

Brigham Young University Athletic Training Student Handbook



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Introduction & Background

Introduction

Welcome to Brigham Young University's (BYU) Athletic Training Program (ATP). 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 appendix. Our program 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 will maintain the high standards and high expectations started and maintained 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/world. The faculty, staff, and athletic training students must all work together in order to achieve such a goal. As students, you must each be individually excellent. It is recommended that you use this handbook throughout the program.

By reading this handbook, you will continue to be familiar with the roles and responsibilities that you have as an ATS as well as decrease 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 F**. Please place this form into your folder in 270 SFH to be kept permanently. This will assure 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 270 SFH.

Once again, welcome to BYU's Athletic Training Program. 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
Clinical Education Coordinator

Blain Empey, PT, ATC
Athletic Training Staff

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 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: prevention; clinical evaluation and diagnosis; immediate and emergency care; treatment and rehabilitation; and organization and professional health and well-being. The educational requirements for CAATE-accredited athletic training . . . programs include acquisition of knowledge, skills and clinical abilities along with a broad scope of foundational behaviors of professional practice. Students complete an extensive clinical learning requirement that is embodied in the clinical integration proficiencies (professional, practice oriented outcomes) as identified in the [Athletic Training Education Competencies](#) (PDF).

Students must receive formal instruction in the following specific subject matter areas identified in the Competencies:

- Evidence-based practice
- Prevention and health promotion
- Clinical examination and diagnosis
- Acute care of injury and illness
- Therapeutic interventions
- Psychosocial strategies and referral
- Health care administration
- Professional development and responsibility

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 a corporate/industrial setting.

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

Average starting salary for an ATC with a bachelor's degree ranges typically from \$30,000–\$55,000, depending on location and qualifications. Completion of a teaching certificate or advanced 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 in the BYU ATP 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 reform. Director of Sports Medicine, Carolyn Billings, continues the long-standing tradition of athletic training excellence at BYU.

Today, BYU has over 100 ATS's and utilizes a large staff of competent and dedicated certified athletic trainers, physicians, and health care specialists in the education of ATs and care of student athletes. The 16 ATCs on staff were drawn to BYU by the values, ethics, and success of BYU's athletic training program and are highly educated. 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. Further, the athletic training program utilizes a network of qualified athletic trainers at affiliated sites as preceptors.

The success of our program is evident in our students. Our ATs have a high pass rate on the BOC exam—a rigorous and difficult cumulative examination of the skills and competencies of entry-level athletic trainers. The program is based upon providing the best Athletic Training education possible. 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. Some former students have even served as athletic trainers in the NFL, MLB, PAC 10, and Big 10. They continue to diligently serve as role models in high schools and clinics across the country.

Athletic Training Program Mission Statement

The purpose of the athletic training program is to produce well educated Athletic Training (AT) practitioners based on programs objectives and expected learning outcomes and the Exercise Sciences mission and the AIMS of a BYU education.

The purpose of the athletic training program is designed to teach the theoretical and clinical competencies; knowledge, skills and abilities required for the Board of Certification (BOC) examination and athletic training practice. Students develop professional knowledge and clinical skills, become comfortable with critical evaluation and application of current athletic training-related literature.

Exercise Sciences Mission: The Department of Exercise Sciences values the human being as sacred and seeks to strengthen both body and spirit by attaining, advancing, and disseminating knowledge in the disciplines of human exercise and performance, injury and rehabilitation, and wellness while inviting divine inspiration to guide our efforts.

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 endeavor 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/>).

ATP Technical Standards

The Athletic Training Program (ATP) 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 ATP 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 ATP. 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.

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, ATS must wear a collared shirt, khakis or other slacks pants, BYU name tag (Utah law) and Nike shoes. When off-campus and on game days, dress may vary. Check with your assigned preceptor.

Academic Information for Students

ATP Objectives / Program Objectives

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

1. Athletic Training Knowledge, Skills and Ability

Demonstrate acquisition and application of Athletic Training (AT) knowledge, skills and abilities.

The competencies and proficiencies are listed as objectives and outcomes in required Athletic Training courses. See matrix. http://www.nata.org/sites/default/files/5th_Edition_Competencies.pdf

2. Athletic Training Professional Preparation

Students will be prepared for Athletic Training professional practice by demonstrating professional behaviors and dispositions in level-specific practice "internships" at affiliated clinical sites with the mentoring support of qualified clinical instructors (preceptors).

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. As professionals, graduated students will synthesize what they learned at BYU to work as ethical, and moral people in their communities.

BS Athletic Training

Program Purpose

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

1. Provide an opportunity for learning in a professional atmosphere, fostering an environment conducive to the spirit, and to provide clinical experiences that provides optimal medical care to physically active individuals.
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.
3. Prepare students, who desire further graduate work in athletic training or pursuit of other allied health and medical fields, with the foundation knowledge and clinical skills to be successful in their graduate studies and training.

Alignment with BYU, External Accreditation and Certification Agencies

The BS Athletic Training 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 ([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.

- *Spiritually Strengthening:* Athletic trainers strive to improve their spiritual strength through participation in a program where students, faculty, and staff value and understand the importance 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 trainers 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, a 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 trainers 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 trainers 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.

Additionally, the BYU ATP strives to:

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

Admission Policy

The BYU ATP is a program that requires a secondary application process

(<https://exercisesciences.byu.edu/AcademicProgramsCenters/Undergraduate/BSAthleticTraining/ATPApplication>). Interested students will apply for acceptance during the semester of enrollment in EXSC 320. Admission to the ATP requires the candidate to meet the following criteria:

- Complete PDBio 220 and 305, and EXSC 320, and 321.
- Complete the ATP application (found on the Athletic Training page of the Exercise Sciences web page).
- Have a physical examination within 6 months of application to verify technical standards (<https://exercisesciences.byu.edu/AcademicProgramsCenters/Undergraduate/BSAthleticTraining/ATPApplication>).
- Provide a copy of immunization records. All immunizations are suggested, including Hepatitis B and TB test.
- Attest to meeting the technical standards of the ATP, found in the Application Packet.
- Submit 1 letter of recommendation.
- Complete 30 hours of directed clinical observation at BYU and affiliated high school athletic training settings. See the contact information in 280 SFH.
- Complete all observation objectives. See application (<https://exercisesciences.byu.edu/AcademicProgramsCenters/Undergraduate/BSAthleticTraining/ATPApplication>).

Admission to the ATP is dependent upon meeting the above criteria and may be limited by the number of affiliated clinical education sites. Limited enrollment, if necessary, is based on weighted criteria ([see ATP Application](#)). The athletic training faculty will determine the assignment 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 must be enrolled in the ATP a minimum of four semesters.
- Each student must maintain current CPR for the Professional Rescuer certification.
- Each student must attend OSHA training every year 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 athletic training major requirements.

- Each student must pass all clinical education courses (minimum competency). 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 one semester.
- Each student must provide documentation for completion of all AT content including knowledge, skills, and abilities.
- Each student must receive favorable clinical experience evaluations (e.g., pass). A failing mark does not count against the clinical education course grade, but it necessitates a meeting with the Clinical Education Coordinator.
- Each student must attend a state, regional, OR national athletic training convention/meeting prior to graduation. Document attendance in ATS folder in 270 SFH.
- Each student must complete the exit interview.

Transfer Student Policy

All students wishing to transfer to BYU's ATP must first meet all of the pre-admission requirements. Upon admission to the BYU ATP, the student may petition that prior coursework be considered as equivalents of prerequisite courses for the BYU ATP. Prior coursework from another college or an accredited ATP will be considered on a case-by-case basis for transfer. The following are policies and procedures which must be followed in order to consider transfer students' prior work.

For general education credits, please see Life Sciences advisor [Marcia Richards](http://exercisesciences.byu.edu/Portals/14/docs/Adv/advisement.pdf) (<http://exercisesciences.byu.edu/Portals/14/docs/Adv/advisement.pdf>) (2060 LSB, 801-422-3042). Each department must approve of the transfer.

Course Transfer Procedures

1. The transfer student must submit, in writing, their request for BYU ATP to accept previous coursework. Included in this document should be the following:
 - a. Name of course, credit hours, professor, institution taken at, and name of the BYU course it will be substituting for.
 - b. A copy of published course descriptions of the course.
 - c. A detailed copy of a course syllabus, for all courses, or a letter from the instructor describing in complete detail what the course taught.
 - d. It is to be noted that transfer of clinical experiences are highly unlikely in that each accredited program has a unique structuring and sequencing to the clinical education experience, and therefore, it is very difficult to verify skill acquisition in terms of clinical competencies and proficiencies.

Course Acceptance Procedures

1. The program director will review each of the course descriptions and syllabi.
2. The program director will then compare the course to the BYU course and determine if they are comparable. The following criteria will be evaluated:
 - a. Credit hours
 - b. Content
 - c. Laboratory experiences
3. If the course does not have comparable credit hours, content, and/or laboratory experiences, the course will not be substituted for the BYU course and the student will follow the normal athletic training curricular plan.
4. If the course has comparable criterion to the BYU course, the course will then be placed within the students' curricular plan where appropriate, and the major authorization change form will be completed by the program director to accept the transfer course.

Clinical Experience Transfer Acceptance Procedures

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

Athletic Training Major

Link: <http://catalog2017.byu.edu/openPDF/maps/17/663421.pdf>

Course List & Descriptions

Link: <http://catalog2017.byu.edu/course-list/1.EXSC>

Required Textbooks for AT Program

Link: <https://booklist.byu.edu/Home/Mybooklist>

Competencies & Clinical Proficiencies

The NATA Education Council has identified the athletic training educational competencies and clinical proficiencies as the base curriculum required of ATPs. The standardization of the education and development of athletic training students prepares them for practice in health care. The purpose of identifying these competencies and proficiencies is to identify the skills necessary to be an effective entry level ATC. Furthermore, these competencies and proficiencies 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.

The competencies included in this document are categorized according to the 9 content areas that comprise the role of the ATC. These competencies are identified within the following domains (BOC (5); PA #7).

NATA Research and Education Foundation Undergraduate Scholarships

Link: <http://natafoundation.org/portfolio/scholarships-2/>

The NATA Research and Education Foundation provides 50–75 scholarships annually, each for \$2,300.

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 a complete 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 by deadline.
4. Submit finalized online scholarship application and ensure that the NATA office (fnstaff@nata.org) has received your Institutional Representative Letter and Nominating Certified Athletic Trainer Letter by deadline.

An undergraduate applicant **must**:

1. Be enrolled in a CAATE-accredited undergraduate program that concludes with a baccalaureate degree;
2. Have complete 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 undergraduate courses or the last 60 credits (NOTE: transfer transcripts may have to be used in GPA calculation);
4. Have one academic year in undergraduate program remaining.

Complete scholarship applications (including transcripts) must be postmarked as indicated at <http://natafoundation.org/portfolio/scholarships-2/> website. Only applications mailed from the Foundation or downloaded from the NATA Research & Education Foundation website will be accepted. Those who are not awarded a NATA REF scholarship are automatically considered for a \$2,300 scholarship at the district level. Same requirements apply. Applications go to the district listed on your NATA membership record.

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 students' 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 the Athletic Department, 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. 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. During the clinical experience, the students may only perform in areas where competency has been demonstrated through classroom, practicum classes (EXSC 394, 395, 494, 495), and/or preceptor teaching and evaluation. Students are expected to voluntarily devote 15–25 hours per week in the clinical setting to solidify material covered in the classroom, enabling them to demonstrate competency. Academic credit for these hours is given during enrollment in the practicum classes. Rotations vary among high school, collegiate, general medical, and clinic settings.

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, and patients. However, in order to be successful at giving each ATS a variety of experiences, students must meet with the ATP clinical education coordinator on a regular basis to discuss their goals, career path, and clinical opportunities. Therefore, each ATS is required to meet with the ATP clinical education coordinator to discuss their clinical and academic schedules each semester 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 including two-a-day practices or pre-season scrimmages. This means that ATs are expected to be at their fall clinical assignments prior to the start of school if necessary.

All Students. All ATs will be assigned one clinical experience each semester. All clinical proficiencies should be complete by the time the ATs completes the 4th semester of clinical experience. Students will also spend at least one day doing a nonsport rotation (but longer is encouraged).

Fifth(+)-Semester Students. Students will receive a clinical experience assignment for each semester in which they are enrolled in the ATP. These additional assignments allow the ATs to maintain continuity with the program until graduation, as well as provide additional preparation prior to taking the BOC certification exam. Students in a fifth semester (+) will be able to have a greater input into the clinical experience preferences, but the ATP Clinical Education Coordinator (CEC) will still have the responsibility of making the specific clinical assignment. Students must enroll in 496R when taking additional clinical assignments.

Clinical Assignment Policy

Progression of the ATP 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:

- Individual and team sports: BYU Track, BYU Basketball, BYU Football
- Protective equipment: BYU Football, Lacrosse, High School Football
- Patients of different sexes: Men's and Women's Soccer at BYU and UVU
- Nonsport patient populations: Dance, Dr. Weenig, IHC, PT-Revere Health
- Nonorthopedic conditions: All clinical sites with preceptors progressing student's ability and skill in this area

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 ATP is done in conjunction with courses taken by the student. For example, during the 1st semester students take modalities and lower extremity evaluation. Clinically, students will have the opportunity to utilize modalities and evaluate patients.

Second semester, students take upper extremity evaluation and rehabilitation. Clinically, 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.

Third semester, students take pathology and discuss general medical conditions. Clinically, student assignments are to locations that require more hands-on skills and evaluation since students will have completed both evaluation courses. Clinical assignments are more increasingly hands-on, with nonsport populations and exposure to nonorthopedic conditions, including a rotation with Dr. Weenig.

Fourth semester, students are completing coursework and reviewing principles and materials in capstone and the 4th semester clinical course. 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, Dance, BYU Lacrosse, BYU Baseball, BYU Softball, Dr. Weenig

4th Semester

Use all of the skills obtained in the program, mentor 1st 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 1st semester during the winter term is acceptable.

Clinical Assignment Progression (Example Course Map and Clinical Assignment)

1st Semester AT courses

Clinical 1

Lower Extremity Evaluation

Therapeutic Modalities

Advanced Athletic Training Lab

Clinical Assignment

BYU Track

2nd Semester AT Courses

Clinical 2

Upper Extremity Evaluation

Rehabilitation of Injury

Exercise Physiology

Clinical Assignment

BYU Football–Off-season

3rd Semester AT Courses

Clinical 3

Administration of Athletic Training

Clinical Assignment

High School

Pathology and Pharmacology

4th Semester AT Courses

Clinical 4
Capstone
Orthopedic Impairment
Exercise Prescription

Clinical Assignment

IHC–Clinic

Volunteerism

If a student desires, they may volunteer their time to gain additional clinical educational experience. Students will not be forced to gain these additional hours. ***Students should not volunteer more than five additional hours per week.***

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 ATP 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 ATP student handbook.

Clinical Instruction and Supervision Policy

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

- **Direct Supervision**—Supervision of the athletic training student (ATS) during clinical experience. The preceptor must be physically present and have the ability to intervene on behalf of the ATS and the patient.
- **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**—The application of knowledge and skills, learned in classroom and laboratory settings, to actual practice on patients under the supervision of a preceptor.
- **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.
- **Preceptor**—An appropriately credentialed professional identified and trained by the program CEC to provide instruction and evaluation of the Athletic Training Competencies and/or Clinical Proficiencies; an individual identified to provide supervision of athletic training students during their clinical [education] experience.

To enhance clinical education, each ATS is registered for one of four clinical education courses, each spanning one semester, for the 2 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, and nonsport experiences. If a student continues in the program more than 4 semesters, they will register for EXSC 496R 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. ATS's 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. 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 or hour sheets, ensuring the time spent there is educational in nature, accommodating time off requests when possible.

On an individual basis, the supervising preceptor and the ATS work together to customize the clinical education experience of the ATS. The clinical experience should match the learning in classes and clinical courses. The clinical education experience progresses as the ATS progresses in the program. Opportunities are sought to allow an ATS increasing autonomy and responsibility to 1) perform initial and follow-up evaluations, 2) determine and apply appropriate therapeutic modalities and exercises, and 3) participate fully in functional testing and return to play decisions. Competency guides this progression. In order for an ATS to begin to incorporate a given knowledge and/or skill safely into their clinical education experiences, the ATS is first taught the knowledge and/or skill, practices it, independently demonstrates proficiency, and has this appropriately documented (i.e., competency sheet signed). Until that demonstration takes place, the ATS does not perform the task on their own, i.e., without a preceptor closely overseeing and guiding the process, ensuring everything is performed correctly. Competency leads to greater responsibility, but never to the point that the clinical experience does not comply with the definitions of *direct supervision* and *ability to intervene*.

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 F)
2. Professional Rescuer CPR card
3. Proof of Hepatitis vaccination or declination (Appendix F)
4. Hours verification (either TimeTracker or ATS Supervised Clinical Education Experience Record)
5. Exposure Control Policy (Appendix A)
6. EAP (Appendices C and D)
7. Communicable Disease Policy (Appendix A)
8. Site-specific forms

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. There are two ways that hours are logged. You may use either Time Tracker or the BYU ATS Supervised Clinical Education Experience Record form. Time Tracker is a program designed for BYU ATS. 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.

Using the BYU ATS Supervised Clinical Education Experience Record form **or the [Time Tracker printout](http://timetracker.byu.edu/)** (<http://timetracker.byu.edu/>), the ATS should indicate the date, time in, time out, hours, total hours, assignment and location, and have the preceptor sign it. Each log sheet needs to be printed out and filed in the ATS's personal file found in the Smith Fieldhouse Athletic Training Room by the fifth of each following month (i.e., September's hours turned in by October 5). All special circumstances should be discussed with the clinical education coordinator before the deadline.

If you are working on a site where there is no computer access, record your time **ONLY** using the BYU ATS Experience Record. If you decide to use Time Tracker and forget to log the hours, no punches will be corrected for you. Be responsible and chart the hours accurately whichever way you choose.

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 and appropriately according to the Preceptors' expectations and the ATP 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 do anything the Preceptor asks of them.
9. Each ATS should be dependable and responsible.
10. Each ATS must be familiar with the Emergency Action Procedures 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 hats
 - High school hats w/ preceptor approval

- Unacceptable*

- Hats worn in any direction other than forward non-BYU hats

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. Confront the individual with 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 on filing a grievance.
- d. Fill out a Grievance Form (**Appendix F**) 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 athletic training major 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

Academic Disciplinary Action (continued)

- 3rd Action:
 1. Expulsion from the program

ATS Evaluation Forms

Student Evaluations

Athletic training students are evaluated by their preceptor twice each semester, once mid-term and again at the end of the semester. The ATS should read carefully 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 their 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 Clinical Education Coordinator will then discuss the evaluation with the ATS and the preceptor, if necessary. After discussing the evaluation with the ATS and the preceptor, the Clinical Education Coordinator 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](#)

Student Self-Evaluations

Each semester every ATS will complete a self-evaluation at mid-term and at the end of the semester using the same evaluation form given to their preceptor (see links below). The ATS should take the evaluation with them when they meet with their supervisor to review their evaluation. The evaluations should be compared and the supervisor should also discuss any of their concerns. The ATS's self-evaluation should be submitted online. In the event of a disagreement between supervisor's and student's evaluations, the clinical education coordinator 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 \(Self\)](#)

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 turned into the Athletic Training Clinical Education Coordinator 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](#)

Athletic Training Staff Information

Clinical Definitions

The ATP consists of administration, faculty, staff ATCs, preceptors, a medical director, team physicians and consulting medical specialists, and graduate assistants/clinical interns.

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, Department of Exercise Sciences

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

Entry-Level Undergraduate Athletic Training Program Director

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

Entry-Level Undergraduate Athletic Training Clinical Education Coordinator

The Clinical Education Coordinator, 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 clinical education coordinator 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 ATP 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 preceptors 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's during their clinical education rotations. The supervisor is responsible for evaluating each student as they progress towards becoming a competent athletic trainer. However, the preceptor may not evaluate and sign off clinical proficiencies.

Medical Director

Dr. Mitchell Pratte link: <http://intermountainhealthcare.org/providers/profile.html?id=8622>

Dr. Brent Rich link: <http://intermountainhealthcare.org/providers/profile.html?id=32256>

The medical director consults with, and advises the ATP Director in the education of ATS's. He/she is directly involved in the ATSS' 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 ATSS. The medical specialist will be utilized in the education of ATSS 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 with 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's)

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

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