NOTICE

This handbook was 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.

[Revised: 5/3/2017]
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PREAMBLE

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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 Training Education Competencies (5th Ed.):** knowledge, skills, and clinical abilities to be mastered by students enrolled in professional athletic training programs
- **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
- **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:** formalized learning experience through direct patient contact
- **Clinical Education Coordinator, (CEC):** administrator over the clinical portion of the program
- **Clinical Integration Proficiencies, (CPSC):** athletic training skills and abilities utilized and assessed during direct patient care.
- **Clinical Instruction 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:** where students conduct clinical practice under supervision
- **Core Courses (didactic course):** required athletic training coursework
- **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
- **LAT:** Licensed Athletic Trainer - Idaho
- **NATA:** National Athletic Trainers Association
- **Preceptor:** clinical supervisor (athletic trainer or other health care professional at clinical site)
- **Program Director:** administrator over the athletic training program
- **Supporting Courses:** required education competencies supporting athletic training
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 beginning in 1984 and is currently fully accredited through the 2017-2018 academic year.

ATHLETIC TRAINING EDUCATION COMPETENCIES

The 5th edition of the Athletic Training Education Competencies (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 educational competencies are categorized in the following areas:

1. Evidence Based Practice
2. Prevention and Health Promotion
3. Clinical Examination and Diagnosis
4. Acute Care of Injury and Illness
5. Therapeutic Interventions
6. Psychosocial Strategies and Referral
7. Healthcare Administration
8. Foundational Behaviors of Professional Practice

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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 impact the client’s/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.

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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 Bachelors of Science in Athletic Training is part of the Department of Kinesiology in the College of Health Science. Students accepted into the professional phase of the ATP will be eligible to pursue a Bachelor of Science in Athletic Training.

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 program is divided into two distinct components: pre-professional and professional. During the pre-professional component students complete prerequisite courses and submit an application for review. Once accepted in the ATP students begin the professional component. The professional component is comprised of two major components including 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 is 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.

Acknowledgment 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 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

Students seeking admission into the Athletic Training Program are considered to be in a Pre-Professional Students. Students are not an Athletic Training Major until meeting all curriculum criteria and selected 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.

The ATP Professional Component includes
- ATP Lecture Courses (KINES 324, 326, 424, 426)
- Clinical Instruction courses. (KINES 221, 222, 321, 322, 421, 422)

Application criteria include: (Candidates MUST be accepted to BSU for Fall matriculation):
- Minimum cumulative GPA of 2.50
- Admission to the professional component will not be granted to ATP student candidates lacking any of these classes.
- Proof of current First -Aid and Professional Rescuer/Health Care Provider CPR/AED certification or equivalent
- Successful completion of the following classes must be with a passing grade of C- or better.

Class | BSU equivalent
--- | ---
2 semesters of Anatomy & Physiology | BIOL 227-228
1 Semester of College Chemistry with Lab | CHEM 101 or 111
1 Semester of College Algebra or Pre-Calculus | MATH 143
1 Semester of Intellectual Foundations | UF-100
1 semester of Taping & Wrapping | KINES 121
1 semester of Introduction to Athletic Injuries | KINES 220

IN ORDER TO GAIN ENTRANCE TO THE PROFESSIONAL COMPONENT, Students must complete the classes above prior to beginning their Clinical Experience in early August (this may include the FIRST HALF of the next summer session). Students are allowed to enroll in classes listed below PRIOR to their applying to the ATP.

TO MAINTAIN INCLUSION WITHIN THE PROFESSIONAL COMPONENT, Students must complete the following classes by the END of THEIR FIRST (1st) Professional Component year (this may include the FIRST HALF of the next summer session).

Class | BSU equivalent
--- | ---
1 Semester of Medical Terminology | HLTHST 101
1 Semester of Trigonometry | MATH 144
1 Semester of Physics | PHYS 111
1 Semester of General Psychology | PSYC 101
1 Semester of Civic and Ethical Foundations | UF-200
1 Semester of Foundations of Kinesiology | KINES 201
1 Semester of Personal Health | KINES 140
1 Semester of Applied Anatomy | KINES 270
Additional ATP application criteria for the professional component program include:

- At least two (2) letters of recommendation.
- Resumé
- Complete the ATP entrance examination (following submission of applications, a list of candidates are invited to sit for the exam. The exam date & location will be posted.)
- Formal in-person interview (candidates will be screened and those selected for an interview will be notified).
- Technical Standards for Admissions form, health history, physical exam, & immunization forms.
- Completed ATP application inclusive of ALL forms.

**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 for placement in the professional phase 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 following vaccinations or titers in addition to completing this form yourself.
- This form is in compliance 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. Students are responsible for requesting the check, paying for it, and handling any disputed results directly with the background check company. 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 a separate locked file and are treated as confidential. The ATP Admissions Committee will not address questions about your individual background and background check results. For more information concerning ATP application denial, please refer to the ATP appeal policy included in the application packet.

Background checks will include following:

- Social security number and identity verification
- Criminal search (7 years) national and county
- Employment verification
- Violent Sexual Offender and Predator Registry search
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. Time frame is for the last 7 years unless otherwise noted:

- Felony convictions;
- Withheld judgments for felonies;
- Other pleas agreements to felony convictions;
- Sexual assault, rape, indecent exposure, lewd and lascivious behavior, or any crime involving non-consensual sexual conduct committed at any time;
- 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;
- Homicide committed at any time;
- Abuse, exploitation or neglect of a vulnerable adult (disabled or elderly) committed at any time;
- Any charge related to illegal drugs such as (but not limited to) possession of drugs or paraphernalia, or trafficking;
- Assault or Battery;
- Misdemeanor theft committed during the last 5 years or grand theft committed during the previous seven years;
- 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;
- DUI within the last 3 years or more than one DUI in the past five years;
- First or second degree arson;
- Kidnapping;
- Mayhem, as defined by Section 18-5001, Idaho Code;
- Poisoning;
- Forgery or fraudulent use of a financial transaction card;
- Forgery and counterfeiting;
- Insurance fraud;
- Pattern of behavior deemed to be unprofessional, or that is felt to put patients, faculty, and/or students at risk.

**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 student 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 can be viewed in the Clinical Education Coordinator’s office.

**PERSONAL HEALTH INSURANCE COVERAGE**

Athletic training students must provide proof and maintain personal health insurance in accordance with Boise State Policy and as part of the professional component of the ATP. Failure to do so will result in the delay of the clinical education experience. The costs associated with the personal health insurance policy are the sole responsibility of the student.

**PROGRAM COST**

- National Athletic Trainers Association Student Membership: $70
- Healthcare Provider CPR/AED certification (one time): $50
- Background Check (Certified Background): $55
- Students are responsible for expenses related to:
  - Clinical Course Fees: $50/semester or $300 total
  - Transportation to and from off-campus clinical education facilities
  - Appropriate clothing (casual slacks/shorts and BSU shirts) for clinical education rotations
  - Physical examination, Vaccinations, Titer or other medical expenses for application
  - Athletic Training BOC examination (final semester): $300
PROFESSIONAL COMPONENT

Students that complete the application process and are admitted into the ATP begin the professional component including a three-year (6 semesters) clinical education component of the program. Typically, 10-13 students (maximum 15) are admitted each year, at the conclusion of the spring semester. Each semester in the program will include both a didactic and clinical education component.

BACHELORS OF SCIENCE IN ATHLETIC TRAINING

FRESHMAN YEAR (PreProfessional Component)

<table>
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<tr>
<th>Class Title</th>
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<th>Grade</th>
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<td>ENGL101 English Composition</td>
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<td>ENGL102 English Composition</td>
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<tr>
<td>BIOL227 Human Anat &amp; Phys. (DLN)*</td>
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<td>BIOL228 Human Anatomy &amp; Phys*</td>
<td>4</td>
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<tr>
<td>KINES220 Intro to Athletic Injury*</td>
<td>3</td>
<td></td>
<td>KINES121 Taping &amp; Wrapping*</td>
<td>1</td>
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<tr>
<td>MATH143 College Algebra (DLM)*</td>
<td>3</td>
<td></td>
<td>CHEM 101 or 111 Chemistry*</td>
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<td></td>
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<tr>
<td>DLV or DLL</td>
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<td></td>
<td>UF100*</td>
<td>3</td>
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<td>KINACT</td>
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<td>*Mandatory for admission to ATP</td>
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Admission to the Professional Component of the Athletic Training Program - Date: ____________

SOPHOMORE YEAR (1Y – Professional Component)

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<tbody>
<tr>
<td>MATH144 Trigonometry</td>
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<td>PHYS111 General Physics (DLN)</td>
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<td>KINES324 Injury Evaluation</td>
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<td>UF200</td>
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<td>KINES221 AT Clinical I</td>
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<td>KINES222 AT Clinical II</td>
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<tr>
<td>KINES270 Applied Anatomy</td>
<td>3</td>
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<td>KINES140 Personal Health (DLS)</td>
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<tr>
<td>HLTHST101 Medical Terminology</td>
<td>3</td>
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<td>PSYC101 General Psychology (DLS)</td>
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<td>KINES201 Foundations of Kines (CID)</td>
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JUNIOR YEAR (2Y – Professional Component)

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<tr>
<td>KINES330/331 Exercise Phys &amp; Lab</td>
<td>4</td>
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<td>KINES370/371 Biomechanics</td>
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<td>KINES326 Modalities in AT</td>
<td>3</td>
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<td>KINES322 Clinical IV</td>
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<td>KINES321 AT Clinical III</td>
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<td>KINES424 Theory &amp; App of Ther. Ex.</td>
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<td>DLL or DLV</td>
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<td>KINES426 O&amp;A of AT (Odd years)</td>
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<tr>
<td>HLTHST207 Nutrition</td>
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<td>HLTHST300 Pathophysiology</td>
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SENIOR YEAR (3Y – Professional Component)

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<td>HLTHST306 Pharmacotherapeutics</td>
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<td>Electives</td>
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<td>KINES 375/376</td>
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<td>KINES432/433 Conditioning Proc. (FF)</td>
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<tr>
<td>KINES365 Soc. Psych of Sport &amp; Act,</td>
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<td>KINES422 AT Clinical VI</td>
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<tr>
<td>KINES421 AT Clinical V</td>
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<td>KINES301 Statistics</td>
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<td>10</td>
<td></td>
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<td>10</td>
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</table>
SECTION III: TRANSITION TO CLINICAL PRACTICE

ACQUIRING ATHLETIC TRAINING KNOWLEDGE AND SKILLS

Education Competencies

Education Competencies (knowledge and skills) 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 Therapeutic Interventions will be initially taught and assessed in KINES 326 and KINES 424. These Education Competencies 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.

Education Competencies that are skill orientated (also known as Competencies at BSU) are also taught and evaluated by the instructor in a classroom or laboratory setting as a part of the same academic course. 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”.

Competency Completion

To initially “complete” a competency, each STUDENT will be required to physically demonstrate a required skill. Each skill will be formally assessed by a peer prior to final assessment by the course instructor (this may require outside of class time for evaluation). For each assessment process all subset skills (i.e. steps) for that competency should be performed accurately and in a professional manner. Each competency 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 competency may require additional remedial instruction for the STUDENT which may include repeating a course.

Competency Rating Scale:

<table>
<thead>
<tr>
<th>Competency Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Entry-Level Clinician - Clearly Outstanding</td>
</tr>
<tr>
<td>A</td>
<td>Apprentice Clinician - Above Average</td>
</tr>
<tr>
<td>N</td>
<td>Novice Clinician - Attempted Skill</td>
</tr>
</tbody>
</table>

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 competency assessment will be required for full credit.

Receiving a score of “N” on a competency 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 competency. 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.
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 Integration Proficiencies

As noted in the NATA Educational Competencies (2012), allowing a student to incorporate knowledge and skill competencies into their clinical education, “…represents the synthesis and integration of knowledge, skills, and clinical decision-making into actual client/patient care.” This synthesis of knowledge and skills is termed a Clinical Integration Proficiency.

Because Clinical Integration Proficiencies are based on the Education Competencies (knowledge and skills) in a particular content area (domain), students must demonstrate a command of the knowledge and skills in a specific area (e.g. Therapeutic Exercise) before demonstrating their aptitude of the Clinical Integration Proficiencies (rehabilitation of a patient).

Clinical Integration Proficiencies (i.e. proficiencies) are evaluated as part of each clinical instruction course in the semester following the classroom instruction and assessment of specific Education Competencies. Each clinical instruction course (221, 222, 321, 322, 421, 422) is designed to provide the student with “authentic” clinical experiences to engage the student in utilizing the Education Competencies in the practice of athletic training. The clinical instruction course will spend time preparing each student for the integration of these skills in patient care which may include specific knowledge and skills (competencies) 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.

“In most cases, assessment of the CIPs should occur when the student is engaged in real client/patient care and may be assessed over multiple interactions with the same client/patient. In a few instances, assessment may require simulated scenarios, as certain circumstances may occur rarely but are nevertheless important to the well-prepared Clinician” (NATA, 2011).

Clinical Proficiency Completion

Throughout each clinical instruction 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 proficiency the student must complete a Clinical Proficiency Scenario Challenge (orange) form for each proficiency group or domain related to each clinical instruction course.

The Clinical Proficiency Scenario Challenge Form (i.e. orange form) is completed by the student as evidence of their involvement in a “real” clinical case. This form 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:

<table>
<thead>
<tr>
<th>Novice Clinician</th>
<th>Apprentice Clinician</th>
<th>Entry-Level Clinician</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTRY-LEVEL</strong></td>
<td>Clearly outstanding, requiring no rehearsal, mirrors a professional response of a Certified Athletic Trainer (accurate, timely, confident)</td>
<td></td>
</tr>
<tr>
<td><strong>APPRENTICE</strong></td>
<td>Above average performance with no prompting, nearing entry-level but lacks one aspect of a professional response (timely, accurate, confident)</td>
<td></td>
</tr>
<tr>
<td><strong>NOVICE</strong></td>
<td>As expected, performs accurately with minor verbal prompting, completes process but lacks more than one aspect of a professional response (timely, accurate, confident)</td>
<td></td>
</tr>
</tbody>
</table>

Finally, the preceptor should sign the Clinical Proficiency Scenario Challenge form. This form will serve as documentation of all proficiencies the student has successfully completed.

_All proficiency forms will be filed in the Clinical Education Coordinator's office at the completion of each clinical instruction course._

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/mock patient]

_(2012 CAATE Standards: 46, 47, 54)._
## Transition to Clinical Practice Summary

### BSU ATP

#### Pre-Athletic Training Component

<table>
<thead>
<tr>
<th>FALL Semester</th>
<th>SPRING Semester</th>
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**Freshman (Pre-professional)**
- **BIOL 227 – Human Anatomy and Physiology**
- **KINES 220 – Introduction to Athletic Injury*”**
- **KINES 221 – AT Clinical Instruction I** *(comps: injury eval; prof: acute injury management, taping, wrapping)*
- **KINES 324 – Injury Evaluation**
- **KINES 228 – Human Anatomy and Physiology**
- **KINES 121 – Taping and Wrapping*”**
- **KINES 222 – Athletic Training Clinical Instruction II** *(comps: injury eval; prof: injury eval)*

### Professional Athletic Training Component

**Sophomore (1Y) – AT Courses**
- **KINES 221 – AT Clinical Instruction I** *(comps: injury eval; prof: acute injury management, taping, wrapping)*
- **KINES 222 – Athletic Training Clinical Instruction II** *(comps: injury eval; prof: injury eval)*
- **KINES 223 – Athletic Taping and Wrapping** *(comps: injury eval; prof: injury eval)*
- **KINES 224 – Injury Evaluation**

**Junior (2Y) – AT Courses**
- **KINES 321 – AT Clinical Instruction III** *(comps: modalities; prof: injury eval)*
- **KINES 322 – Athletic Training Clinical Instruction IV** *(comps: therapeutic exercise; prof: modalities)*
- **KINES 326 – Modalities in Athletic Training**
- **KINES 421 – AT Clinical Instruction V** *(comps: medical conditions; prof: therapeutic exercise)*
- **KINES 422 – Athletic Training Clinical Instruction III** *(comps: pharmacology, psych/soc, nutrition)*

### Student Expectations – Novice Clinician

**Prevention**
- Taping should be at least beginner level with general concepts in place. Many students have not taped regularly since taking taping/wrapping course

**Clinical Examination and Diagnosis**
- Student takes eval course during 1st semester in program. Skills should be at least basic with general concepts in place

**Therapeutic Interventions**
- First exposure to formal classwork not completed. Skills have not been attained outside of clinical rotation exposure

**Preceptor Focus**
- Taping/wrapping review and practice, anatomy review, re-enforce evaluation class, daily AT facility management/organization, Supervised ATS autonomy with consistent intervention

### Junior (2Y) – AT Courses**

**Student Expectations – Apprentice Clinician**

**Prevention**
- Taping should be at least at novice level

**Clinical Examination and Diagnosis**
- Student has general knowledge of appropriate tests for common injuries. Recognition of signs/symptoms is expected

**Therapeutic Interventions**
- Modalities in 1st semester. Ther-ex course taken in 2nd semester. Experience limited to clinical rotations. Basic to general knowledge of principles/exercises/progressions in 1st semester

**Preceptor Focus**
- Anatomy review, eval/prevention/rehab review and application. Supervised ATS autonomy and intervention expected

### Senior (3Y) – AT Courses**

**Student Expectations – Entry-Level Clinician**

**Prevention**
- Taping and knowledge of correct technique. Performance should be at least average

**Clinical Examination and Diagnosis**
- Student has average/good practical knowledge of correct & timely techniques

**Therapeutic Interventions**
- Courses completed. Student has average/percent knowledge. Student is expected to develop and apply basic principles

**Preceptor Focus**
- Decision making: Injury evaluation, basic treatment plan development, test anatomy knowledge, administrative. Supervised autonomy and delegation of responsibility.

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*Key Athletic Training Courses only*
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 90-135 hours per semester, in conjunction with each Athletic Training Clinical Instruction 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 Instruction in Athletic Training course (KINES 221, 222, 321, 322, 421, or 422).
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 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 student files within the 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 Clinical Education Coordinator.
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 their 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/proficiencies will be distributed and discussed in each Athletic Training Clinical Instruction course. All required competencies and proficiencies must be completed before progressing to the next level of the clinical education sequence.

**CLINICAL INSTRUCTION COURSEWORK**

During the professional component of the Athletic Training Program, students will be required to take a Clinical Instruction in Athletic Training course (KINES 221, 222, 321, 322, 421, 422). 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 Proficiencies**
   a. Complete Clinical Proficiency Scenario Challenge (CPSC) – i.e. Orange Form per course
      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 90 for KINES 221 and 222
      ii. Minimum of 135 for KINES 321, 322, 421, 422 (see hours policy) – ATrack
      iii. Pre and Post clinical rotation times
3. **Clinical Journals or Reflection Papers**
   a. Journals are linked to each CPSC
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 competencies (i.e. comps) and clinical proficiencies (i.e. proficiencies, CPSC) but should also focus on current Clinical Instruction course objectives and current clinical proficiencies.

**CLINICAL ROTATIONS**

**Guiding Principles:**
- All students complete a 3 year clinical component.
- All students complete 1, 8-week general medical rotation with a variety of providers including MD, NP, Nurses, and/or PAs.
• 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 high school level.
• All students have at least 1 clinical setting rotation that may include primary care, physician services, rehabilitation, and/or physical therapy services.
• 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
• 4, 8-week rotations
• 1 high school recommended
• 3 on-campus

2Y and 3Y Clinical Rotation Planning
• 8, 8-week rotations
• 1 clinic rotation recommended
• 1 high school recommended
• 3, 16-week rotations maximum

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 (2012 CAATE Standards: 63). 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. (However 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 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 (2012 CAATE Standards: 57).

**Minimum Clinical Hours (rev. 4/28/16)**

- Students will complete a minimum of 90 clock hours for KINES 221, 222 (each semester)
- Students will complete a minimum of 135 clock hours for KINES 321, 322, 421, 422 (each semester)
- Students must be allowed 1 day off every 7 days (2012 CAATE Standards: 58).
- Students are expected to complete a minimum of 40 clock hours for each 8-week clinical rotation.

**Expected Clinical Hours**

- Students should seek to maximize their clinical experience focusing on the adequate time to gain valuable direct patient contacts.
- First year students typically earn between 100 and 200 clock hours in the above mentioned settings each semester of their first year (academic clinical hours).
- Second and third year students typically earn, on average, 200 clock hours in the above mentioned settings each semester. Students should expect to gain more than 200 hours of experience in a given semester depending on type of clinical setting (academic clinical hours).

**Maximum Clinical Hours (rev. 1/26/17)**

- Students should NOT exceed an average of 20 clock hours a week during the 8-week clinical rotation (academic clinical hours).
- Students should NOT exceed an average of 48 clock hours a week outside the 8-week clinical rotation (non-academic clinical hours).
  - Estimated maximum academic clinical hours:
    - 16weeks * 20hours = 320 hours per semester
    - 6semesters * 320hours = 1920 hours
  - Estimated maximum non-academic clinical hours:
    - 3weeks * 48hours = 144 hours (this is dependent on clinical rotation assignment)
    - 144hours * 3times = 432 hours
  - Estimated maximum program total = 2352 clinical hours

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 (2012 CAATE Standards: 55, 57).

ST. LUKE’S/SAIN T ALPHON SUS 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.

Provide copies of health records listed below:
- Proof of Health Insurance
- 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 (Within 150 days for Saint Alphonsus)
- Require flu vaccination (yearly)

(See Clinical Education Coordinator for application materials)

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 is in compliance 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 with 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 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’ve 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. Employees with worker’s compensation injuries/illnesses should go to University Health Services for medical treatment (See Boise State Worker’s Compensation flowchart and map).

**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
Students are required to sign “Statement of Understanding” document regarding the Communicable Disease Statement on an annual basis.

**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 admission). 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 student file in the office of the program director.

**BLOOD-BORNE PATHOGEN AND EXPOSURE CONTROL**

Boise State University is committed to minimizing individuals’ potential occupational exposure to blood-borne pathogens (BBP) through the use of engineering controls, administrative controls and as necessary, personal protective equipment (PPE). Bodily fluids will be referred to in this plan as OPIM, Other Potentially Infectious Materials. 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 Risk Management and Insurance: Cristen Iris cristeniris@boisestate.edu.
The student and preceptor must fill out Worker’s Compensation - Supervisor’s Accident Report (SAR).
Preceptor sends SAR to Cristen Iris cristeniris@boisestate.edu.
Refer to Worker’s Compensation Claim Process.

**Post Exposure Evaluation and Care**
Evaluation and care is provided by Boise State UHS. 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 health care 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: [http://www.nata.org/codeofethics](http://www.nata.org/codeofethics) *(retrieved 4/21/15).*

**BOC STANDARDS OF PROFESSIONAL PRACTICE**

**BOC Standards of Professional Practice** ©Board of Certification, Inc.
Implemented January 1, 2006

**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.


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 district membership in the North West 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.


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. Occasionally, other awards are available from outside organizations (Kinesiology Dept., MWAC). 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 learning 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 professional involves every aspect of life. AT students should pay close attention to the image they project via personal communications, including (but not limited to): email messages/addresses, text messages, voice mail, voice recordings on cell/dorm/home phones, ringback tones, personal websites, Facebook and Twitter pages. 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 quiet, 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 emergency situations 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 come into contact with 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 to 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 are to 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 at all 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 2.5 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 Professional Component of the BSU-ATP all ATSs must maintain a minimum GPA of a 2.50. 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.

If an ATS’s GPA drops below the 2.50 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 2.50, 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) and is required to obtain program violation form signatures by 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**

**Bachelor of Science in Athletic Training**

**University Requirements**
- 120 credits of coursework
- 40 credits at 300/400 level
- 30 of your last 36 credits at Boise State University
- Completion of the Foundational Studies requirements (C- or higher)
- All fees and tuition
- Comply with other stated university policies and procedures

**Program Requirements**
- Completion of all pre-professional coursework or approved transfer courses
- Completion of all professional coursework
- Maintain overall 2.5 GPA in credit hours taken at BSU toward degree
- Completion of all clinical education requirements
  - Completion of competencies and clinical proficiencies
  - 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 90 clinical hours for both KINES 221/222 and 135 hours for each of the following clinical classes: KINES 321/322/421/422 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


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 2.50 or higher and minimum grade requirements for all degree requirements including: the clinical instruction courses (KINES-221, 222, 321, 322, 421, & 422), and all restricted enrollment athletic training courses (KINES-324, 326, 424, & 426) (See Retention Policy, BSU ATP Handbook).

8. Progress toward completion of all degree requirements for the Bachelors of Science in Athletic Training (See corresponding BSU 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 Bachelor of Science degree in Athletic Training.

Student’s Name ______________________________ Student’s Signature ________________________ Date ______________________