building*: Athletic training students are taught the importance of intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness. The moral virtues of integrity, reverence, modesty, self-control, courage, compassion, and industry are intertwined with the professional philosophies and ethics of the discipline of athletic training.
- *Lifelong Learning and Service*: Athletic training students understand that their degree is a beginning, not an end, pointing the way to constant learning. BOC continuing education requirements promote continued competence, development of current knowledge and skills, and enhancement of professional skills and judgment beyond the levels required for entry-level practice. Through faculty mentoring, students are provided opportunities at the high school and college level to serve others and to foster the importance of using their talents to lift others. ([BYU Mission Statement \(http://aims.byu.edu/\)](http://aims.byu.edu/)).

The Athletic Training program also supports the mission of the BOC to certify athletic trainers and to identify for the public, quality healthcare professionals through a system of certification, adjudication, standards of practice and continuing competency programs.

Additionally, the BYU ATP strives to:

1. Provide students the opportunity to become competent in all athletic training educational and clinical standards and the BOC PA8 guidelines.
2. Provide quality, cutting-edge instruction that utilizes state-of-the-art resources and technology as well as participating allied health professionals and students.
3. Provide experiences that encourage autonomy and independent critical thinking and problem solving.
4. Promote professionalism at all times through student membership (paid for by student) in state, district, and national athletic training organizations.
5. Provide students with diverse field experiences in the practice of AT that prepares them for current employment trends in athletic training.
6. Provide opportunity to attend and participate at local, regional and national AT educational symposiums and events.
7. Prepare students to pass the BOC certification examination. First-time exam pass is expected.
8. Aid students in obtaining AT employment or admission into graduate/professional school upon graduation.

Admission Policy: See [MAT](#) and [Graduate Studies](#) websites for MAT application.

The BYU MAT is a program that requires a secondary application process (Technical Standards, Physical Exam, Proof of Immunizations, Background Check and Drug Screen, and Proof of current CPR/AED certification) along with all other required application materials on the Graduate Studies website for the MAT program.

This degree requires on-campus attendance and participation and no classes are taught online.

Admission to the MAT is dependent upon meeting the criteria published in the catalog and may be limited by the number of affiliated clinical education sites. Limited enrollment, if necessary, is based on weighted criteria. The athletic training faculty will determine the acceptance of candidates following the application deadline. Students must graduate from a CAATE-accredited ATP and pass the Board of Certification (BOC) examination to certify as an athletic trainer and qualify for licensure in *most* states.

Program Requirements

- Each student should record their progress on the BS/MAT & MAT AT Checklist.
- Each student must be enrolled in the MAT a minimum of four semesters. Four clinical education courses plus the eight-week immersive (full-time) clinical education experience is required.
- Maintain current CPR for the Professional Rescuer certification, during the program. Keep current documentation in your ATS folder in 228 SFH.
- Each student must attend OSHA training for each clinical site prior to starting clinical experience.
- Each student must maintain a 3.0 GPA for athletic training courses.
- Each student must complete all MAT major requirements (graduate plan of study).
- Each student must pass all clinical education courses (ExSc 654, 655, 656, 657 and 688R). In the event that a clinical education course is not passed, the ATS must reenroll in the same course the following semester, pushing back graduation by one semester.
- Each student must provide documentation for completion of all AT content, preparation for the BOC domains and CAATE curricular content standards including didactic and clinical.
- Each student must receive favorable clinical experience evaluations (e.g., see each course for criteria to pass). Evaluations do count in the clinical education course grade. Low scores necessitate a meeting with the Coordinator of Clinical Education and remediation.
- Each student must attend a state, regional, or national athletic training convention/meeting prior to graduation. Document attendance in your ATS folder in 228 SFH and Appendix G.
- Each student must complete an exit interview with their committee chair.

Interprofessional Education (IPE)

Interprofessional education is incorporated within the professional program. Varying methods can be used to incorporate interprofessional education. To meet this standard, each student in the program must have multiple exposures to interprofessional education. The MAT program schedules a minimum of 1 IPE event per semester.

Transfer Student Policy

Transfer Credit

Credit taken at other accredited universities in the United States or in Canada may, with approval, be applied toward a graduate degree at BYU under the following conditions:

- Transfer credits must be graduate level.
- The grade for any such course must be B or higher pass/fail credit is nontransferable.
- Home study, correspondence, and extension courses are nontransferable.

- Courses taken at another university after the student has begun studies at BYU must be preapproved by graduate committee members and the graduate coordinator; the proposed credit must be submitted on the Program of Study in GradProg.
- Only credit taken within the student's time limit may count towards the degree (8 years for doctoral and 5 years for master's degrees).
- Credit cannot have already been applied to another degree.

The number of credits a student may transfer varies according to the number of credit hours required for the BYU graduate program. The maximum number of transfer credits should constitute no more than 25% of the total required for the program, not to exceed 15 credit hours in any program. For example, if senior and/or post-baccalaureate studies credits are used in conjunction with transfer credit, the total may not exceed 15 credit hours.

- The MAT can accept only 9 hours maximum of transfer credit (25% of required classes).

International Transfer Credit

Under certain circumstances credit from accredited or certified international universities may be considered for transfer if all the conditions required for transferring credit are met and the department submits a written justification assuring the following, before the classes are taken:

- The international university is highly regarded as an institution of higher education and accredited by the International Association of Universities.
- The content, rigor, and applicability of the courses are appropriate for the student's graduate program and will enrich the student's graduate experience.

Credits Certified by Challenge Examination

A student may also choose to transfer the credit by successfully completing a challenge examination in the course(s). In rare circumstances, with the approval of the department and Graduate Studies, up to 10 semester hours may be certified by challenge examination. For example:

- A student may wish to transfer normally disallowed graduate credit from a non-accredited institution or from an international university.
- A student may wish to challenge a course on the Program of Study that covers material already mastered.

A graduate student may challenge only credit specific to the graduate program to which he or she has been admitted. The committee chair determines the appropriate method used to ascertain currency. A student may obtain the Graduate Degree Course Challenge Examination Request: ADV Form 3d (<https://gradstudies.byu.edu/file/adv-form-3d>).

Registration Limit

Because graduate study is more rigorous than undergraduate study, students should generally not be required to register for more than 12 credit hours in a semester or 6 credit hours in a term. In many programs, even that may be too much. Graduate students may not register for more than 22 credit hours in a semester or 11 credit hours in a term.

Departments should monitor course loads carefully. Furthermore, registration for thesis or dissertation credit, as well as work on the thesis or dissertation, should be concurrent and reasonable. It would be inappropriate, for example, for a student to register for all 18 dissertation credit hours in one semester or term. Students should consult with their committee chair in determining an appropriate and reasonable credit enrollment.

Time Limit Extensions

Departments and colleges may petition for an extension of up to one year by providing reasonable evidence that extenuating circumstances caused an unavoidable delay in the student's progress toward a degree. To petition for an extension of more than one year but no more than five years, the department and student must write up a contract with a detailed time line to degree completion. This contract must include impressive documentation that any outdated credits have been updated by courses retaken, by special readings courses in the subjects outdated, or by examinations in each of the courses, and it must be signed by the student and all the members of the graduate committee. No credit outdated by more than five years may apply to a current degree, regardless of circumstances.

Clinical Experience Transfer Acceptance Procedures

The BYU MAT does not accept clinical experience from other institutions. Four semesters of clinical work must be completed while enrolled at BYU.

Curriculum Standards

The CAATE has identified the athletic training educational base curriculum required of ATPs at the entry-level. The curricular standards are the basis of the education and development of athletic training students and prepares them for practice in health care. The purpose of identifying these core requirements is to identify the skills necessary to be an effective entry-level ATC. Furthermore, these curricular standards serve as a guide for the development of educational programs and learning experiences leading to the ATS eligibility for the Board of Certification, Inc., examination.

Additionally, the BOC Practice Analysis curricular content included in the MAT follows the five domains or content areas that comprise the role of the ATC. These AT practices are identified within the (BOC PA #7 or BOC PA #8 starting April 2023).

NATA Research and Education Foundation Scholarships

Link: <http://natafoundation.org>

The NATA Research and Education Foundation provides 50–75 [scholarships](#) annually (varies per year). Applications for state and district associations would also use this application.

The criteria are as follows:

All applicants **must** meet the four requirements below:

1. Have been a **member of NATA** by November 1 of previous year and have membership for following year.
2. Have performed with distinction in his/her: academic program and institution; athletic training duties/assignments; academic coursework; community service.
3. Submit, by deadline, a completed Section 1 of online scholarship. Section 1 includes your demographic information and the name and contact information for your Institutional Representative and Nominating Certified Athletic Trainer.
4. Submit finalized online scholarship application and ensure that the NATA office (fndstaff@nata.org) has received your Institutional Representative Letter and Nominating Certified Athletic Trainer Letter by deadline.

An applicant **must**:

1. Be enrolled in a CAATE-accredited program;
2. Have completed at least 60 credits of college coursework;
3. Have a cumulative overall GPA of at least 3.2 (based on a 4.0 maximum) for ALL courses or

- the last 60 credits (NOTE: transfer transcripts may have to be used in GPA calculation);
4. Have one academic year in the program remaining.

Complete scholarship applications (including transcripts) must be postmarked as indicated at <http://natafoundation.org> website. Only applications mailed from the Foundation or downloaded from the NATA Research & Education Foundation (REF) website will be accepted. Those who are not awarded a NATA REF scholarship are automatically considered for a scholarship at the district level. Same requirements apply. Applications go to the district listed on your NATA membership record.

Graduate Studies and BYU Funding Opportunities

Financial aid is offered through various federal, state, and university programs such as loans, scholarships, and grants. Many financial aid opportunities, such as loans, are based on the student's familial financial contributions and are preempted by a needs-analysis form such as the Free Application for Federal Student Aid (FAFSA). More information regarding these types of financial aid can be found at BYU's Financial Aid and Scholarship Offices (A-41 ASB, PO Box 21009, 801-422-4104).

In conjunction with Athletics, one scholarship per year is given out in the name of George Curtis and Ollie Julkunen, two former athletic trainers from BYU. The information about this scholarship is available through Rob Ramos. The Gaye Merrill Scholarship will soon be available to MAT students. Additionally, three to four athletic training students are employed to coordinate the nightly physician visits. Applications for these positions are taken early winter semester. These positions begin the following fall semester and last two semesters.

Clinical Requirements for the ATS

Overview of Clinical Education

Rotations

The clinical experience rotations are designed to provide ATSs the opportunity to clinically apply what they have been learning in the classroom. During the clinical experience, students may only perform in areas where competency has been demonstrated through classroom, practicum classes or preceptor teaching and evaluation. Students are expected to voluntarily devote 15–25 hours per week in the clinical setting through the four semesters of clinical education courses to solidify material covered in the classroom enabling them to demonstrate competency. During the immersive internship students will be required to work 40 hours per week for eight weeks (may be completed as two four-week immersive internships – students must make specific arrangements with the Clinical Coordinator of Education (CCE) if they desire two four-week immersive experiences). Our preference for the EXSC 688R immersive internship is a continuous, eight-week experience. Academic credit for these hours is given during enrollment in the clinical education classes. Rotations vary among high school, collegiate, nonorthopedic, and clinic settings. The required courses are ExSc 654, 655, 656, 657 and 688R.

Clinical Assignments

At BYU, we strive to give each student a personal, thorough, and unique athletic training experience. We accomplish this goal by providing many on-campus and off-campus learning opportunities. In doing so, the ATS is exposed to a variety of settings, sports, patients, patient populations, and conditions. However, in order to be successful at giving each ATS a variety of experiences, students must meet with the ATP coordinator of clinical education on a regular basis to discuss their goals,

career path, and clinical opportunities. Therefore, each ATS is required to meet with the ATP Coordinator of Clinical Education to discuss their clinical and academic schedules each academic year prior to assigning clinical experiences. *Furthermore, once placed in a clinical assignment, each ATS is required to perform ALL the duties pertinent to that assignment. The immersive clinical may also include two-a-day practices or preseason scrimmages.* This means that ATSs may be expected to be at their fall clinical sites prior to the start of school, if necessary.

Assignment Arrival

As stated above, certain preceptors/sites will require students to arrive prior to the beginning of the semester or to stay following the end of the semester. Therefore, each student will have one clinical assignment which requires them to arrive prior to the start of classes (HS football, BYU football, BYU / UVU women's volleyball and women's soccer) or to stay after the semester ends to complete the season (BYU / UVU baseball / softball and track). The requirement will be recorded in Appendix G. After completing this requirement a student may still report to their clinical assignment prior to classes or after classes if they chose and have worked out arrangements with the preceptor. Students will be expected to report at the agreed upon time regardless of whether this requirement is completed or not. Changing schedules at the last minute simply because the requirement has been fulfilled should not occur.

All Students

All ATSs will be assigned one clinical experience each semester. All core content and completion of curricular standards will be complete by the time the ATS completes the fourth semester of clinical experience. Students will also spend at least one day doing a nonsport rotation (but longer is encouraged).

Clinical Assignment Policy

Progression of the MAT student is an important part in developing students to become autonomous practitioners with athletic training knowledge, skills, and abilities, including clinical decision-making. This outcome is achieved through progression of coursework and clinical assignments.

Clinical Progression is an essential part in the education and growth of the athletic training student and occurs via clinical assignments. CAATE standards dictate that, at minimum, students must have the following clinical exposures, patient populations:

- **Throughout the lifespan** (for example, pediatric, adult, elderly): Due to the varying nature of patient ages seen at medical clinics as opposed to high schools or universities we identify the following locations as examples that meet this the criteria: IHC Clinics, Dr. Pratte
- **Different sexes:** Locations that have both male and female athletes/patients include: BYU Track and Field, High Schools, IHC Clinics, BYU Dance
- **Different socioeconomic statuses:** Factors such as diverse ethnic populations and backgrounds, as well as varying levels of income and education can be found at: All high schools, BYU Football, BYU / UVU Track and Field
- **Varying levels of activity and athletic ability** (for example, competitive and recreational, individual and team activities, high- and low-intensity activities): Due to the various patient ages, activity and motivational populations the following locations meet this criteria: IHC Clinics, The Training Room, Dr. Pratte, BYU Dance
- **Nonsport activities** (for example, participants in military, industrial, occupational, leisure activities, performing arts): Patient populations largely made up of noncollegiate varsity, extramural, or high school athletes are seen at the following: Dr. Pratte, BYU Dance
- **Pathologies as described in CAATE Standards:** (See specific, detailed list in Standard 18.)

The timeliness of these patient exposures is an important part of the overall progression of the student. Clinical progression of the student in the BYU MAT is done in conjunction with courses taken by the student.

First semester students take EXSC 515 – Therapeutic Interventions 1, Modalities and EXSC 516 – Orthopedic Evaluation 1: Lower Extremities. Clinically (EXSC 654), students will have the opportunity to utilize modalities and begin to evaluate patients.

Second semester, students take EXSC 517 – Orthopedic Evaluation 2: Upper Extremities and EXSC 518 – Therapeutic Interventions 2, Rehabilitation. Clinically (EXSC 655), student assignments are with populations with higher incidences of contact injury or sports in the off-season that tend to have students recovering from the season or corrective surgeries where the chance to evaluate both upper and lower extremities increase.

Third semester, since students have completed both upper and lower evaluation courses, they focus more on general medicine and body function by taking EXSC 601 – Pharmacology in AT and EXSC 635 – Evidence-Based Practice. The expectation is that students will have increasing levels of autonomy in their clinical assignments (EXSC 656). In addition, they will perform their nonsport populations assignment during a rotation at an approved site

Fourth semester, students are completing coursework and reviewing principles and materials in EXSC 697 – AT Capstone and the fourth-semester clinical course (EXSC 657). Clinically, an emphasis on nonorthopedic and general medicine skills, including hands-on practice, add to the already-existing clinical exposure of evaluation, treatment, modality use and rehabilitation.

The following example of clinical progression is to assist student growth:

1st Semester

Sites that permit modality use so students may practice and become more familiar with modality parameters, indications and contraindications, sites that permit more evaluation practice, equipment training in fall semesters, and exposure to male and female athletes including:

- High School (football), BYU Swim and Dive, BYU Track, BYU Football, Cougarettes, BYU Cheer, BYU Tennis, UVU Athletics

2nd Semester

Sites with sports that are in the off-season to allow students more time with rehabilitation or recovery skills, increased contact sports and evaluation skills including:

- Fall: BYU Track, BYU Men's Volleyball, BYU Women's Soccer, BYU Cheer, Cougarettes, BYU Baseball, BYU Softball, BYU Tennis, BYU Swimming
- Winter: BYU Football, Women's Volleyball
- Off-season: UVU Athletics

3rd Semester

Sites that permit more autonomous evaluation and rehabilitation skills, sites with increased exposure to nonorthopedic issues and nonsport populations, equipment-intensive sports, if needed, including:

- Dance, Revere Health PT Clinic, BYU Soccer, PT-BYU Football, BYU Volleyball, BYU Basketball, BYU Football, BYU Gymnastics, BYU Soccer, BYU Rugby, BYU Dance, BYU Lacrosse, BYU Baseball, BYU Softball, Dr. Weenig

4th Semester and Immersive Clinical

Use all of the skills obtained in the program, mentor first-semester students, practice time for BOC, and ensure all clinical requirements are met, including equipment sports:

- High School, Dance, PT Clinic, IHC Clinic, PT–BYU Football, BYU Soccer, BYU Gymnastics, BYU Football, BYU Basketball, BYU Lacrosse, BYU Rugby

Assigning students to a High School for a full year to obtain their equipment training if they were at the High School first semester during the winter term is acceptable.

Clinical Assignment Progression

(Example Course Map and Clinical Assignment)

1st Semester AT courses

Clinical 1

Clinical Assignment

BYU Track

2nd Semester AT Courses

Clinical 2

Clinical Assignment

BYU Football–Off-season

3rd Semester AT Courses

Clinical 3

Clinical Assignment

High School, Nonsport, Football–In-season, IHC

4th Semester AT Courses

Clinical 4 and Immersive

Clinical Assignment

IHC Clinics and all other options are available

In order to work at IHC and receive a badge, the following must be completed prior to first day of assignment:

1. **5-Panel Drug Screen** (SAM) – use the one from the initial application to the program (email Dr. Diede or exscoffice@byu.edu for a copy)
2. **Background Check** – use one from application to program
3. **COVID-19 Vaccine** proof of injection
4. **ExL&I Verification** student is not on Federal Exclusion List – go to this website (<https://exclusions.oig.hhs.gov/>), search your name in the database, then copy or print webpage to verify
5. **Hepatitis B, 3-Dose Series** – immunization record
6. **Influenza Vaccine** – immunization record
7. **MMR Immunization** – immunization record
8. **TB Screening** – schedule a test at the Student Health Center (\$15), must be completed within the last 6 months
9. **Tdap Dose** – immunization record
10. **Varicella (Chickenpox)** – immunization record

Immersive:

At least 8 weeks in chosen settings: This requirement may not be completed until the student's 2nd year (after completing first two semesters), regardless of previous experience. Setting can be local or at sites across the country. It may be fulfilled during fall (after summer discontinuance deadline) or winter semesters or during spring/summer terms. PD/CCE must approve all sites and will get the site approved, but each student is responsible for making the arrangements for their immersive clinical. Students will be expected to remain with the clinical preceptor during all clinical times and other job activities pertaining to the preceptor's clinical position. There is no maximum hour requirement (each credit requires a minimum 160 hours of work; 2 credits is required – 320 hours total).

Student Travel

The cost of transportation to clinical experience sites is the responsibility of the individual athletic training student. Carpooling, if possible, is encouraged. All athletic training students must maintain their own auto insurance policy (according to state law) as each student will be individually responsible for his/her transportation to and from the field experience site. BYU and the MAT are not liable for any accident that may occur to the student or the student's vehicle while traveling to and from or at the clinical experience site. Furthermore, no athletic training student shall transport a patient or student-athlete (high school or collegiate) to or from a medical appointment, athletic practice, athletic event or other related affair in their personal vehicle. In addition, athletic training students shall not use their personal vehicles for hauling coolers, medical kits, etc., or for running errands for their preceptors. In the event an athletic training student does not comply with this policy they will be subject to disciplinary action as outlined in the MAT student handbook.

Clinical Instruction and Supervision Policy

The Brigham Young University Athletic Training Program ascribes to the Clinical Education Terminology as outlined by CAATE.

- **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 onsite 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. If the patient/client care is occurring via telehealth or telemedicine, the preceptor must concurrently monitor the patient/client care through appropriate telecommunication technology.
- **Ability to Intervene**—The preceptor is within the immediate physical vicinity and interacts with the ATS on a regular and consistent basis in order to provide direction and correct inappropriate actions. The same as being physically present.
- **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 Experiences**—Those clinical education experiences for the ATS that involve patient care and the application of athletic training skills under the supervision of a qualified instructor.
- **Supplemental Clinical Experiences:** Learning opportunities supervised by health care providers other than athletic trainers or physicians. *See also* Clinical Education (bullet above).
- **Simulation:** An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. *See also* Clinical Education (bullet above).
- **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. Preceptors should have a minimum of one semester (but one full year is preferred) with a team or location prior to receiving athletic training students. This permits the preceptor to understand their role with the team, develop trusting relationships with coaches and players, and allow the CCE to educate and train the preceptor on program policies and expectations. On rare occasions, if the CCE is able to meet

with a preceptor prior to student placement and the preceptor is very familiar with the athletic training program due to previous experience or knowledge of policies, a preceptor may be permitted one student during their first semester.

To enhance clinical education, each ATS is registered in clinical education courses, each semester, for the two years they are in the program. During these courses, competencies and clinical proficiencies are introduced, reviewed, and assessed. This is done in a specific order, ensuring the ATS is progressing toward certification. These classes coincide with a clinical assignment in which the ATS is gaining experiences with a variety of different populations, including genders, varying levels of risk, protective equipment, a variety of conditions and populations and nonsport experiences. If a student seeks credit for additional credit for clinical experiences outside those required, they will register for EXSC 688R to account for their clinical experience. The clinical assignments are conducted in such a way that the ATP faculty are in the clinical sites on a regular basis to evaluate student progress and learning, as well as the effectiveness of the experience. The minimum time requirement is 15 hours per week. ATSs are encouraged to voluntarily devote **15–25 hours** per week in the clinical setting to solidify material covered in the classroom, enabling them to demonstrate competency and clinical proficiency. The immersive clinical may have more than a typical 40-hour week. Students will also have a minimum of one day off in every seven days each week. The supervising preceptor carefully monitors the time each ATS spends at their clinical assignment, via Time Tracker (www.timetracker.byu.edu), ensuring the time spent there is educational in nature, accommodating time off requests when possible. ATSs will also complete the Monthly Clinical Log and submit it via google.docs to the Coordinator of Clinical Education. This helps evaluate that the stated aims of time spent at the clinical site are being met.

Modalities Policy

An Athletic Training Student may perform treatments on patients and utilize modalities with patients at the clinical sites under the following conditions:

1. You have been given permission to use the modality from your preceptor
2. The modality is currently calibrated correctly and undergoing regular maintenance and scheduled calibrations as suggested by the manufacturer, state, or federal ordinance
3. There is no county, state, or federal law prohibiting use of the modality
4. The modality is functioning correctly. If the modality malfunctions or is not performing in the anticipated manner, you are not permitted to use the modality until it has been repaired and/or calibrated and received proper maintenance
5. You use the modality correctly and as it is intended.

Clinical Site Required Documentation

The ATS is responsible for completion and submission of all required documentation before starting work at their assigned clinical site. Such documentation includes *but may not be limited to*:

1. Completion of the Supervision policy (Appendix G)
2. Professional Rescuer CPR card
3. Proof of Hepatitis vaccination or declination (Appendix G)
4. Hours verification (TimeTracker)
5. Exposure Control Policy (Appendix A)
6. EAP (Appendices D and E)
7. Communicable Disease Policy (Appendix A)
8. Background check
9. Site-specific forms (e.g., OSHA/HIPAA/FERPA module – for each clinical site)

ATS Hours Record

Each ATS is responsible for logging his or her individual hours of field experience. Recording of hours may be essential to receive future licensure in some states. Hours are logged using Time Tracker. Time Tracker is a program designed for BYU ATP. You will be given a username and password in your first semester that will allow you to track your hours in this system. To use Time Tracker, go online to timetracker.byu.edu. Log in with your username and password. The first time, select the preceptor that you are working for, and then punch in. All other times, and when punching out, just sign in and punch.

Time Tracker logs will be evaluated monthly. They are to be verified by the current preceptor of the ATS using the digital signature feature on Time Tracker. When the month is completed the ATS will total the hours and have the preceptor verify the record.

ATS Responsibilities & Professionalism

The responsibilities of the ATS will vary greatly from one clinical education site to the next. Each clinical education site will have different expectations for the ATS. It is the responsibility of the ATS and the preceptor to identify these expectations. Although each site will have different duties, responsibilities, and policies, there are some general responsibilities that each ATS should follow. They are:

1. Each ATS should be at least 10–15 minutes early to all of their field clinical education activities, unless otherwise stated by their preceptor.
2. Each ATS should act appropriately and respectfully.
3. Each ATS should dress professionally (see Dress & Grooming Standards and Dress Code) and appropriately according to the preceptors' expectations and the MAT dress code.
4. Each ATS should adhere to the NATA code of ethics and professionalism at all times.
5. Each ATS MUST keep all patient/athlete care confidential.
6. Each ATS must adhere to the BYU Honor Code.
7. Each ATS should be inquisitive and willing to learn at all times.
8. Each ATS should be enthusiastic, cheerful, and willing to practice AT.
9. Each ATS should be dependable and responsible.
10. Each ATS must be familiar with the Emergency Action Procedures (EAPs) for their assignment.

ATS Duties

Academic

With regards to the clinical education courses and the clinical proficiencies, the ATS is responsible for the following:

1. To utilize the time in class to practice the clinical proficiencies and receive direct feedback from the instructor.
2. To complete every clinical proficiency through modules or cases.
3. To ensure that all clinical proficiencies are documented and the preceptor is signing their clinical module sheets.
4. To complete the clinical modules in the identified and appropriate sequencing.

Dress Code

Often the only characteristic others have to make an assessment of who you are and what you do is in your appearance. Athletic training students should be neat and clean in appearance, and conform to the dress and grooming standards of BYU. We are proud of our ATP and wish to portray a professional image to our peers and community. You are representing BYU and the athletic training profession in your conduct and dress. For off-campus sites, check with your preceptor. The following standards apply to all sites unless explicit instructions are documented between the preceptor and the student.

Daily Attire

- **Name ID Badge**
- **Shirts**
 - Acceptable* (tucked in at all times):
 - BYU Athletic Training t-shirt
 - BYU Athletic Training polo
 - BYU Athletic Training sweatshirt
 - BYU Athletic Training jacket
 - BYU Athletic Training vest
 - High school athletic training shirts (with preceptor approval)
 - Unacceptable*
 - Untucked shirts
 - Anything other than the above list
 - Clothing in poor condition
- **Pants**
 - Acceptable* (dress pants / slacks)
 - Khaki, Black, White, Navy
 - Blue Wind pants
 - Unacceptable*
 - Blue jeans
 - Pants in poor condition (frayed hems, holes, dirty)
 -
- **Shorts**
 - Acceptable*
 - Casual dress shorts of modest length and fit
 - Same colors as mentioned previously with pants
 - Unacceptable*
 - Blue jean shorts
 - Athletic mesh short
 - Shorts in poor condition
- **Shoes**
 - Acceptable*
 - **BYU Nike Shoes Only**
 - Closed-toe shoes
 - Shoes appropriate for the activity
 - Unacceptable*
 - Open-toe shoes
 - Sandals
 - Flip-flops
 - Boots (winter or other)
- **Hats**
 - Acceptable*
 - BYU or Site-specific hats, when allowed by preceptor
 - High school hats w/ preceptor approval
 - Unacceptable*
 - Hats worn in any direction other than forward

Game Day Attire

Determined by your preceptor and must be followed by students.

Grooming

Adhere to BYU Honor Code: Men must be clean shaven.

Hair for men must be off the ears and collar. Men and women should avoid extremes in hair color and style.

Student Grievance Policy

In the event that an ATS has a grievance against faculty, staff, clinical preceptors, or a fellow ATS, the following guidelines should be considered:

Criteria for Grievance

- Harassment
- Unfair Practices
- Dishonesty
- Lack of Professionalism
- Other

Procedures

- a. Communicate with the individuals involved in the grievance so that you can assure that there is not some form of miscommunication.
- b. Try to work out the grievance with the individual.
- c. If the problem cannot be resolved, inform the individual that you are planning to file a grievance.
- d. Fill out a Grievance Form (**Appendix G**) and submit it to the ATP. In the event the grievance is against the ATP director, submit the complaint to the Exercise Sciences Department Chair.
- e. Once the grievance is received, the ATP director and/or department chair will review the case and take appropriate action.

Note: In the event that one of the grievance committee members is involved with this action, the individual will not be on the committee for this particular problem.

Disciplinary Actions & Grievances

At Brigham Young University, athletic training students are expected to follow the BYU Student Honor Code. In addition to these policies, ATS must comply with all MAT requirements and procedures. In order to maintain a professional atmosphere for learning, the following procedures have been developed for disciplinary action and grievances.

Disciplinary Action

Criterion

- Noncompliance of the BYU Honor Code.
- Repetitive breaking/disregarding rules, policies/procedures (more than once).
- Academic Dishonesty (Automatic E in course).
- Not maintaining a 3.0 GPA in the athletic training major.
- Not following proper policies and procedures.
- Not maintaining current CPR certifications.
- Not attending the annual OSHA training course.
- Not meeting the clinical education expectations.
- Not attending educational forums/seminars.

- Conduct unbecoming of an ATS.

General Disciplinary Action

- 1st Action:
 1. Written and verbal warning
 2. Interview with ATP director
 3. Probation period for improvement (as determined by the ATP director)
 4. Contract for improvement
- 2nd Action:
 1. Written and verbal warning
 2. Interview with ATP director
 3. Probation for one semester
 4. Interview with ATP faculty and staff
 5. Contract for improvement
- 3rd Action:
 1. Expulsion from the program

Academic Disciplinary Action

- 1st Action: (GPA falls below 3.0 for major)
 1. Written and verbal warning
 2. Probation period for one semester
 3. Interview with ATP director/academic advisor
 4. Contract for improvement; must be above the criterion at the end of the next semester.
- 2nd Action: (GPA falls below 3.0 cumulative or 3.0 major)
 1. Written and verbal warning
 2. Interview with program director
 3. Probation for one semester, will not have a clinical education assignment
 4. Contract for improvement; must maintain GPA criterion until graduation
- 3rd Action:
 1. Expulsion from the program

ATS Evaluation Forms

Student Evaluations

Athletic training students are evaluated by their preceptor twice each semester, once midterm and again at the end of the semester. The ATS should carefully read over the ATS Evaluations (Levels I–IV) forms (see links below) to understand how they will be evaluated. Once the preceptor has completed the evaluation, he/she should schedule a time with the ATS to discuss the evaluation. Once the entire evaluation has been discussed, the preceptor should submit the evaluation. The ATS should indicate his/her agreement or differences of opinion with the preceptor in the comments section of the student's self-evaluation. The athletic training coordinator of clinical education will then discuss the evaluation with the ATS and the preceptor, if necessary. After discussing the evaluation with the ATS and the preceptor, the coordinator of clinical education will then determine the score on the evaluation.

[Level 1 Evaluation – Preceptor of Student](#)

[Level 2 Evaluation – Preceptor of Student](#)

[Level 3 Evaluation – Preceptor of Student](#)

[Level 4 Evaluation – Preceptor of Student](#)

[Immersive Evaluation – Preceptor of Student](#)

Student Self-Evaluations

Each semester every ATS will complete a self-evaluation at the beginning and the end of the semester using the same evaluation form given to the preceptor (see links below). The ATS should review the evaluation with him/her when he/she meets with the supervisor to review his/her evaluation. The evaluations should be compared, and the supervisor should also discuss any of his/her concerns. The ATS's self-evaluation will be online. In the event of a disagreement between supervisor's and student's evaluations, the coordinator of clinical education will use each evaluation to determine what should be done.

[Level 1 Evaluation – Student \(Self\)](#)

[Level 2 Evaluation – Student \(Self\)](#)

[Level 3 Evaluation – Student \(Self\)](#)

[Level 4 Evaluation – Student \(Self\)](#)

[Immersive Evaluation – Student \(Self\)](#)

Preceptor Evaluations

Each preceptor will be evaluated by each of his or her students at the end of each rotation (see link below). The evaluations will be submitted online to the athletic training coordinator of clinical education and will not be seen by the preceptors. At the end of each academic year, each of the preceptors will receive a preceptor Summary Evaluation form. On this form, the average of all the scores, as well as a description of all written comments, will be given to each preceptor. On this evaluation, the student's names will not be given. The purpose of this evaluation is to give positive feedback to the preceptor, as well as ideas on how the experience could improve.

[Evaluation of Preceptor](#)

Additional ATS Forms

Nonorthopedic Evaluations

Each full month of the semester (September, October, November for fall and January, February, March for winter) athletic training students are required to submit a Nonorthopedic Evaluation to your clinical class instructor. The purpose of the evaluation is to practice evaluation skills pertaining to nonorthopedic issues and tools that often accompany those types of evaluations. Examples of nonorthopedic injuries or illnesses include, but are not limited to concussion, skin conditions, general illness such as colds or the flu, eye conditions, respiratory ailments and asthma, diabetes. Perform a thorough evaluation and complete the form, utilizing the tools requested in the form regardless of the condition to ensure continued practice and competency. The nonorthopedic evaluation forms are unique to each semester level in the program to assist with increasing skill competency as you progress in the program.

[Level 1 Evaluation – Nonortho Eval](#)

[Level 2 Evaluation – Nonortho Eval](#)

[Level 3 Evaluation – Nonortho Eval](#)

[Level 4 Evaluation – Nonortho Eval](#)

Monthly Clinical Hours Record

Each month of the semester athletic training students are required to complete a Monthly Clinical Hours Record which details the student's experience at their clinical assignments. The purpose of the clinical log is for the program director, coordinator of clinical education and preceptor to see how the student is spending their time at the clinical assignment. The student is asked to give a percentage of time cleaning, evaluating, attending practice, and performing treatments. Additionally, the student records the types of patient interactions and what areas of the body were evaluated. The student also records if the required one day off per week was provided. The student is able to record any additional comments

regarding the clinical experience. Data from the clinical hours record are evaluated to ensure proper clinical regulations and requirements are being met, as well as to educate and train preceptors on how to most effectively utilize student time at their clinical site.

[Monthly Clinical Hours Record](#)

Athletic Training Staff Information

Clinical Definitions

The Athletic Training Program (ATP) which is a Master of Athletic Training (MAT) degree program, consists of administration, faculty, staff ATCs, preceptors, a medical director, team physicians and consulting medical specialists, graduate assistants/clinical interns/fellows, and athletic training students.

Dean of the College of Life Sciences

The Dean of the College of Life Sciences oversees the development and evaluation of the ATP. The Dean evaluates the Chair of the Department of Exercise Sciences.

Chair of the Department of Exercise Sciences

The Chair of the Department of Exercise Sciences is responsible for overseeing the MAT at BYU. The Chair of the Department of Exercise Sciences evaluates all MAT faculty, including the director.

Entry-Level Athletic Training Program Director

The graduate ATP Director at BYU is responsible for the day-to-day operation, coordination, supervision, and evaluation of all aspects of the entry-level MAT. The ATP Director reports to the Chair of the Department of Exercise Sciences.

Entry-Level Athletic Training Coordinator of Clinical Education

The Coordinator of Clinical Education, in cooperation with the ATP Director, is responsible for the administration and management of the clinical education and field experience components of the entry-level ATP. The coordinator of clinical education acts as the preceptor educator and reports directly to the entry-level ATP Director.

Athletic Training Faculty

The athletic training faculty members are employed by the Department of Exercise Sciences and teach within the MAT as assigned by the program director. They also function as preceptors. The faculty assist the ATP Director in the day-to-day operation of the program.

Supporting Faculty

The supporting faculty are those professors that teach Anatomy, Physiology, Exercise Physiology, Sports Nutrition, Biomechanics, Psychology, Microbiology, Statistics, etc. The supporting faculty teach prerequisite or major courses not in the AT core.

Preceptors

Brigham Young University employs staff athletic trainers within the department of Intercollegiate Athletics. These clinical athletic trainers also have responsibilities as preceptors for the ATP. Additionally, they may be employed by the Department of Exercise Sciences as adjunct faculty within the ATP.

Preceptors are faculty and staff that have completed the BYU ATP preceptor workshop. These individuals are qualified to supervise clinical instruction during the clinical education courses within the curriculum and to evaluate clinical proficiencies.

A preceptor is a certified athletic trainer or other allied health professional that is located at one of the affiliated ATP clinical education sites. The preceptor directly supervises the ATs during their clinical education rotations. The supervisor is responsible for evaluating each student as he/she progresses towards becoming a

competent athletic trainer. However, the preceptor may not evaluate and sign-off clinical proficiencies.

Medical Director

The medical director, Dr. Mitchell Pratte, consults with and advises the ATP Director in the education of ATs. He/she is directly involved in the ATs' education by frequently interacting with the students through guest lectures, clinical experiences, surgical observations, practice and game attendance, as well as through other means.

Consulting Medical Specialists

The BYU ATP utilizes a significant number of consulting medical specialists for the education of ATs. The medical specialist will be utilized in the education of ATs through guest lecturing and through procedural observations.

Graduate Assistants/Clinical Interns

The graduate assistants/clinical interns are certified athletic trainers. These assistants/interns work under the supervision of the head athletic trainer. The graduate assistants/interns who have a minimum of one year of experience and who have completed preceptor training are considered staff and work as a preceptor within the ATP.

Athletic Training Students (ATs)

Athletic Training Students are those students who have been accepted into the MAT and are majoring in Athletic Training.

See Athletic Training Faculty and Staff Information for a complete list.