Boise State University

Master of Athletic Training Program

Student Handbook

2026-2027

ADVANCING HEALTHCARE FOR ATHLETES OF ALL KINDS!

NOTICE

This handbook is created to inform the athletic training student (ATS) of policies and procedures of the Athletic Training Program (ATP) at Boise State University. The overall intent of this handbook is to ensure a quality educational experience for each student, and to ensure safe and efficient operation of all athletic training facilities. To achieve the goals of the educational program, each student must be familiar with the policies and procedures listed herein. If you feel that a particular policy needs to be reviewed, you should bring it to the attention of the Athletic Training Program Director. Policies and procedures can be changed, but not ignored.

The information in this handbook is not all-inclusive. This handbook should be used as a guide throughout your progression in the ATP. As needed, the handbook will change as policies and procedures are modified, added, or deleted. Any alterations to the handbook will be made available to all students, faculty, and preceptors.

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PREAMBLE

AT PROGRAM ADMINISTRATION AND MEDICAL DIRECTOR

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PRECEPTORS AND MEDICAL STAFF

BOISE STATE UNIVERSITY
ATHLETIC TRAINING PROGRAM

Preceptors and Medical Staff
2026-2027

Updated 6.19.26

Preceptor	Position	Clinical Site	Phone	Email
Boise State University				
Marc Paul	AT (Assoc Ath Dir Sports Perf/Wellness)	Administration	208-426-1696	marcpaul@boisestate.edu
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Kristen Smith	AT (Assistant)	XC/T&F/Golf		kristensmith5@boisestate.edu
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Matt Schofield	AT (Assistant)	Women's Basketball	208-972-0165	matthewschofield@boisestate.edu
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Amanda Dienno	AT (Assistant)	Soccer	253-549-5877	amandadienno@boisestate.edu
Danica Tarabanovic	AT (Assistant)	Softball	208-781-8934	dtarabanovic@boisestate.edu
Krysta Fryer	AT (Assistant)	Beach Volleyball	562-225-0594	krystafryer@boisestate.edu
Katelyn Faulk	AT (Assistant)	Tennis	208-954-6758	katelynfaulk@boisestate.edu

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ISMI				
Jennifer Hoaglun	**AT, PT**	**Sports Therapy - Ortho**	**208-336-8250**	**jennifer@idsportsmed.com**
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Scot Scheffel	**MD (Team)**	**Sports Medicine**	**208-336-8250**	**scotscheffel@boisestate.edu**
Jennifer Miller	**MD (Team)**	**Orthopaedic Surgery**	**208-336-8250**	**jennnifermiller861@boisestate.edu**
Jacqueline Cooperider	**MD (Team)**	**Sports Medicine**	**208-336-8250**	**jaclyncooperrider@boisestate.edu**
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Andrew Curran	**MD (Team)**	**Orthopaedic Surgery**	**208-336-8250**	**andrewcurran@boisestate.edu**
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Kip Dribnak	**AT**	**Outreach Director**	**208-870-5460**	**dribnk@slhs.org**
Kevin Taylor	**AT**	**Outreach Lead**	**208-440-2488**	**taylorke@slhs.org**
Taylor Grubbs	**AT**	**Outreach Lead**	**208-761-4220**	**Grubbsta@slhs.org**
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Andrew Gong	**AT Head (St Luke's)**	**MiLB Baseball**	**831-600-6011**	**gonga@slhs.org**
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NNU				
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Boise High School				

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Borah High School				
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Syringa Larson	**AT (Asst)**	**High School**	**208-720-4790**	**Syringalarson@boiseschools.org**
Bishop Kelly High School				
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Caldwell HS				
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Skyview HS				
Rusty Sullivan	**AT (Head)**	**High School**	**208-965-6729**	**rsullivan@nsd131.org**
Eagle High School				
Nick Brunker	**AT (Head)**	**High school**	**208-720-6809**	**brunker.nick@westada.org**
Kuna HS				
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Owyhee HS				
Nicole Baker	**AT (Head)**	**High School**	**208-440-2184**	**baker.nicole@westada.org**
Middleton HS				
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Mountain View HS				
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Monica Martin	**AT**	**High School**	**208-819-7706**	**martin.monica@westada.org**
Rocky Mountain HS				
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College of Idaho				
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Mya Tipping	**AT (St Luke's)**	**College**	**509-770-0137**	**tippingm@slhs.org**
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TERMINOLOGY

In effort to promote professionalism and standard nomenclature within the athletic training profession, it is imperative that students, faculty, and preceptors use the most up-to-date terminology to reflect current educational and clinical practices.

The terms "trainer," "training room," and "student trainer" should be avoided within the BSU ATP.

The recommend and proper nomenclature is "athletic trainer" or "AT," "athletic training facility/clinic," and "athletic training student or AT student."

- **Athletic Trainers:** Health care professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the state's statutes, rules, and regulations. As a part of the health care team, services provided by athletic trainers include primary care, injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions
- **Athletic Training Faculty:** core faculty that teaching specific athletic training content in the program who are also athletic trainers
- **ATS, Athletic Training Student, Student:** BSU student admitted to the athletic training program
- **Athletic training clinical experiences:** Direct client/patient care guided by a preceptor who is an athletic trainer or physician.
- **BOC Inc.:** Board of Certification for Athletic Training, certification body for athletic training
- **CAATE:** Commission on Accreditation of Athletic Training Education, accreditation body for athletic training program
- **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.
- **Coordinator of Clinical Education, (CCE / CEC):** administrator over the clinical portion of the program.
- **Clinical Practice Course (clinical education portion):** course that connects didactic learning to clinical practice. All clinical education requirements are managed through these 6 courses
- **Clinical Site/Rotation:** A facility where a student is engaged in clinical education.
- **Direct Patient Contact/Care:** the application of athletic training services directly to a patient (hands-on) as part of their care
- **Direct Supervision:** Supervision of the athletic training student during clinical experience. The Preceptor must be physically present and have the ability to intervene on behalf of the athletic training student and the patient
- **Education Competencies**: Athletic training knowledge, skills, and abilities formally evaluated by course instructors (core faculty)
- **ISBM:** Idaho State Board of Medicine is the licensing board for athletic training

- **Immersive Clinical Experience:** A practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.
- **Interprofessional Education:** When students from two or more professions learn about, from, and with each other to enable effective collaboration and improve health outcomes.
- **LAT:** Licensed Athletic Trainer - Idaho
- **NATA:** National Athletic Trainers Association
- **Patient-Centered Care:** Care that is respectful of, and responsive to, the preferences, needs, and values of an individual patient, ensuring that patient values guide all clinical decisions. Patient-centered care is characterized by efforts to clearly inform, educate, and communicate with patients in a compassionate manner. Shared decision making and management are emphasized, as well as continuous advocacy of injury and disease prevention measures and the promotion of a healthy lifestyle.
- **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.
- **Program Director:** administrator over the athletic training program
- **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
- **Supervision:** Supervision occurs along a developmental continuum that allows a student to move from interdependence to independence based on the student's knowledge and skills as well as the context of care. Preceptors must be on-site and have the ability to intervene on behalf of the athletic training student and the patient. Supervision also must occur in compliance with the state practice act of the state in which the student is engaging in client/patient care.
- **Value-Based Care Models:** Health care delivery system focused on the value of care delivered rather than on a fee for-services approach**.**

ACCREDITATION

The Athletic Training Program at Boise State University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The BSU AT Program has a rich history of accreditation beginning in 1982 and is currently fully accredited through the 2027-2028 academic year.

ATHLETIC TRAINING EDUCATION COMPETENCIES

The 6th edition of the Athletic Training Education Competencies (2020 Competencies) provides educational program personnel and others with the knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training education programs. Mastery of these Competencies provides the entry–level athletic trainer with the capacity to provide athletic training services to clients and patients of varying ages, lifestyles, and needs.
The Commission on Accreditation of Athletic Training Education (CAATE) requires that the Competencies be instructed and evaluated in each accredited professional athletic training education program. The Competencies serve as a companion document to the accreditation standards, which identify the requirements to acquire and maintain accreditation, published by CAATE.

The core competencies are categorized in the following areas:

1. Patient-Centered Care
2. Interprofessional Practice and Interprofessional Education
3. Evidence-Based Practice
4. Quality Improvement
5. Health Care Informatics
6. Professionalism
7. Patient / Client Care
8. Prevention, Health Promotion and Wellness
9. Health Care Administration

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BEHAVIORS OF PROFESSIONAL PRACTICE

These basic behaviors permeate professional practice and should be incorporated into instruction and assessed throughout the educational program.

Primacy of the Patient

- Recognize sources of conflict of interest that can affect the client/patient's health.
- Know and apply the commonly accepted standards for patient confidentiality.
- Provide the best healthcare available for the client/patient.
- Advocate for the needs of the client/patient.

Team Approach to Practice

- Recognize the unique skills and abilities of other healthcare professionals.

- Understand the scope of practice of other healthcare professionals.
- Execute duties within the identified scope of practice for athletic trainers.
- Include the patient (and family, where appropriate) in the decision-making process.
- Work with others in affecting positive patient outcomes.

Legal Practice
- Practice athletic training in a legally competent manner.
- Identify and conform to the laws that govern athletic training.
- Understand the consequences of violating the laws that govern athletic training.

Ethical Practice
- Comply with the NATA's Code of Ethics and the BOC's Standards of Professional Practice.
- Understand the consequences of violating the NATA's Code of Ethics and BOC's Standards of Professional Practice.
- Comply with other codes of ethics, as applicable.

Advancing Knowledge
- Critically examine the body of knowledge in athletic training and related fields.
- Use evidence-based practice as a foundation for the delivery of care.
- Appreciate the connection between continuing education and the improvement of athletic training practice.
- Promote the value of research and scholarship in athletic training.
- Disseminate new knowledge in athletic training to fellow athletic trainers, clients/patients, other healthcare professionals, and others as necessary.

Cultural Competence
- Demonstrate awareness of the impact that clients'/patients' cultural differences have on their attitudes and behaviors toward healthcare.
- Demonstrate knowledge, attitudes, behaviors, and skills necessary to achieve optimal health outcomes for diverse patient populations.
- Work respectfully and effectively with diverse populations and in a diverse work environment.

Professionalism
- Advocate for the profession.
- Demonstrate honesty and integrity.
- Exhibit compassion and empathy.
- Demonstrate effective interpersonal communication skills.

SECTION I: INTRODUCTION

INTRODUCTION

National Athletic Trainers' Association

"Athletic training is practiced by athletic trainers, health care professionals who collaborate with physicians to optimize activity and participation of patients and clients. Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities."

For more information about the profession of athletic training:
www.nata.org

The Athletic Training Program (ATP) at Boise State University is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The ATP is part of the Department of Kinesiology in the College of Health Science.

The athletic training student (ATS) is a person who is engaged in a professional program of study that may lead to national certification as an athletic trainer by the Board of Certification (BOC), Inc. (http://www.bocatc.org). The Athletic Training Program (ATP) is an intense, demanding, and rewarding program of study. The ATP prepares students for successful completion of the BOC examination and for future careers in athletic training. The MAT requires that students complete prerequisite courses through a Masters's degree and submit an application for review. Once accepted in the ATP, students begin academic coursework and clinical education portions to complete the degree. Students' progress in a specific course sequence. In addition, students are engaged in various clinical education experiences that provide each student with practical learning designed to strengthen both professional preparation and career placement.

Upon completion of the degree including clinical requirements and granted endorsement by the program director, students will be eligible for the BOC Inc. examination for Athletic Training. *(Students must also comply with state practice acts prior to practicing the profession of athletic training.)*

Being an athletic training student at Boise State University is a significant opportunity and comes with great responsibilities. While you are responsible for assisting in the health care of the athletes and patients with your clinical assignment, you also represent the entire ATP and Boise State University in all that you do. Any misconduct that compromises the image or integrity of the ATP, Boise State University, or puts the health of your patients at risk constitutes grounds for dismissal from the ATP. The policies and procedures of the ATP are clearly outlined in the following pages. Violations of these policies and procedures will be treated as described in the handbook, or as described in other sections that address particular academic or clinical education issues.

It is the intention of the entire athletic training faculty and staff that your experiences with this program be educational and enjoyable. We will attempt to provide you with the opportunity to gain the knowledge and skills necessary to be an outstanding Athletic Trainer. We ask for and expect your cooperation, dedication, loyalty, and enthusiasm in return.

Acknowledgement is given to the National Athletic Trainers' Association (NATA) and the Commission on Accreditation of Athletic Training Education (CAATE) for the resource materials contained within this handbook. The ATP realizes the importance of fostering a positive clinical learning environment and encourages students and instructors to use their collective talents to promote clinical excellence in learning, thereby optimizing the clinical education experience.

MISSION STATEMENT

The mission of the Athletic Training Program at Boise State University (ATP) is to prepare students through a comprehensive academic and clinical program to exceed the entry-level education standards established by the Commission on Accreditation of Athletic Training Education (CAATE) for an Accredited Educational Program for the Athletic Trainer. *Graduates from this program shall embody the shared values of the University in life-long learning and clinical practice, which are essential for continued development as a health care professional.* Graduates of this program are expected to be candidates able to sit for the Board of Certification (BOC) national certification examination.

DISCRIMINATION POLICY

The Boise State University Athletic Training Program does not discriminate on the basis of race, religion, national or ethnic origin, sex, age, marital status, or disability in the administration of admission and educational policies.

DISABILITY SERVICES

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at https://eac.boisestate.edu/new-eac-students/.

SECTION II: CURRICULUM

PREPROFESSIONAL COMPONENT

The Master of Athletic Training program has specific prerequisite coursework, which is typically attained during undergraduate study that culminates in a Master's degree. Students are not an *Athletic Training Major* until meeting all pre-requisite requirements and formally admitted into the athletic training program (a restricted enrollment curriculum):

ADMISSION REQUIREMENTS AND PROCEDURES

Candidates for selection into the Athletic Training Program must meet the following criteria.

MAT Curriculum includes

- ATP Lecture Courses (MAT 503, 505, 525, 532, 534, 536, 545 512, 514, 543, 523, 552, 591, 598)
- Clinical Practice courses. (MAT 500, 510, 520, 530, 540, 550)

Application criteria include: (Candidates MUST apply online through the BSU graduate college and be accepted for summer matriculation):

- Minimum cumulative GPA of 3.00
- GRE scores are not required but accepted if the applicant feels it supports the application
- A baccalaureate degree from a regionally accredited institution or a non-US institution of higher education that is judged equivalent to a US baccalaureate degree by the International Admissions Office
- Cover Letter & Resume with references
- Writing Sample
- Minimum of two letters of recommendation
- Cleared comprehensive background check
- Technical Standards, Health history, physical exam & immunization records
- Prerequisite coursework as follows:

Class	**BSU equivalent**
Anatomy & Physiology (8 credits)	BIOL 227-228
Chemistry with Lab	CHEM 101 or 111
College Algebra or Pre-Calculus or higher	MATH 143
Introduction to Athletic Injuries / Care & Prevention	KINES 220
General Physics with lab	PHYS 111
Psychology	PSYCH 101
Exercise Physiology	KINES 330
Functional (Applied) Anatomy *	KINES 270
Biomechanics*	KINES 370
Statistics*	KINES 301
Nutrition*	HLTH 207

* preferred pre-requisite or similar equivalency

Students admitted to the MAT with provisional status due to GPA or for other reasons are required to fulfill the expectations of the graduate college in order to attain regular admission status within one semester of entrance to the program.

APPEALS PROCESS

Candidates not admitted to the program are placed on a committee ranked alternate list. In the event an admitted candidate fails to meet the requirements of the graduate college, the committee may choose to invite candidate(s) based on the ranked alternate list. If a denied candidate feels the admissions committee should reconsider their application they may address, in writing, the reasons for reconsideration. This appeal must be received in the ATP Director's office no more than seven working days after the date of the denial letter origination. Upon receipt of the appeal request, the ATP admissions committee will review this request and vote again on the admission status of the candidate. The candidate will be informed in writing of the status of their appeal within 7 working days of receipt of the appeal.

VACCINATIONS

- Up to date immunizations or titers are required for admission into the ATP (see admission application materials).
- Date and name of the provider where vaccination or test was performed.
- You must provide a copy of doctor or healthcare provider record(s) for the required vaccinations or titers in addition to completing the form yourself.
- This form complies with the requirements of affiliated healthcare facilities associated with the BSU ATP.

CRIMINAL BACKGROUND CHECK POLICY

All students accepted into the Athletic Training Program Professional Component are required to undergo a comprehensive criminal background check through CastleBranch. Students are responsible for requesting the check, paying for it, and handling any disputed results directly with the background check company (CastleBranch). Background checks performed for previous employment or licensing may not be used.

Results of the background check are available to the student and to the ATP for purposes of making the ATP application. All background results are kept in the students and are treated as confidential.

The ATP Admissions Committee will not address questions about your individual background and background check results.

Criminal background checks are required for admission into and progression through programs and courses that include the direct and indirect delivery of patient care services at facilities where background checks are required as part of an affiliation agreement with the university or is required for licensure or certification in the field of study.

Background checks will include following:

- Social security number and identity verification
- Criminal search (7 years) national and county for all jurisdictions resided
- Employment verification
- Violent Sexual Offender and Predator Registry search

Conviction Categories, Crimes and Time Periods

A) A pattern of behavior deemed to be unprofessional, or that is believed to put patients, faculty and/or students at risk or which will preclude licensure or certification, may result in dismissal from the program or class which has a direct or indirect patient care requirement. Such determinations related to behavior or risks are in the sole discretion of the responsible party.

B) Felony or misdemeanor convictions, plea agreement or withheld judgment as defined in this policy, for any crimes listed in this section will result in notification to the student that his/her admission to the program/class has been withdrawn. If the student wishes to appeal this decision and continue the admission process or retain admission to the program, the student must follow the process outlined in Section II.E.

C) The time period for the following crimes is not limited:
    a) Sexual assault, rape, indecent exposure, lewd and lascivious conduct, or any crime involving nonconsensual sexual conduct committed at any time.
    b) Child abuse, sexual exploitation of children, child abduction, child neglect, contributing to the delinquency or neglect of a child, enticing a child for immoral purposes, exposing a minor to pornography or other harmful materials, incest, or any other crime involving children as victims or participants committed at any time.
    c) Reckless endangerment
    d) Homicide or manslaughter committed at any time.
    e) Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time.

D) Derogatory information of the following nature gathered as the result of a background investigation will be used as the basis to no longer consider a candidate for the program. Pending charges for the following crimes will be considered crimes and will be deemed to be substantially detrimental to the care of patients and will result in termination of candidacy for the Professional Component and/or program dismissal.Period is for the last 7 years unless otherwise noted:
    a) Felony convictions;
    b) Withheld judgments for felonies;
    c) Other pleas agreements to felony convictions;
    d) Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking;
    e) Assault or Battery;
    f) Misdemeanor theft committed during the last 5 years or grand theft committed during the previous seven years;

g) Offenses involving substantial misrepresentation of any material fact to the public or an employer including embezzlement, bribery, fraud, racketeering or allowing an establishment to be used for illegal purposes committed during the previous seven years;
h) DUI within the last 3 years or more than one DUI in the past five years;
i) First or second-degree arson;
j) Kidnapping;
k) Mayhem, as defined by Section 18-5001, Idaho Code;
l) Poisoning;
m) Forgery or fraudulent use of a financial transaction card;
n) Forgery and counterfeiting;
o) Insurance fraud;
p) Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty, and/or students at risk.

Failure to pass a background check may prevent the student from participating in the clinical experiences and may delay the student's completion of the degree program requirements or prevent the student from completing the degree program.

Conviction, for purposes of this policy, shall mean:

- Guilty plea or verdict (regardless of the form of the plea or disposition of the case)
- Withheld judgment
- Plea agreement

Note: Arrest (pending charges) until the verdict is rendered, dismissals and acquittals are not considered convictions, but may be considered in the assessment of patterns of behavior.

Criminal Background Check Policy is subject to change in accordance with University and College of Health Sciences Student Background Check Policy 313.

TECHNICAL STANDARDS

The Athletic Training Program (ATP) at Boise State 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 students to become a clinician that can provide healthcare to a wide spectrum of patients. The technical standards set forth by the ATP establish the essential knowledge, skills, and competencies necessary to become an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency (the Commission on Accreditation of Athletic Training Education [CAATE]). This document lists the knowledge, skills, and competencies students admitted to Athletic Training will need to demonstrate during their enrollment in order to complete the program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student cannot enroll and graduate from the ATP. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC Certification exam for the Athletic Trainer.

In order to successfully enroll and complete the ATP, students must meet these expectations:

- Assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm;
- Record the physical examination results and a treatment plan clearly and accurately; to maintain composure and continue to function well during periods of high stress;
- Perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients;
- Communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, establishing rapport with patients and communicating judgements and treatment information effectively;
- Communicate effectively with English language users at a level consistent with competent professional practice;
- Adjust to changing situations, environments, and uncertainty in clinical situations;
- Demonstrate affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care;
- Conduct themselves in a professional and ethical manner with a wide variety of individuals, including but not limited to, faculty, preceptors, colleagues, coaches, athletes and students.

STUDENT PROFESSIONAL LIABILITY INSURANCE

Athletic Training students admitted and enrolled in the professional component of the Athletic Training Program will be provided professional liability insurance coverage under the University’s general liability policy. This policy will provide coverage for students engaged in approved clinical education. This policy is available through the program director.

PERSONAL HEALTH INSURANCE COVERAGE

Athletic training students are strongly encouraged to maintain personal health insurance in accordance with Boise State Policy. In some cases, failure to have health insurance may preclude assignment to specific clinical education experiences (i.e. hospital rotations). The costs associated with personal health insurance policy are the sole responsibility of the student.

PROGRAM COST

- BSU Tuition and Fees: https://www.boisestate.edu/sfs/boise-state-university-fees/graduate-tuition-fees/
- National Athletic Trainers Association Student Membership: $82
- Background Check (CastleBranch Background): $65
- Students are responsible for expenses related to:
- Professional Program Fees: $320/semester (6 semesters)
- Transportation to and from off-campus clinical education facilities (Approx. $100 / yr.)
- Appropriate clothing (casual slacks/shorts and BSU shirts) for clinical education rotations (Approx. $100 yr.)
- Physical examination, Vaccinations, Titer or other medical expenses for application
- Textbooks: ~ $500
- Athletic Training BOC examination (final semester): $305

MAT CURRICULUM SEQUENCE

Students that complete the application process and are admitted into the ATP begin the program during the Summer, which includes a two year (6 semesters) clinical education component of the program. Typically, 10-12 students (maximum 15) are admitted each year, during the academic year prior to the Summer start date. Each semester in the program will include both a didactic and clinical education component.

MASTER OF ATHLETIC TRAINING

Year 1 Summer 1 (7 credits)	**Course (7 weeks)**		**Credits**
	MAT 503	Principles of Athletic Training	4
	MAT 505	Fundamentals of Clinical Diagnosis and Therapeutic Interventions	2
	MAT 500	Foundation of Clinical Practice in AT	1
Year 1 Fall 1 (9 credits)	**Course (15 weeks)**		**Credits**
	MAT 512	Therapeutic Interventions: Modalities	2
	MAT 514	Dx & Therapeutic Interventions I: LE	4
	MAT 510	Clinical Practice in AT I	3
Year 1 Spring 1 (10 credits)	**Course (15 weeks)**		**Credits**
	MAT 523	Dx & Therapeutic Interventions II: UE	4
	MAT 525	Research Methods in AT	3
	MAT 520	Clinical Practice in AT II	3
Year 2 Summer 2 (7 credits)	**Course (7 weeks)**		**Credits**
	MAT 532	Dx & Therapeutic Interventions III: Med. Cond. & Pharm.	2
	MAT 536	Administration in Athletic Training	2
	MAT 534	Advanced Nutrition and Exercise Prescription	2
	MAT 530	Clinical Practice in AT III	
Year 2 Fall 2 (10 credits)	**Course (15 weeks)**		**Credits**
	MAT 543	Dx & Therapeutic Interventions IV: HEAD-SPINE.	4
	MAT 545	Behavioral Health in the Physically Active Patient	3
	MAT 540	Clinical Practice in AT IV	3
Year 2 Spring 2 (7 credits)	**Course (15 weeks)**		**Credits**
	MAT 591	Project (Clinical Research in AT)	1
	MAT 598	Seminar	1
	MAT 552	Current Evidence and Practice in Athletic Training	2
	MAT 550	Clinical Practice in AT V	3
		Total	**50**

SECTION III: TRANSITION TO CLINICAL PRACTICE

ACQUIRING ATHLETIC TRAINING KNOWLEDGE AND SKILLS

Knowledge and Skills (KS)

AT Knowledge and skills (KS) will be taught and assessed throughout the curriculum in specific academic courses organized by content areas. For example, the majority of the Education Competencies for Injury Evaluation and Therapeutic Interventions will be initially taught and assessed in MAT 505, 514, 523, 532, 543. These KS will be assessed in many different ways and

may include written quizzes and examinations, presentations, research/term papers, various homework assignments, course projects, group assignments, etc.

KS are also taught and evaluated by the instructor in a classroom or laboratory setting. The instructor will assess each skill through a practical examination or other method of assessment. This assessment process is to evaluate the STUDENT's aptitude to perform that skill as a NOVICE PRACTITIONER related to the practice of athletic training. Each skill will require a minimum score to be considered "completed".

KS Completion

To initially "complete" a KS, each STUDENT will be required to physically demonstrate a required skill. A peer will formally assess each skill prior to final assessment by the course instructor (this may require outside of class time evaluation). For each assessment process, all subset skills (i.e. steps) for that skill should be performed accurately and in a professional manner. Each skill must be signed and dated by the peer on the day of completion. Following this initial assessment, the course instructor will assess the STUDENT's performance on each skill during a practical examination or other method of skill assessment. If a skill is not properly performed or completed, the STUDENT may be required to complete an additional assessment by a "skill expert" (upper level peer) prior to requesting a second instructor assessment. For the instructor assessment the STUDENT must earn a score of N or higher to be considered a NOVICE CLINICIAN and to have completed this step in the learning process. Failure to "complete" a skill may require additional remedial instruction for the STUDENT, which may include repeating a course.

Competency Rating Scale:

E	Entry-Level Clinician	Superior	Clearly Outstanding - performed skill accurately in a professional manner
A	Apprentice Clinician	Good	Above Average - performed skill but required minor verbal cueing
N	Novice Clinician	Competent	Average – attempted skill but required some verbal and/or physical correction

The rating is based on the expert judgment of the assessor (peer and instructor). An "N" (novice clinician/competent) score indicates that the STUDENT attempted the skill (initial evaluation) with minimal competence and general understanding of the procedure but required verbal and physical correction to accurately complete the skill. An "A" (apprentice clinician/good) score indicates that the STUDENT has demonstrated the skill above initial expectations, accurately, and safely without prompting, but may be uncertain requiring some verbal cueing. A STUDENT that completes a skill in a "professional manner" (i.e. appropriate amount of time, with efficiency and confidence, etc.) will receive an "E" (entry-level/superior) score for that competency (skill only). Completion of each skill assessment will be required for full credit.

Receiving a score of "N" on a skill simply means that the STUDENT has reached the minimum "aptitude" level required to perform that skill and has reached the NOVICE CLINICIAN (or higher) level for that skill. Once completed, the STUDENT is now permitted to perform that skill as part of patient care under the direct instruction and supervision of the PRECEPTOR as

part of their clinical education. The PRECEPTOR will continue to evaluate the STUDENT's performance both informally and formally including clinical education performance evaluations.

It is essential for the STUDENT, PRECEPTOR, and patient that the STUDENT DOES NOT perform a particular skill on a patient prior to being formally taught and assessed by the course instructor. However, it is under the PRECEPTOR's discretion, in limited situations, to ask the STUDENT to perform a skill prior to formal instructor assessment. This circumstance will require the PRECEPTOR to provide direct instruction and supervision of the STUDENT regarding that skill. (Example: The preceptor instructs the student how to perform the skill, what precautions should be reported, and observes and assists as the student performs the skill).

Clinical Practice Skills

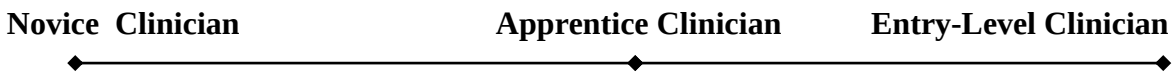
Clinical Practice Skills are evaluated as part of each clinical practice course in the semester following the classroom instruction and assessment of specific Education Competencies. Each clinical practice course (MAT 500, 510, 520, 530, 540, 550) is designed to provide the student with "authentic" clinical experiences to engage the student in utilizing the KS in the practice of athletic training. The clinical practice course will spend time preparing each student for the integration of these skills in patient care, which may include specific knowledge, and skills taught and assessed in other academic courses. This may be accomplished through mock scenarios including "paper patients" and "standardized/simulated patients" in an effort to continue student learning and clinician development by integrating these competencies as proficiency in direct patient care.

Clinical Practice Skill Completion

Throughout each clinical practice course and corresponding clinical education experience, the student should consistently incorporate and utilize skills, which they have already been formally evaluated on within the ATP, according to the student's level in the program. To complete a clinical practice proficiency the student must complete a Clinical Practice Challenge (CPC) form for each proficiency group or domain related to each clinical practice course. CPC forms are specific to each clinical practice course in the curriculum

The CPC Form is completed by the student as evidence of their involvement in a "real" clinical case. This form exists within ATrack and allows the student to provide the preceptor and/or instructor with evidence regarding their ability to complete the proficiency on a "real-life" patient. The form is to be completed as a SOAP Note Documentation (simulated medical document) insuring patient confidentiality, void of patient name and personal information. Finally, the preceptor is asked to rate the student's overall performance on the proficiency as noted on the continuum from NOVICE to APPRENTICE to ENTRY-LEVEL CLINICIAN.

Proficiency Rating Scale:



ENTRY-LEVEL	Clearly outstanding, requiring no rehearsal, mirrors a professional response of a Certified Athletic Trainer (accurate, timely, confident)
APPRENTICE	Above average performance with no prompting, nearing entry-level but lacks one aspect of a professional response (timely, accurate, confident)
NOVICE	As expected, performs accurately with minor verbal prompting, completes process but lacks more than one aspect of a professional response (timely, accurate, confident)

Finally, the preceptor should sign the CPC form. This form will serve as documentation of all skills the student has successfully completed.

CPC forms will be completed and signed in ATrack.

Clinical Practice Process

The student should attempt to seek "authentic" patient exposures during their clinical education experiences. Under the direct supervision of their preceptor, each student should incorporate their knowledge and skills gained in the classroom into clinical practice. For this learning process to take place we encourage all preceptors to institute an "athletic training clinical practice teaching model" permitting students to engage in true "clinical practice" on "real-life" patients encountered during their clinical education.

The student should seek the following opportunities to complete each proficiency in a prioritized manner:

1. The student should demonstrate each proficiency (part or whole) on a "real-life" patient as part of clinical practice under the direct supervision of their preceptor. [initial (direct) patient contact]

2. If this situation is NOT possible, the student should seek out an opportunity to perform the proficiency during a patient re-evaluation or follow-up situation. [re-evaluation patient contact]

3. Finally, if the previous opportunities do not present themselves, the student should conduct a "mock scenario" utilizing a "paper patient" or "standardized/simulated patient" coordinated by their preceptor. [simulated/mocked patient]

Transition to Clinical Practice Summary

BSU MAT Program		
SUMMER Semester	**FALL Semester**	**SPRING Semester**
First Year (1Y)- AT Courses		
MAT 500 - Foundation of Clinical Practice in AT (Foundational behaviors of patient care: Evidence Based Practice, Disablement model / ICF, Patient Centered Care, HIPAA, FERPA)	MAT 510 – Clinical Practice in AT I (Prevention & Health Promotion, CP's: Plan of Care, physical examination, diagnostics tests, treatment, management of medical emergencies)	MAT 520 – Clinical Practice in AT II (Professional Advocacy and practice acts, CP's: Lower extremity evaluation and injury treatment, therapeutic modalities)
MAT 503 - Principles of AT	MAT 512- Therapeutic Interventions: Modalities	MAT 523 - Dx. & Therapeutic Interventions II: Upper Extremity
MAT 505 - Fundamentals of Clinical Dx & Therapeutic Interventions	MAT 514 - Dx & Therapeutic Interventions I: Lower Extremity	MAT 525- Research Methods
Student Expectations – Novice Clinician		
Prevention	Taping, bracing, casting should be at least beginner level with general concepts in place. Recognition of health determinants and behavior change.	
Clinical Examination and Diagnosis	Students take evaluation course during each semester in the program - skills should be at least basic with general concepts and application.	
Therapeutic Interventions	Student takes intervention (therapeutic exercise, etc.) during each semester in program- skills should be at least basic with general concepts and application. Therapeutic Modalities class taken in Fall semester.	
Preceptor Focus	Taping/bracing/orthotic construction review and practice, anatomy review, heavily re-enforce evaluation and intervention class, daily AT facility management/organization, Supervised ATS autonomy with consistent intervention progressing through the year.	
Second Year (2Y)– AT Courses*		
MAT 530 - Clinical Practice in AT III (Prevention & Health Promotion) CP's: Medical Conditions, Pharmacology)	MAT 540 - Clinical Practice in AT IV (Health Care compliance regulations, professional competence assessment) CP's: Upper extremity evaluation and injury treatment	MAT 550 – Clinical Practice in AT V (Collaborative Health Care / IPE, Administration) CP's: Head & Spine evaluation and Injury treatment, Psychosocial recognition and referral)
MAT 532 - Dx & Therapeutic Interventions III: General Medical & Pharmacology	MAT 543 - Dx & Therapeutic Interventions IV: Head & Spine	MAT 552 - Current Evidence & Practice in Athletic Training
MAT 534 - Advanced Nutrition & Exercise Prescription	MAT 545 – Behavioral Health in Physically Active Patient	MAT 591 - Research Project MAT 598 - Seminar
MAT 536 - Administration in AT		

Student Expectations – Apprentice Clinician to Entry-Level Clinician	
Prevention	Taping, bracing, casting should be at least apprentice level. Application of health promotion and wellness concepts.
Clinical Examination and Diagnosis	Student has average/good knowledge of appropriate tests for common injuries and ability to apply skills.
Therapeutic Interventions	Student have average/good knowledge of appropriate interventions (ther ex and other modalities) and ability to apply skills.
Preceptor Focus	Anatomy review, Injury eval/prevention/rehab review and application, treatment plan development- Supervised autonomy and progressive delegation of responsibility.

SECTION IV: CLINICAL EDUCATION

CLINICAL EDUCATION OVERVIEW

The clinical education component of the ATP at BSU involves 6 semesters in which the athletic training students are actively involved with and supervised by certified athletic trainers and other healthcare professionals at BSU, local high schools, sports medicine clinics, general medical facilities, and minor league professional sports teams. During this time, the ATS will acquire a minimum of 45-135 hours per semester, in conjunction with each Athletic Training Clinical Practice course. Some clinical rotations will require afternoon, evening, and weekend commitments. In addition, students may be invited for clinical education prior to or following the academic calendar (i.e. pre-season and post-season). These clinical experiences will provide each student with exposure to both men's and women's collegiate Division I and high school teams, as well as experience with upper and lower extremity dominant sports, non-contact and collision sports. Athletic training students will also complete a rehabilitation/sports medicine clinic and general medical/University Health Services clinical rotation and have the opportunity to observe surgical procedures. While working closely with certified athletic trainers, other healthcare professionals, students will gain valuable interpersonal skills. The purpose of the clinical education component at BSU is to provide a broad spectrum of experiences that will ensure the student is well prepared to enter the field of athletic training.

General Guidelines for Clinical Education

1. Students must be pre-registered and enrolled for the appropriate Clinical Practice in Athletic Training course (MAT 500, 510, 520, 530, 540, and 550).
2. Students must demonstrate completion and maintain the following:
    a. Proof CPR certification as Professional Rescuer (annual, as required)
    b. Signed Blood Borne Pathogen training (annual)
    c. Signed understanding of Communicable Disease Policy (annual)
    d. Signed Program Technical Standards document (upon admission)
    e. Clean criminal background check (upon admission)
    f. Proof of required immunizations (upon admission)
    g. Proof of personal health insurance (upon request)

    (All results and information pertaining to the above information will be kept in secured electronic student files within the Graduate College and Athletic Training Program Director's office and must be verified before beginning the initial clinical experience.)

3. Students, in conjunction with their preceptor must sign and complete a Clinical Experience Contract for each clinical rotation and return it to the Coordinator of Clinical Education.
4. Students are required to follow the policies and procedures of the BSU - ATP Handbook.
5. Students are also required to follow stated policies and procedures specific to each clinical site and rotation. This includes but limited to:
    a. Student is punctual in reporting for daily assignments.
    b. Student meets time requirements for clinical assignment.
    c. Student dresses appropriate for each clinical rotation including polices for:
        a. BSU clinical sites
        b. Off-campus clinical sites
    d. Student follows directions.
    e. Student follows policies and procedures of the clinical setting.
    f. Student displays effective communication with preceptor.
    g. Student demonstrates a positive attitude.
6. Students must continually work to become proficient in their clinical skills. Clinical competency and proficiency as well as athletic training student performance will be evaluated on a regular basis. Students will be provided with copies of all evaluations and will discuss these evaluations with their supervisors to clarify areas that need improvement. The preceptors will be evaluated by students at the conclusion of the clinical experience to provide feedback on useful behaviors as well as behaviors that are not useful.

Specific guidelines for the completion of required clinical competencies/skills will be distributed and discussed in each Athletic Training Clinical Practice course. All required competencies and skills must be completed before progressing to the next level of the clinical education sequence.

CLINICAL PRACTICE COURSEWORK

During the Athletic Training Program, students will be required to take a Clinical Practice in Athletic Training course (MAT 500, 510, 520, 530, 540, and 550). As part of each course requirement students will be required to complete several items for grade in the course. Students must earn a passing grade to complete the course.

General Course Requirements (for further explanation, see below):

1. Clinical Practice Skills
    a. Complete Clinical Practice Proficiency forms
        i. Direct patient care (clinical rotation)
        ii. Simulated or mock patient
        iii. Paper patient
2. Clinical Experience/Rotation (under the direct supervision of a preceptor)
    a. Complete Clinical Experience Contract per rotation
    b. Complete Minimum Clinical Hours
        i. Minimum of 45 for MAT 500 and 530
        ii. Minimum of 135 for MAT 510, 520, 540, 550 (see hours policy) – ATrack
        iii. Pre and Post clinical rotation times
3. Clinical Journals or Reflection Papers

    a. Journals are linked to each CPC
4. Clinical Evaluations
    a. Clinical Experience Contract
    b. Student Performance Evaluation End-of-Rotation – ATrack (completed by preceptor)
    c. Preceptor and Clinical Site Evaluation – ATrack (completed by student)
5. Professional Development (e.g. conference/workshop attendance, presentations, surgical viewing, etc.)
6. Other (i.e. BOC exam preparation etc.)

CLINICAL EXPERIENCE CONTRACT

At the beginning of each clinical rotation (semester) as part of the Clinical Instruction in Athletic Training course, the student is required to complete and sign a Clinical Experience Contract (ATrack). This contract explains clinical rotation dates, supervision and hour policies, core learning objective, and other clinical rotation requirements. In addition, the student is required to establish clinical education goals and learning objectives with their preceptor at the beginning of the clinical rotation. These goals should include reviewing previous education knowledge and skills (KA's) and clinical skills (i.e. skills, CPC) but should also focus on current Clinical Practice course objectives and current clinical skills.

CLINICAL ROTATIONS

First year clinical placements will be predetermined prior to students arriving on campus. The clinical rotation guiding principles below explain how the clinical experience requirements are met for each student. Clinical rotations begin the first day of summer term and continue throughout the academic year. There are a number of clinical experiences required for completion of the MAT program and eligibility to sit for the BOC exam. The Coordinator of Clinical Education attempts to assign "must have" experiences (high school/outreach, male/ female sports, equipment intensive, upper/lower extremity intensive) during the first-year clinical rotations.

Please do not request specific changes to clinical rotation placements during year one. Rotation placement choices are reserved for second year students. This design enables students to self-select clinical placements for second year rotations, based on individual interest and career goals. All second-year students are required to interview for each clinical rotation they choose. Prior to interviewing for second year rotations, each student will provide their prospective preceptor a resume and cover letter explaining why the rotation is of particular interest for the student. Preceptors maintain discretion regarding student selection for the clinical rotations.

Guiding Principles:

- All students complete a 2-year clinical component (2x: summer, fall, spring)
- All students complete 1, general medical summer rotation with a variety of health care providers.
- All students complete 1, 7-week rehabilitation/physician practice clinic rotation with a variety of health care providers.
- All students complete at least 1, 8-week rotation at the high school or athletic training outreach (e.g. youth sports) that allows them to engage in patient care with 5-18-year olds.

- All students complete a football clinical experience (fall or spring) at either the collegiate or the high school level.
- Students see both male and female patients across the 3-year clinical component.
- Students will see patients from 5-72+ years of age.
- Students will have at least 1 equipment intensive sport (football, hockey, lacrosse)
- Students have an opportunity to work with professional hockey.
- Students have an opportunity to work with BSU club sports including rugby, hockey, and lacrosse
- Students engaged with MD, DO, PA, NP, Nurses, PT, Exercise Physiologist, Biomechanist, Strength and Conditioning Specialist, and RD.

1Y Clinical Rotation Planning

- Summer: 2-3 week rotations
- Fall: 2, 8-week rotations (may be combined)
- Spring: 2, 8-week rotations (may be combined)

2Y Clinical Rotation Planning

- Summer: 7-week split rotation (general medical, rehabilitation/physician practice)
- Fall: 2, 8-week rotations (maybe combined)
- Spring: 2, 8-week rotations (maybe combined)
- 1 immersive clinical experience

CLINICAL SUPERVISION POLICY

Direct supervision of athletic training students on campus and off campus by preceptor must be strictly enforced. Students are assigned to a preceptor for their clinical rotations on and off campus. Each preceptor is responsible for each assigned athletic training student. The preceptor must be physically present and able to intervene on behalf of the athletic training student and the patient during his or her clinical education experience. Athletic training students, preceptors, coaches, and the athletic director are instructed that it is unlawful for an athletic training student to practice the duties of a certified athletic trainer unless properly supervised.

Athletic training students must master clinical competencies and progress properly through the Athletic Training Program in order to perform athletic training clinical skills under the supervision of a preceptor. Students may not utilize clinical skills or techniques until they have been proven competent to perform the tasks. Students will be formally instructed in the educational competencies, followed by evaluation of their level of competence on individual clinical skills/ tasks. Successful evaluation of a clinical skill/task (competency) must be complete before an athletic training student can perform the skill on a patient/athlete in the clinical setting. Preceptors will be provided "clinical skills lists" for each Clinical Instruction level, which describe the clinical skills a student at that level has been formally instructed and evaluated on. Athletic training students must refrain from performing any clinical skill they have not been instructed AND evaluated on in the clinical setting (on a patient/ athlete).

The supervising preceptor must be on site at all times to ensure constant student to instructor interaction. As stated in the CAATE Standards, the "Preceptor must be physically present and

have the ability to intervene on behalf of the athletic training student to provide on-going and consistent education." Preceptors should be consistently engaged with the student(s) to promote a quality learning environment and positive clinical experience. At no time during the clinical education experience shall students be used as replacements for regular clinical staff. Under no circumstance should an athletic training student travel with a team without proper supervision.

In an event that direct supervision is not maintained for any period of time, the student is no longer permitted to function as an "athletic training student" as defined by the ATP Handbook. If a student chooses to remain in an unsupervised situation and takes action regarding an emergency situation, they do so as a "volunteer" or "Good Samaritan" according to their certification from the American Red Cross (or other association) as a Professional Rescuer/Health Care Provider and not as an "athletic training student" engaged in formal clinical education as part of the ATP at BSU. (This practice is not endorsed by the BSU ATP).

CLINICAL HOURS REQUIREMENT & WORKLOAD POLICY

Clinical hours should be completed in accordance with BOC, CAATE, and The Idaho State Board of Education guidelines. A minimum of 45 clock-hours per academic credit hour of clinical experience is the standard for each practicum (clinical instruction course). This only reflects the minimum hours for completion of the clinical course, expected (average) and maximum clinical hours are addressed below**.**

Minimum Clinical Hours (for course credit)

- Students will complete a minimum of 45 clock hours for MAT 500, 530 (each semester)
- Students will complete a minimum of 135 clock hours for MAT 510, 520, 530, 540, 550 (each semester)

Expected Clinical Hours

Students should seek to maximize their clinical experience focusing on the adequate time to gain valuable direct patient contacts.

- Summer 1: First year students should expect to earn between 60-80 clock hours (academic clinical hours).
- Fall 1: First year students should expect to earn between 135-150 clock hours (academic clinical hours).
- Spring 1: First year students should expect to earn between 135-150 clock hours (academic clinical hours).
- Summer 2: Second year students should expect to earn between 60-80 clock hours (academic clinical hours).
- Fall 2: Second year students should expect to earn between 135-200 clock hours (academic clinical hours).
- Spring 2: Second year students should expect to earn between 135-200+ clock hours (academic clinical hours and clinical immersion experience).

Maximum Clinical Hours

There is no maximum number of hours for students to accumulate during each rotation. The demands of the field of athletic training are such that the hours spent during clinical education are long and varied, with the opportunity to learn arising at unpredictable times. For effective and complete clinical education, BSU-ATP students should make every effort to be available to spend additional time in the clinical setting in order to better the opportunity to gain information from preceptors. Failure to earn the minimum hours in a given semester will result in the student being placed on clinical probation. A student on clinical probation who fails to earn the minimum hours during the next semester may be formally dismissed from the BSU-ATP.

ST. LUKE'S/SAINT ALPHONSUS CLINICAL ROTATIONS

Clinical Rotations and/or Surgical Viewing

All ATSs shall complete an on-boarding process and pass a medical screening (see below) prior to their participation. BSU will be responsible for obtaining and maintaining the health records for each ATS.

St. Luke's requires all students to enroll in the My Clinical Exchange tracking system for clinical rotations. This system has specific requirements and has an associated cost of approximately $30 to activate the subscription. More information regarding St. Luke's clinical experiences may be found here:
https://www.stlukesonline.org/about-st-lukes/student-services/for-students.

Provide copies of health records listed below:

- Proof of Health Insurance (not required by BSU, but is required by the hospital system
- Proof of negative Tuberculin skin test within the past 12 months (2 within year for Saint Alphonsus)
- Proof of immunization including Hepatitis B
- Cleared Background Check through Castlebranch
    - (Within 150 days for Saint Alphonsus)
- Require flu vaccination (yearly)

(See Coordinator of Clinical Education for application materials)

Clinical rotation requirements with St Lukes and St Alphonsus are subject to change in accordance with current Clinical Affiliation Agreements between the University-College of Health Sciences and clinical site.

ABSENCE FROM THE CLINICAL SETTING

Absence from the clinical setting and one's responsibilities is discouraged. If a situation arises where a student cannot attend an activity involved with the clinical education experience to which they are assigned, they should contact the preceptor and make them aware of the situation immediately. Athletic training students are expected to be available for all aspects of their clinical education assignment.

OUTSIDE EMPLOYMENT

Outside employment combined with the academic and clinical education responsibilities of the ATP will be very difficult. The ATP requires many hours in the classroom as well as the clinical setting. Students may find outside employment, but it must not interfere with his/her assigned clinical responsibilities. While the faculty and staff of the ATP understand the need for students to have part-time employment to assist in financing their education, the student will not be released from clinical education experiences and must meet all requirements of the program as a primary commitment.

In addition, ATS should NOT seek paid employment in any fashion that represents the duties of a Certified/Licensed Athletic Trainer or any related terminology as defined by the Role Delineation Study published by the BOC Inc. or state licensure definitions. This includes the role of an athletic training student, student athletic trainer, athletic training aide, or any variation of these terms. In addition, students are not allowed to receive payment for their clinical education hours. This is in ethical conflict with "true" educational practice and employment for certified athletic trainers.

TRANSPORTATION TO CLINICAL SITES

Athletic training students are responsible for their own transportation to and from their clinical education assignments. This includes current driver's license and insurance that complies with State Law. On-campus sites are generally within walking distance however, off-campus sites will require you to arrange your own transportation. Students are responsible for all cost associated with travel to and from their clinical site.

CLINICAL SITE INJURY – WORKERS' COMPENSATION

Boise State University Worker's Compensation Policy

If the student is injured at the clinical site during required clinical education hours, the student should immediately seek medical assistance, if not life threatening, the student should notify both the site-supervisor/preceptor and program administrator (director or clinical education coordinator) of the situation.

If the injury is life or limb threatening, call 911. The employee (student) should be sent directly by ambulance to the nearest emergency room for immediate medical attention. [if on campus:

also contact University Security at 426-6911 to let them know emergency personnel are on their way to transport the injured employee.]

If the injury is non-life threatening but still requires medical attention, the employee (AT student) should be transported to University Health Services. If a University vehicle is not readily available, then the employee (AT student should be transported by personal automobile to University Health Services. If assistance is needed, please contact University Security at 426-6911.

In both cases, injured employee needs to notify their emergency contact to let them know they have been injured in an accident.

If the injury is not life or limb threatening, the employee should:

- Notify your supervisor immediately.
- Seek medical treatment as necessary and as soon as possible.

Boise State University's Worker's Compensation Preferred Medical Service Provider is University Health Services (UHS). Employees with worker's compensation injuries/illnesses should go to University Health Services for medical treatment. If UHS is closed please go to a St. Luke's urgent / emergency facility.

COMMUNICABLE DISEASE POLICY

Boise State University athletic training program students may not participate in their clinical experiences during the time they are affected by a communicable disease and shall not return to clinical participation until cleared by a physician or other medical provider.

In the case that an athletic training student becomes ill, he/she must report to the Boise State UNIVERSITY HEALTH SERVICES (UHS) center, or to another medical practitioner, for evaluation. Upon evaluation, the medical practitioner will determine the appropriate intervention needed and the amount of time the student shall remain out of contact with others to prevent transmission. If the athletic training student acquires a communicable disease, the student will notify their preceptor as soon as possible. The student will not be permitted to return to their clinical experience until he/she has been re-evaluated and cleared by a medical practitioner.

The UHS is required to report to the Idaho Department of Health the names of students who have certain communicable diseases. Students that contract a communicable disease are required to obey prescribed guidelines by his/her attending physician and the recommendations of the University affiliated physicians at UHS center. While a complete list of communicable diseases is not provided, the UHS center advises all students to seek medical attention for any illness or disorder that could potentially be communicable in nature.

The athletic training student must report to the UHS center or another medical practitioner if one of the following diseases is suspected:

- Chickenpox
- Conjunctivitis

- COVID-19
- Diarrhea - Infectious Disease
- Diphtheria
- Group A Streptococcal
- Hepatitis A, B, or C
- Herpes Simplex
- HIV
- Impetigo
- Influenza
- Lice (Pediculosis)
- MERS
- Measles (Rubeola)
- Mumps
- Meningitis
- Pertussis
- Rabies
- Rubella
- SARS
- Scabies

Students are required to sign a "Statement of Understanding" document regarding the Communicable Disease Statement on an annual basis.

COVID 19 PPE PROCEDURES

The BSU Athletic Training Staff is utilizing the following protocols for donning and doffing PPE when working with COVID 19 patients. Each student must review the handout linked below prior to reporting to on-campus clinical rotations.
Handout Link

CPR RE-TRAINING

Athletic training students will complete initial certification in ARC or AHA First Aid and CPR/AED for the Professional Rescuer/Health Care Provider during their first academic year prior to the beginning of clinical rotations. All ATS and ATP faculty will maintain current ARC or AHA CPR/AED for the Professional Rescuer/Health Care Provider. Copies of all ATS certification cards will be maintained in the electronic student file.

BLOOD-BORNE PATHOGEN AND EXPOSURE CONTROL (updated 1/10/18)

Boise State University is committed to minimizing individuals' potential occupational exposure to blood-borne pathogens (BBP) with engineering controls, administrative controls and as necessary, personal protective equipment (PPE). Bodily fluids will be referred to in this plan as OPIM, **O**ther **P**otentially **I**nfectious **M**aterials. The Exposure Control Plan is written to eliminate

or minimize exposure for all employees (including AT students) who may have the potential for occupational exposure to BBP. The plan complies with all applicable federal and state laws regarding blood-borne pathogens.

Students in the Athletic Training Program must review and follow the Boise State University's Blood-borne Pathogen Exposure Control Plan.

BBP and Exposure Control Procedures

- Students that have a blood or OPIM incident (exposure) should contact and report to University Health Services (UHS) in Norco Building as the primary care facility (phone: 208-426-1459).
- If UHS is closed, students should report to St Luke's' Occupational Health Clinic.
- Preceptor reports injury via email to Office of Risk Management and Insurance.
- The preceptor should complete the Worker's Compensation Documentation.
- Refer to Worker's Compensation Claim Process.

Post Exposure Evaluation and Care

Boise State UHS provides evaluation and care. Payment for these appointments and a post exposure prophylaxis if medically indicated will be the responsibility of Boise State University. Boise State University shall obtain and provide the employee (AT student) with a copy of the evaluating health care professional's written opinion within fifteen (15) days of the completion of the evaluation.

SUBSTANCE ABUSE POLICY

The use of illicit and/or illegal substances is grounds for immediate dismissal from the Athletic Training Program. All students are expected to comply with the substance use/abuse policies as outlined in the Boise State University and Athletic Department Policies and Procedures. Students taking any substance: illegal, legal, or medically prescribed, that has the potential to impair judgment, alertness, mental status, physical capacities, or otherwise reduce professional performance, should report this use to the athletic training program director and the student's preceptor immediately. This will assist the staff in ensuring a safe environment for the athletes and clients receiving services at all of the clinical education sites.

SECTION V: PROFESSIONAL DEVELOPMENT

Students are expected to conduct themselves in a professional manner at all times when representing Boise State University and the Athletic Training Program. This includes upholding professional standards and ethical practice (national and state standards), ongoing learning and education, effective communication and dialogue, professional attitudes and behaviors, proper patient contact and interaction, professional appearance and dress that is indicative of a healthcare professional. Professional Behavior and Development is something learned, practiced, and modeled for others.

NATA CODE OF ETHICS *(Reprinted from NATA website)*

PREAMBLE
The National Athletic Trainers' Association Code of Ethics states the principles of ethical behavior that should be followed in the practice of athletic training. It is intended to establish and maintain high standards and professionalism for the Athletic Training profession.

The principles do not cover every situation encountered by the practicing athletic trainer but are representative of the spirit with which athletic trainers should make decisions. The principles are written generally; the circumstances of a situation will determine the interpretation and application of a given principle and of the Code as a whole. When a conflict exists between the Code and the law, the law prevails.

Please refer to: NATA code of ethics (*updated 2022).*

BOC STANDARDS OF PROFESSIONAL PRACTICE

BOC Standards of Professional Practice ©Board of Certification, Inc.
Introduction
The mission of the Board of Certification Inc. (BOC) is to provide exceptional credentialing programs for healthcare professionals. The BOC has been responsible for the certification of Athletic Trainers since 1969. Upon its inception, the BOC was a division of the professional membership organization the National Athletic Trainers′ Association. However, in 1989, the BOC became an independent non-profit corporation. Accordingly, the BOC provides a certification program for the entry-level Athletic Trainer that confers the ATC® credential and establishes requirements for maintaining status as a Certified Athletic Trainer (to be referred to as "Athletic Trainer" from this point forward). A nine member Board of Directors governs the BOC. There are six Athletic Trainer Directors, one Physician Director, one Public Director and one Corporate/Educational Director. The BOC is the only accredited certification program for Athletic Trainers in the United States. Every five years, the BOC must undergo review and re-accreditation by the National Commission for Certifying Agencies (NCCA). The NCCA is the accreditation body of the National Organization for Competency Assurance.

Please refer to: http://www.bocatc.org/

PROFESSIONAL MEMBERSHIP/ASSOCIATION

It is **strongly advised** that athletic training students join appropriate professional associations. Specifically, the ATS is required to join the National Athletic Trainers' Association (NATA). Membership to the NATA will provide the student with access to ATrack and membership to the national association as well as Idaho Athletic Trainers Association (IATA) and district membership in the Northwest Athletic Trainers' Association- NATA District 10 (NWATA). Membership in the NATA has numerous benefits for the student, including a subscription to the *Journal of Athletic Training* as well as significant discounts on conference registration costs and the fee for the national certification exam. Student members will also have access to the career

center and online student blog provided through the NATA website at www.nata.org. To be eligible for most scholarships through state, district, and national associations, athletic training students must be members in the NATA.

IDAHO STATE BOARD OF MEDICINE: ATHLETIC TRAINING

Board of Athletic Trainers Mission Statement
To promote the public health, safety, and welfare and to promote the highest degree of professional conduct on the part of athletic trainers. The licensure of persons offering athletic trainer services to the public helps to assure the availability of athletic trainer services of high quality to persons in need of such services.

Please refer to Idaho Board of Athletic Trainers

SCHOLARSHIP OPPORTUNITIES

Numerous scholarship opportunities are available through IATA, NWATA and the NATA. Many require the student to be a member of the NATA and are competitive, merit-based awards. Information and eligibility requirements can be found on the websites for each of the above professional organizations or from the AT Program Director. Other awards are specifically available to BSU ATP students from organizations such as the Boise State Kinesiology Dept. and College of Health Sciences and Mountain West Athletic Conference). Eligibility requirements for these awards vary and information will be distributed to the ATS' when received by the Program Director.

ATHLETIC TRAINING STUDENT QUALITIES

Athletic Training Students are expected to demonstrate the following qualities:

a. **Dependability** – Fulfilling obligations, assignments (academic and clinical), and maintaining consistency within the general practices of the athletic training facilities.
b. **Loyalty –** Loyal to the ATP and the University. Maintaining integrity of self and the community. It is your responsibility not to participate in gossip or negative conversations.
c. **Dedication** – You must demonstrate dedication to the clinical and didactic opportunities. Preparation within both aspects will enhance the learning environment for both student and instructor.
d. **Teach-ability** – Students should always be willing to learn from a variety of sources, which may include both positive and negative learning environments. Students should have a "mindset" of "life-long-learners".
e. **Professionalism** – Encompassing all other characteristics, professionals dress appropriately, are prompt, consistent, respectful to others, and organized. Professionals are not perfect and may make mistakes, yet a professional will learn from mistakes. In order to earn the respect as a professional, one must prove to emulate the characteristics of a professional.
f. **Boise State University Shared Values**: Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, Trustworthiness.

DRESS CODE

An important part of professional conduct is appearance. Athletic training students should be aware that clinical rotations require specific professional attire. Athletic training students who do not comply with the dress code will be excused and expected to return promptly in the appropriate attire. An ongoing pattern of inappropriate dress may be grounds for dismissal from the assignment and/or the ATP. Athletic training students at all clinical sites (on-campus and off-campus) will be expected to comply with these guidelines. If the athletic event requires attire that is more "dressy" than the standard uniform, students will be expected to dress appropriately. At no time should worn clothing, excessively tight clothing, or clothing that exposes any midriff be worn. The clothing worn must allow the student to perform functions required of an athletic trainer appropriately, while never exposing any undergarments or skin around the midriff. Open-toed shoes or high heels are not appropriate at any time during the clinical education experiences. Attire of athletic training students should be professional, functional, and modest, and should not draw attention to the student.

APPEARANCE

Personal hygiene and clean-cut grooming are essential for health care providers. ATSs should maintain a neat and professional appearance at all times during clinical rotations. Appearance of the ATS should not distract from the professional image they are trying to develop. Extremes of appearance are to be avoided during the clinical education experiences. Remember, how you look and dress is not only a reflection on you, but on the entire AT Program and Boise State University.

PROFESSIONALISM AND PERSONAL COMMUNICATIONS

Conducting oneself as a professional involves every aspect of life. AT students should pay close attention to the image they project via personal communications. This includes (but is not limited to): email messages/addresses, text messages, voice mail, voice recordings on cell/dorm/home phones, ringtones, personal websites and content displayed via Snapchat, Facebook, Instagram, Twitter, etc. With the majority of the above being public domain, AT students should very closely monitor the contents and methods of their personal communications. Any inappropriate content or communications noticed or brought to the attention of the ATP faculty will be addressed immediately. AT students will be asked to rectify the situation by whatever means necessary (depending on the content/ communication type). Failure of the student to correct the issue in a timely, appropriate manner may result in further disciplinary action at the discretion of the program director and others with authority over the academic program.

CELLULAR PHONES

In the classroom setting, athletic training students should have their cell phones off or on a silent, vibrate mode. The cell phone should remain in the student's backpack, bag, or purse, and should

not be taken out while the class is in session, as this is very disruptive to the instructor and the class. Text messaging during a class period will not be tolerated.

In the clinical setting, cell phone use by athletic training students should be restricted to emergencies only. Any type of cell phone use (conversation or text messaging) is distracting and unnecessary in the clinical education environment. Preceptors will inform the ATS when mobile phone use is appropriate.

PROFESSIONAL RELATIONSHIPS

Athletic training students have a twofold role, that of a general student and that of an athletic training student. Students should remember that they are filling both of these roles in and out of the clinical settings and act accordingly. It is recognized that while working closely with a sports team, friendships may arise between athletic training students and athletes. A professional demeanor should be exercised at all times. In the clinical setting, students should fulfill their roles as athletic training students for their respective teams/patients. In this role, they are not only responsible for assisting in the care of the team's athletes, but also for being active learners and increasing their athletic training skills and knowledge. Students are strongly discouraged from entering into social or dating relationships with patients, preceptors and coaches or others affiliated with the education of the student.

CONFIDENTIALITY OF RECORDS

During your experiences as a Boise State University ATS, you will encounter a variety of different people. As an ATS, you have an obligation to yourself, the athletes/patients you work with, your supervisors, team physicians, athlete's parents, other athletic training students, and to Boise State University. As an ATS, you should always maintain a professional working relationship with the people you work with, especially the athletes. This is admittedly difficult at times, as the student-athletes/patients are often your peers. Socialization with the athlete/patient during working time is highly discouraged. As an ATS, you will never discuss any information concerning an athlete/patient with anyone other than your immediate supervisor. This includes any information regarding an athlete's/patient's medical condition, treatment or any information which you acquire in a locker room, athletic training room, physician's office, or otherwise which is considered to be non-public information. If someone asks you a question about an athlete/patient, refer him/her to your supervisor. Remember that anything an athlete/patient tells you falls into the area of medical confidentiality. The unique opportunity you have to observe and participate in various clinical settings as an ATS can and will be terminated if you violate this confidentiality. The staff athletic trainer, team physician, or the coach will handle all public comments about injuries.

GRIEVANCES

Interpersonal problems between an ATS and another student, an athlete, a preceptor, a staff athletic trainer, or a faculty member should be handled between those involved if possible, at the appropriate time and in the appropriate place. If no progress can be made, the parties involved should look to the staff for arbitration, specifically for student-to-student problems. The

preceptor or site-supervisor will hear both parties' complaints separately and meet with those involved to discuss resolutions.

For problems between students and staff members or faculty, another staff member or the Athletic Training Program Director should act the role of the arbitrator. In situations that are not easily resolved, the Boise State University Grievance Policy in conjunction with the office of student rights & responsibilities will be followed. Student records for the AT program are managed under the auspices of FERPA.

SECTION VI: PROGRAM RETENTION POLICIES

RETENTION POLICY

Students must demonstrate acceptable progression in their advancement through the ATP. Students will jeopardize program status (probation and/or program dismissal) if they are unable to comply with the following program standards:

1. Minimum Grade Requirements (see below);
2. **Overall 3.0 GPA** in credit hours taken at BSU toward degree;
3. Maintain NATA Standards of Professional Practice and BOC Code of Ethics;
4. Maintain BSU-ATP Professional Behavior Policy (stated above);
5. Maintain standards of academic and clinical education requirements consistent with educational level.

In order to remain enrolled in the Master of Athletic Training degree all ATSs must maintain a minimum GPA of a 3.0. It is the student's responsibility to schedule their time efficiently so that academic course work is not affected by participation in the clinical athletic training program. Any student admitted with provisional status to the graduate college and/or degree program must meet the requirements defined by the graduate college and degree program. Failure to complete a required course with at least a C- will result in the student not being allowed to progress in the program. In such a case, the student would not be allowed to progress in the MAT program and would be required to re-enter the program in the following year when the course is offered again with permission of the program director and graduate college or withdraw from the program.

If an ATS's GPA drops below the 3.0 minimum standard, or they demonstrate unacceptable clinical behavior, they may be placed on *clinical probation and/or disciplinary action* immediately. Clinical Probation is a condition where a student's status in the ATP is tentative with their further continuation in the program being dependent on their performance during a probationary period. Performance is evaluated based on academic grades as well as clinical behavior as described in this handbook. Clinical probation is maintained for the duration of one semester. After one semester, if the GPA does not exceed the minimum of a 3.0, or the clinical behavior does not improve, the student will be dismissed from the BSU-ATP.

If an ATS feels that their GPA is suffering from too much time spent in the athletic training quarters it is the **student's responsibility to schedule a meeting** with the Program Director or Clinical Education Coordinator as well as their Preceptor as soon as possible to seek resolution

to the problem. The ATS must remember that academics are of the utmost priority when in the pursuit of becoming a certified athletic trainer.

Probation

A program violation is an action, on the student's behalf, that is NOT in accordance with the ATP Student Contract or the current ATP Policies and Procedures including the NATA Code of Ethics. Supervising preceptors or program administrators at BSU or affiliated clinical sites who observe a program violation may submit a program violation form (i.e. Three Strike Policy: Red Form). Ramifications of committing program violations are as follows:

1. Violation #1: The student is dismissed from their clinical experience for the remainder of that day (or longer). The student is also required to obtain signatures on the program violation form. This occurs through a meeting with their preceptor as well as the Program Director and/or the Clinical Education Coordinator.
2. Violation #2: Same as for violation #1 AND a group meeting is to be called with the student, preceptor, Supervising Staff Athletic Trainer, as well as the Program Director or the Clinical Education Coordinator to discuss related disciplinary action.
3. Violation #3: Dismissal from the AT Program is likely.

DISCIPLINARY ACTION

Participation in the ATP is a PRIVILEGE reserved for those students who have met and maintain requirements for inclusion. Any student may be subject to disciplinary action and can be immediately dismissed for breach of conduct. A student who is dismissed from any clinical component setting, either through the Program Violation process or as the result of either a one-time incident, or cumulative negative actions or instances, will likely be dismissed from the ATP. Successful completion of all portions of the BSU-ATP is essential to earning a degree in Athletic Training and a student's exclusion from any one component will result in the inability to graduate. Students MUST remain in GOOD STANDING in all portions of the ATP to be allowed to continue and earn the degree in Athletic Training.

ACADEMIC PROBATION/DISMISSAL

As stated previously in the Retention Policy, athletic training students may be placed on probation if they are unable to maintain specific ATP criteria. The Program Director will conduct a review of academic probation status at the end of each academic semester, and students will be notified of their standing in the program. Upon notification of their standing, students will sign documentation regarding their status, which will be kept on file. (Students are limited to two consecutive probation semesters.) Failure to reestablish adequate academic/practical standards consistent with program guidelines will result in program dismissal. Once dismissed from the ATP, students are NOT eligible for re-admission.

GRADUATION REQUIREMENTS

Master of Athletic Training

University Requirements

- 3.0 GPA
- All fees and tuition
- Completion of graduate college admission to candidacy (beginning of 2nd year).
- Comply with other stated university policies and procedures

Program Requirements

- Completion of all prerequisite coursework and application materials
- Completion of all professional coursework
- Completion of culminating activity
- Maintain overall 3.0 GPA in credit hours taken at BSU toward degree
- Completion of all clinical education requirements
  - Completion of competencies, knowledge and skills, and clinical skills
  - Completion of clinical hours and assigned clinical rotations
- Follow NATA Standards of Professional Practice and BOC Inc. Code of Ethics
- Maintain "good standing" in the Athletic Training Program according to the policies and procedures stated in the BSU-ATP Handbook

(Endorsement for the BOC Inc. examination requires program director approval.)

SECTION VII: PROGRAM DOCUMENTATION-EVALUATION

The Athletic Training Program undergoes on-going and constant evaluation to analyze compliance with accreditation standards. In addition, this evaluation process allows program administration to identify strengths and weaknesses in an effort to gauge current status and necessary changes to continue offering an outstanding athletic training education. Evaluation process occurs through ATrack (https://www.atrackonline.com/)

EARLY ALERT EVALUATION

Early Alert Evaluation is an opportunity to notify program administration about student progress. Both positive and negative comments/concerns are solicited.

STUDENT PERFORMANCE EVALUATION (END OF ROTATION)

The preceptor will complete student performance evaluations of the athletic training student for every clinical rotation. It is important that the student receive feedback from the preceptor formally and face to face on areas they need to work to improve on over the course of their clinical education at BSU. The evaluations will be one component of the clinical instruction course grade in which the student is currently enrolled.

PRECEPTOR AND CLINICAL SETTING EVALUATION

At the completion of each clinical rotation, students will evaluate the preceptor and the clinical site to which they were assigned. These will be confidential submissions. At the end of each academic year, preceptors will be provided a summary of the evaluation responses to assist them in making improvements to the overall clinical education experience.

COURSE AND INSTRUCTOR EVALUATION

Students should evaluate each course and instructor every semester within the BS in Athletic Training through BSU's electronic course evaluation system.

EMPLOYER /ALUMNI SURVEY

Employer and Alumni Surveys are sent 6-12 months after graduation and data are utilized to assess program outcomes.

STATEMENT OF UNDERSTANDING

A student admitted to the Boise State University - Athletic Training Program (BSU-ATP), must comply with the following requirements:

1. To complete all clinical education requirements in accordance with BSU, Idaho State Board of Education (ISBE), BOC, CAATE guidelines. The ISBE mandates a minimum of 45 clock-hours per credit hour of clinical experience. Students will complete a minimum of 45 clinical hours for both MAT 500/530 and 135 hours for each of the following clinical classes: MAT 510/520/530/540/550 within the on-campus athletic training facilities and/or the affiliated clinical education sites of the BSU-ATP (See Clinical Hours Policy, BSU ATP Handbook).

2. To obtain and maintain student membership in the NATA. This membership is essential to our electronic tracking system that is used to document your progression through the clinical education portion of the ATP (See NATA, www.nata.org).

3. To not participate in clinical education experiences during a time in which I am affected by a communicable disease and shall not return to clinical participation until cleared by a physician or other medical provider. (See Communicable Disease Policy, BSU ATP Handbook).

4. To abide by policies and procedures established by Boise State University, BSU ATP, BSU Sports Medicine, BSU Athletics, and Affiliated Clinical Sites (this includes but not limited to):
    a. Criminal Background Check Policy
    b. Clinical Hours Policy
    c. Clinical Supervision Policy
    d. Blood Borne Pathogen and Exposure Control Policy
    e. Communicable Disease Policy
    f. Substance Abuse Policy

5. To adhere to the NATA Code of Ethics and BOC Standards of Professional Practice (See BSU ATP Handbook, www.nata.org , www.bocatc.org).

6. To comply with Idaho State Board of Medicine – Athletic Training licensure/regulation requirements (See ISBM http://bom.idaho.gov/).

7. To maintain a minimum cumulative GPA of 3.0 or higher and minimum grade requirements for all degree requirements including all required MAT courses (See Retention Policy, BSU ATP Handbook).

8. Progress toward completion of all degree requirements for the Masters of Athletic Training (See corresponding BSU graduate academic catalog).

I, the undersigned, understand the above listed expectations and requirements that I must uphold. I realize that if I fail to comply with any of the requirements, I may be formally discharged from the BSU-ATP and not be allowed to graduate with the Masters of Science degree in Athletic Training.

Student's Name	Student's Signature	Date