The Bachelor of Science in Athletic Training at the University of Utah is a 5 semester, cohort style, clinical health care program that is Commission on Accreditation of Athletic Training Education (CAATE) accredited. Students experience numerous clinical assignments within University Health Care, Athletics, and the community. The program has outcomes that exceed similar programs nationally and provides the health care field with distinctive, BOC Certified Athletic Trainers that work as licensed health care providers.
59 Declared Majors Spring 2015

17 Athletic Training Degrees Awarded 2014

82% Retention rate
48 Clinical Preceptors

25 Clinical sites
10 High Schools
7 Clinics or Professional Sports
5 University or College Locations
3 Performing Arts Locations

What are your future plans?

<table>
<thead>
<tr>
<th>Before Applying</th>
<th>After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PT School</td>
<td>7</td>
</tr>
<tr>
<td>Medical School</td>
<td>3</td>
</tr>
<tr>
<td>(other Health</td>
<td>1</td>
</tr>
<tr>
<td>Care Education)</td>
<td></td>
</tr>
<tr>
<td>PA School</td>
<td>1</td>
</tr>
<tr>
<td>Unsure/No plans</td>
<td>2</td>
</tr>
<tr>
<td>Graduate School</td>
<td>0</td>
</tr>
<tr>
<td>AT related</td>
<td>0</td>
</tr>
<tr>
<td>High School AT</td>
<td>8</td>
</tr>
<tr>
<td>(or other AT</td>
<td>5</td>
</tr>
<tr>
<td>work)</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>7</td>
</tr>
<tr>
<td>Sport</td>
<td>7</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
</tbody>
</table>
2015 GRADUATING CLASS DISTINCTIONS AND THE ATEP MISSION

One of ATEP’s student learning outcomes is that students leave the program as distinctive, well-prepared, and experienced athletic trainers. One way we measure distinction is by the opportunities in which students engage that are beyond the classroom or requirements of the program. The graduating class of 2015 participated in the following distinctive opportunities:

**Distinction 2015**

- ATSA Leadership
- Teaching Assistant
- Undergraduate Research Scholar Designation
- Undergraduate Research Opportunities Program Grant
- Professional Sport Internship
- Additional University Internship
- Other Internship
- Volunteer for Sporting Events
- Attended Professional Conference
- Presented at Conference (Oral/Poster)

**CLINICAL SITES/LIST (NOT EVERY SITE IS ACTIVE EACH SCHOOL YEAR):**

**High School:** Alta, American Fork, Davis, East, Granger, Tooele, Corner Canyon, Herriman, Highland, Jordan, Juan Diego, Judge Memorial Catholic, Park City, East, and West High School

**Clinics, Professional Sports:** Hand and Orthopedic Specialists (North & South locations), REAL Salt Lake, Rocky Mountain Therapy Services, Utah Jazz, Utah Grizzlies, Summit Sports Performance and Rehab Center, and the STAR Clinic

**College & University sites:** University of Utah Athletics, University of Utah Sports Clubs, Westminster

**Performing Arts College Locations:** Ballet West, Modern and Ballet Dance Department
**PUBLISHED ABSTRACTS**


**ORAL PRESENTATIONS**


**POSTER PRESENTATIONS**


<table>
<thead>
<tr>
<th>Statistic</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admitted for 2017 cohort</td>
<td>22</td>
</tr>
<tr>
<td>Average U of U Grade Point Average</td>
<td>3.4</td>
</tr>
<tr>
<td>Median U of U Grade Point Average</td>
<td>3.4</td>
</tr>
<tr>
<td>Average Total Credit Hours (Class standing Junior)</td>
<td>83</td>
</tr>
<tr>
<td>Median Total Credit Hours (Class standing Junior)</td>
<td>44.5</td>
</tr>
<tr>
<td>Median Observation Hours</td>
<td>43</td>
</tr>
<tr>
<td>Average Observation Hours</td>
<td>82</td>
</tr>
<tr>
<td>% of applicants with transfer credit hours</td>
<td>84</td>
</tr>
<tr>
<td>Average Transfer Credit Hours at time of application</td>
<td>43</td>
</tr>
</tbody>
</table>
AT Vision – A student-focused professional health care major distinguished by professionalism, board certification, clinical expertise, academic excellence, and collaboration.

AT Values – Compassion, Professionalism, Intelligence, Ingenuity, Education, Motivation, Distinction

AT Mission – Supply the health care field with distinctive, board certified athletic trainers that effectively operate as critical partners in the health care field.

ATEP – The purpose of the Athletic Training Education Program (ATEP) is to provide a comprehensive health care education that focuses on the physically active while preparing students for successful completion of the Board of Certification exam through formal instruction in prevention, evaluation, rehabilitation, and management of injuries with clinical experiences in a variety of settings.

Student Learning Outcomes

- Students demonstrate proficiency and knowledge in the 8 content areas of competency as outlined by the National Athletic Trainers’ Association
- Students leave the program as distinctive, well-prepared, and experienced entry-level athletic trainers.
- Students value the program and the unique learning experience at the U.
- Post-graduation, students find jobs in the field or appropriate continuing education.
During the 2014–2015 Academic Year there were several leadership transitions. Dr. Brad Hayes started the year functioning as the Program Director and Clinical Education Coordinator. After national searches over the course of the year, the ATEP found expertise close to home and hired Dr. Lee Dibble as the Program Director and Dr. Jessica Tidswell as the Clinical Education Coordinator. This brings the core faculty (a faculty member whose appointment is entirely with one entity) to 2 people. Along with this number of core faculty, the ATEP relies on a dedicated cohort of adjunct instructors for core curriculum classes. During the 2014–2015, these instructors were academic year included: Bradley Hayes, Charlie Hicks-Little, Stephen St. Thomas, Blake Johnson, Heather Elliott, Lindsay Adams, Joshua Larson, Megan Pales, Ryan Fuhriman, Bill Bean, Eric Yochem, Jess Tidswell, and Joe McBeth.

At the end of the 2014–2015 academic year, Dr. Hayes transitioned to a full-time clinical role with University Health Care. It was Dr. Hayes who originally accredited the Bachelor Degree ATEP and built the program to be successful, stable, and revered around the country. Thank you Dr. Brad.

**LEE DIBBLE, PT, PHD, ATC**

*Director, Athletic Training Education Program*

Dr. Lee Dibble is a Licensed Athletic Trainer and Physical Therapist as well as a PhD trained rehabilitation researcher who is currently an Associate Professor within the Department of Physical Therapy. Dr. Dibble received his Bachelor’s degree in Physiology from UC Davis in 1989, his certification as an Athletic Trainer in 1990, his Master’s degree in Physical Therapy from Duke University in 1991, and a PhD in Exercise and Sport Science with an emphasis on Motor Learning and Motor Control from the University of Utah in 2001. Lee has worked clinically with sports medicine and orthopedic patients at Duke University and at the University of Utah. For the past 15 years, Dr. Dibble directed the University Rehabilitation and Wellness Clinic, a clinic that delivers preventative and traditional rehabilitation care for persons with balance disorders. His current research examines mobility, postural control, and gaze stability in persons with nervous system injury. This research has been supported in part, by grants from the National Multiple Sclerosis Society, the American Parkinson Disease Association, the Parkinson Disease Foundation, the US Army, and the National Institutes of Health. Outside of work, Lee enjoys camping, hiking, playing soccer, and skiing with his family.
JESSICA TIDSWELL, PT, DPT, SCS, ATC-L, CSCS*D

Clinical Education Coordinator

Dr. Jessica Tidwell is a Licensed Athletic Trainer, a Board Certified Sports Physical Therapist and a Certified Strength and Conditioning Specialist. Dr. Tidwell received her first Bachelor’s degree from Montana State University—Bozeman in Exercise Science in 1999, where she was also a collegiate athlete in the sport of alpine skiing. She went on to earn her Doctor of Physical Therapy Degree at Duke University in 2002 and then returned to the University of Utah Athletic Training Education Program to earn her second Bachelor’s degree in Athletic Training in December of 2008. Jess has worked clinically with professional Olympic and elite athletes for most of her career. She worked with the US Ski & Snowboard Association both as a traveling Coach/Physical Therapist and as the in-house Rehabilitation Specialist at the USSA’s training facility in Park City. She worked privately for professional freeskier Tanner Hall for two years and most recently started her own clinic in Park City. Jess remains the Head PT/ATC for the USA Nordic Sports Organization (USA Ski Jumping and USA Nordic Combined). She is a senior classifier with the International Paralympic Committee (IPC) and volunteers her time to serve on a special advisory panel for the IPC and to classify athletes for alpine skiing and snowboarding around the world. Outside of work, Jess is a professional photographer, an avid skier, hiker, road biker and loves to be outdoors with her husband and three Labradors: Bridger, Aksel and Sage.

JOSH LARSON

Manager, Academic Advisor

As the Manager for the program, Josh Larson is involved with all operational, procedural, and financial matters involving the Athletic Training Education Program and the Graduate Studies in Sports Medicine Program. Josh is also the academic advisor for students in the program. Josh is also the coordinator and instructor for various emergency response certifications required of the program. Josh Larson received a Master of Arts in Dance with an emphasis in Kinesiology from the University of Utah, BA in Dance (Ohio University), and a BS in Psychology (U of U).
**THE NEW DEPARTMENT OF PHYSICAL THERAPY AND ATHLETIC TRAINING**

Recent reorganization of the College of Health will move the Athletic Training Education Program and the Graduate Studies in Sports Medicine master’s program from its historic home in Exercise and Sport Science to combine with the Department of Physical Therapy. The newly formed unit will be known as the Department of Physical Therapy and Athletic Training. This new department is an exciting combination of educational, clinical, and research offerings that encompass a broad range of health management options.

Prospects for interprofessional collaboration and education will have a robust base with this department that will be offering its historically strong professional preparation and science degrees in Athletic Training (BS), Sports Medicine (MS), Physical Therapy (DPT), and Rehabilitation Sciences (PhD). This new department offers exciting opportunities for students interested in injury prevention and health management across many spectra within a health-focused College at the prestigious University of Utah.

From a solid foundation of current education and research in movement, exercise, biomechanics and health policy, the union of each program offering has great potential to grow even stronger. The blended programs in this new department provide access to research resources like biomechanics/motion capture facilities, as well as to premier clinical facilities at the University Health Sciences Center and with University of Utah Athletics and other community opportunities. The department provides access for students to nationally renowned, highly qualified and attentive faculty mentors. This new departmental combination presents students with multiple options for exploring questions related to human performance and injury recovery.

As Chair of the new Department of Physical Therapy and Athletic Training, I look forward to future strategic planning and efforts to enhance our community outreach and our influence on the health of the public we serve.

Sincerely,

R. Scott Ward, PT, PhD, FAPTA
ASSESSMENTS

ATEP uses numerous assessments to track program goals, meet its mission, and to ensure a quality education and experience. Assessments for 2014–2015 include tracking measures of distinction, senior exit survey, Alumni Survey, Competency Tracking, BOC pass rate, and tracking of student hours.

PROGRAM FEE ALLOCATION

Students in the Athletic Training Education Program pay an additional fee to be part of the ATEP. This fee is approved by the University of Utah and must be re-justified and re-authorized every three years. The University approval for this fee requires that the ATEP not use these funds for instructors, but rather utilize them to support the administrative personnel and equipment infrastructure required for the clinical and didactic health care education components of the program. During the 2014–2015 academic year, the program fee covered only a portion of the operating expenses of the ATEP and therefore funds from other budget categories were utilized to cover costs related to students in ATEP. See the graph below for a breakdown of how the program fees were utilized.
**CLINICAL HOURS AT CLINICAL SITES**

Students in ATEP are assigned clinical hours that must be completed at assigned clinical sites. The program requirement is that each student must complete a minimum of 1200 and no more than 1800 hours during the 88 weeks which students are assigned to clinical sites.

**STUDENT CLINICAL HOURS**

*Hours Through 3rd Semester Clinical Assignments*

<table>
<thead>
<tr>
<th>Average</th>
<th>Median</th>
<th>Semester Average</th>
<th>Weekly Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>807</td>
<td>796</td>
<td>269</td>
<td>15</td>
</tr>
</tbody>
</table>

*Graduating Senior Clinically Assigned Hours*

<table>
<thead>
<tr>
<th>Average</th>
<th>Median</th>
<th>Semester Average</th>
<th>Weekly Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1437</td>
<td>1412</td>
<td>287</td>
<td>16</td>
</tr>
</tbody>
</table>

**BOARD OF CERTIFICATION**

The Board of Certification (BOC) is the exam that all persons who wish to be certified as Athletic Trainers must pass. A student is eligible to take the BOC when s/he is in his/her last semester of a CAATE accredited Athletic Training Program. The BOC is a 175 question exam with a maximum time allowance of 4 hours. The first-time pass rate is the metric by which programs and the Commission for Accreditation of Athletic Training Education measure success.

**BACHELORS STUDENT BOC PASS RATE**

Template to print the BOC table

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students graduating from program.</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>18</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Number of students graduating from program who took examination.</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>18</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td>Number of students who passed the examination on the first attempt.</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>12</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Percentage of students who passed the examination on the first attempt.</td>
<td>83</td>
<td>87</td>
<td>93</td>
<td>67</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Number of students who passed the examination regardless of the number of attempts.</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td>Percentage of students who passed the examination regardless of the number of attempts.</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>89</td>
<td>92</td>
<td>93</td>
</tr>
</tbody>
</table>
The Athletic Training Education Program accomplished its mission: To supply the health care field with distinctive, board certified athletic trainers that effectively operate as critical partners in the health care field.

### SENIOR SELF-REPORT (EXIT SURVEY)

I believe my ATEP education prepared me academically for an entry-level athletic trainer position

<table>
<thead>
<tr>
<th>Not All</th>
<th>75 (median)</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

I believe my ATEP experiences prepared me clinically for an entry-level athletic trainer position

<table>
<thead>
<tr>
<th>Not All</th>
<th>80 (median)</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

I learned the competencies/proficiencies associated with the roles of an athletic trainer?

<table>
<thead>
<tr>
<th>Not All</th>
<th>79 (median)</th>
<th>Completely</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

ATEP students self-reported learning all 252 competencies except a median of 4 competencies required by the National Athletic Training Association. None of the self-report data on which competencies were learned and not learned agreed.

77% of students who responded plan to stay in the field of Athletic Training.

77% of students agreed that a contact or relationship made at the U of U played a role in obtaining current employment or position in school.

70% of ATEP students participated in a distinctive experience.

86% believed this made a difference in their ability to gain employment, pay, job satisfaction or positive view of education.

85% of students in ATEP and GSSM would choose the U of U again.

Overall, my athletic training experience at the University of Utah’s ATEP was positive.
Graduate Studies in Sports Medicine (GSSM)

The Master’s Program with an emphasis Sports Medicine has been in place since August 2009. The mission of the program is to provide the advancement of evidence-based practice through education, research, and clinical experiences with the objective of developing well rounded professionals who can contribute to the field through the understanding of current literature, trends, equipment, and practices within sports medicine. The program offers a MS in Exercise & Sport Science with an emphasis in Sports Medicine. It is a 2 year program offering a Thesis or Project option. All students offered positions by the program receive a tuition waiver and an 11 month stipend each year in the program.
100+
Number of applicants to GSSM in 2015

16
Graduate Studies in Sports Medicine Students

8
M.S. Degrees Awarded 2015

UP TO 9
Candidates selected each year

ALL
Clinical Graduate Assistant Positions receive a tuition waiver and a stipend
GRADUATE STUDENT PUBLISHED PAPERS


PUBLISHED ABSTRACTS


ORAL PRESENTATIONS


GRANTS FUNDED

Omdal R, Hicks-Little CA. Effects of Plyometric and Functional Training on Cervical Muscle Strength and Activation in Female High School Soccer Players. NATA-Research and Education Foundation Masters Grant 2014. $1000 (Funded) Role: Mentor/Co-Principal Investigator

POSTER PRESENTATIONS


Lareaux JM, Bailey TR, Smith AQ, Moody RK, Menefee KK, Hicks-Little CA. (2015) Quantification of Vertical Ground Reaction Forces Developed during Standing Box Jumps at Varying Box Heights. American College of Sports Medicine Annual Meeting and World Congress on Exercise is Medicine, San Diego, CA.


2015 THESIS/PROJECT TITLES

▪ Michele Galvin MS Non-Thesis 2015
  Comparison of Gluteus Medius Strengthening Exercises in Healthy Female Collegiate Athletes

▪ Katherine Hughes MS Non-Thesis 2015
  Comparison of Shoulder Isokinetic Strength in Division I Collegiate Swimmers Pre and Post One Competitive Season

▪ Bryan Lindl MS Non-Thesis 2015
  Validity of ImPACT Group Baseline Testing in High School Athletes

▪ Reed Omdal MS Thesis 2015
  Effects of Plyometric and Functional Training on Cervical Muscle Strength and Activation in Female High School Soccer Players

▪ Anthony Peters MS Non-Thesis 2015
  Comparison of Isokinetic Shoulder External and Internal Rotator Strength in Collegiate Pitchers Before, During, and After a Long Toss Program

▪ Patrick Richards MS Non-Thesis 2015
  The Effects of Gender and Concussion Symptom Severity Scores on Time Lost from Team Activity Participation in Division I Collegiate Athletes

▪ Natalie Swanson MS Non-Thesis 2015
  Dynamic Balance Measures of Post-Traumatic Osteoarthritis Patients Compared to Healthy Age-Matched Population

▪ Christopher Toone MS Non-Thesis 2015
  Leg Spring Stiffness: Developing a Field Test for Safe Return to Play
GSSM CURRENT STATE AND CHANGES

The Graduate Sports Medicine program currently has one employee, Dr. Hicks-Little. This equates to a 16:1 student teacher ratio. Dr. Hicks-Little is currently the only staff dedicated to the Sports Medicine Program. In this role she coordinates all recruitment, interviews, and application processing for the graduate program in addition to teaching, mentoring all graduate students and managing the Sports Medicine Research lab. Currently, GSSM obtains funding for all of the students to which it makes an offer, totaling $273,000 in funds each year for 11 month stipends. GSSM also procures all funds externally for recruitment and administration costs for the program. Moving forward GSSM would like to add 1 Tenure Track Faculty, and a part time research lab technician.

CHARLIE HICKS-LITTLE

Coordinator Graduate Studies in Sports Medicine, ESS Faculty

Dr. Charlie Hicks-Little received her BS in Athletic Training and MS in Exercise Science with an emphasis in Sports Medicine from East Stroudsburg University, Pennsylvania. She received her PhD in Biomedical Science from the University of North Carolina at Charlotte. Charlie is currently a faculty member in the Department of Exercise and Sport Science and member of the Center on Aging at the University of Utah, where she teaches undergraduate courses in the Athletic Training Education Program and graduate courses in the Sports Medicine Program. She is the Director of the Sports Medicine Research Laboratory and the Sports Medicine Graduate Program. Charlie’s areas of research interest include investigating the mechanical, sensorimotor and neuromuscular effects of osteoarthritis of the knee and the neurobiological and clinical correlates of brain health in student-athletes vulnerable to concussion.
Class of 2016 Applicant Pool Snapshot

Acceptance Rate

<10%

Average GRE Score

151 verbal  
151 quantitative  
4 written

Median GPA at time of application

3.5

Current ratio of females to males

1:1
As a result of my clinical experiences [while at the U of U], my clinical skills have improved.

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>82 (median)</th>
<th>Completely</th>
</tr>
</thead>
</table>

I received the appropriate amount of mentorship and oversight as a clinician.

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>100%</th>
<th>Completely</th>
</tr>
</thead>
</table>

GSSM provided a great opportunity as a Clinician and Preceptor.

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>100%</th>
<th>Completely</th>
</tr>
</thead>
</table>

Dr. Hicks-Little was an excellent academic mentor.

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>100%</th>
<th>Completely</th>
</tr>
</thead>
</table>

I achieved my goals or reasons for attending the graduate program at the University of Utah.

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>81 (median)</th>
<th>Completely</th>
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</table>

The Graduate Studies in Sports Medicine program met its mission to, “Provide the advancement of evidence based practice through education, research, and clinical experiences with the objective of developing well rounded professionals who can contribute to the field through the understanding of current literature, trends, equipment, and practices within Sports Medicine.”

<table>
<thead>
<tr>
<th>Not All</th>
<th>0</th>
<th>100%</th>
<th>Completely</th>
</tr>
</thead>
</table>

Overall my experience in the University of Utah’s Graduate Studies in Sports Medicine program was

<table>
<thead>
<tr>
<th>Negative</th>
<th>0</th>
<th>100%</th>
<th>Positive</th>
</tr>
</thead>
</table>
Where did they come from?

1. Albany, Oregon
2. Williamsville, NY
3. Osaka, Japan
4. Alberta (Edmonton), Canada
5. Burlington, VT
6. Louisville, OH
7. Orlando, FL
8. Athens, GA (2)
9. Madison, WI (2)
10. Cedar Rapids, IA
11. Puyallup, WA
12. Pullman, WA
13. Fresno, CA
14. Bellevue, IA
15. Fort-Worth, TX

GSSM Mission

Provide the advancement of evidence based practice through education, research, and clinical experiences with the objective of developing well rounded professionals who can contribute to the field through the understanding of current literature, trends, equipment, and practices within sports medicine.

GSSM Vision

Provide a rigorous graduate-level educational program with an emphasis on research and clinical practice to certified athletic trainers who are motivated and committed to professional advancement.

To find an electronic version of this report, the Alumni Newsletter, or other ATEP/GSSM information, please visit our website at www.health.utah.edu/ess/athletictraining.