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.
58
Declared Majors Spring 2013

9
Athletic Training Degrees Awarded 2013

90%
Retention rate

48
Clinical Preceptors

26
Clinical sites

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

Where are they now (Class of 2014)?

- Full or Part-Time Athletic Trainer: 38%
- Graduate Assistantship Position: 14%
- Professional Internship: 14%
- Other: 6%
- Additional Health Care Education: 28%
2014 Graduating Class Distinctions and the ATEP Mission

This year has been successful in meeting our mission that students leave the program as, “distinctive” 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 2014 participated in the following distinctive opportunities.

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

High School: Corner Canyon, Herriman, Highland, Jordan, Juan Diego, Judge Memorial Catholic, Park City, East, and West High School (0)

Professional Sports, Clinics: Hand and Orthopedic Specialists (North & South locations), REAL Salt Lake, Rocky Mountain Therapy Services, Utah Jazz, Utah Grizzlies, and the STAR Clinic. (7)

College & University sites: University of Utah Athletics, University of Utah Sports Clubs, Westminster (3)

Performing Arts: Ballet West, Modern and Ballet Dance Department (3)

REGIONAL PRESENTATION TOPICS:


### 2014 Accepted Student Snapshot

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>22</strong></td>
<td>Admitted for 2016 cohort (record number of applicants)</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Average U of U Grade Point Average</td>
</tr>
<tr>
<td><strong>3.3</strong></td>
<td>Median U of U Grade Point Average</td>
</tr>
<tr>
<td><strong>88</strong></td>
<td>Average Total Credit Hours (Class standing Junior)</td>
</tr>
<tr>
<td><strong>90</strong></td>
<td>Median Total Credit Hours (Class standing Junior)</td>
</tr>
<tr>
<td><strong>178</strong></td>
<td>Median Observation Hours</td>
</tr>
<tr>
<td><strong>40</strong></td>
<td>Average Observation Hours</td>
</tr>
<tr>
<td><strong>73</strong></td>
<td>% of applicants with transfer credit hours</td>
</tr>
<tr>
<td><strong>43</strong></td>
<td>Transfer Credit Hours at time of application</td>
</tr>
</tbody>
</table>
This survey was given to students who were interviewed for ATEP fall 2014. Students were instructed to comment on the application process prior to their interview.

**Pre-AT Survey (n=14)**

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>Number of Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
</tr>
<tr>
<td>Neutral</td>
<td>15</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5</td>
</tr>
</tbody>
</table>

- Meeting the ATEP academic advisor for advising and/or my application to the Athletic Training Education Program was useful or important.
- I felt the observation hours were an important part of the application process.
- I like that the program has an application process and is not a major that just anyone can do.
- The 20 hour minimum is to few hours. There should be more required.

**Vision** – A student-focused, 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** – Educate distinctive, board certified athletic trainers who can effectively collaborate as health care providers.

**Advising Vision** – A student centered, national model of advising for Athletic Training distinguished by professionalism, collaboration, research, and excellence.

**Advising Values** – Research, Assessment, Accuracy, Knowledge, Professionalism, Integrity, Compassion, Distinction, Development, Education

**Advising Mission** – Collaborate with students in the discovery and achievement of academic and professional goals while providing valuable and reliable information on the field of athletic training, the athletic training major, and the skills, attributes, and knowledge needed to be a successful and valued health care provider.
Current State of Faculty and Staff

Current-Future State of Faculty and Staff:
During the 2013-2014 Academic Year, ATEP had three 1.0 faculty members, including the director. At the end of the academic year Craig Switzler (CEC) took a job at Southern Oregon University and Katie Woods (Visiting Instructor) pursued other academic and clinical interests in West Virginia. The program has one staff member whose primary responsibility is managing the program, including academic advising.

Currently, AY 2014-2015, ATEP has one core faculty member serving as the program director and clinical education coordinator in a .5 or half time basis. A core faculty member is defined as a person whose teaching is entirely dedicated to the program or whose appointment is entirely with one entity. ATEP currently has national searches underway to fill 1.0 FTE for the Director position and 1.0 FTE for the Clinical Education Coordinator position. The hope is that these two positions will start by July 1, 2015. Also, beginning July 2015, the ATEP Manager will become .5 ATEP and .5 GSSM. During the transition, many classes are being taught by practicing athletic trainers’ and other faculty/staff within the University of Utah. Instructors for core curriculum classes for the 2014-2015 academic year include: Bradley Hayes, Charlie Hicks-Little, Stephen St. Thomas, Blake Johnson, Heather Elliott, Lindsay Adams, Joshua Larson, Megan Pales, Josh Fuhriman, Bill Bean, and Joe McBeth.

Bradley Hayes Ph.D., ATC-L
Director, Athletic Training Education Program
Since 2005, Dr. Hayes has served as the Director of the Athletic Training Education Program (ATEP). During his tenure at the University of Utah; the ATEP has become a stand-alone major, increased enrollment 400%, increased faculty and administrative support staff by 2, and increased student performance metrics on the national Board of Certification (BOC) examination first time pass rate by 40%. In addition, Dr. Hayes serves as chairperson for the College Curriculum Committee, as well as, represents the College of Health as an Entrepreneurial Faculty Scholar and Sports Medicine Governing Board member. Dr. Hayes received his Doctorate in Human Performance from Oregon State University, Masters of Science in Athletic Training from Indiana State University, and his Bachelor of Arts from DePauw University. In his free time, Brad enjoys spending time and keeping up with his daughter, trail running, skiing, music, traveling, as well as, eating burritos.

Josh Larson
Manager, Academic Advisor
As the Manager of the program, Josh Larson is involved with all operational, procedural, and financial matters involving the Athletic Training Education Program. Josh is also the academic advisor for all students in the program and all prospective students. In addition to this, he serves on many university committees and is involved with numerous research projects related to academic advising. 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). He is currently planning to pursue math education and obtain his secondary teaching licensure in Mathematics. He has worked at the University of Utah for 5+ years.
ATEP ACCOMPLISHMENTS & CHANGES

Each year ATEP and GSSM meet during the summer to review the previous academic year and to discuss future goals. Assessments are also reviewed and discussed and strategies to improve upon the program are outlined. Goals for 2014-2015 are to increase the number of faculty, the involvement of faculty, and to secure a more prominent and important role in the College of Health. 

These goals were not internally created or driven but came from the College of Health and the need to meet accreditation standards set forth by CAATE. During the 2014-2015 academic year, a new Clinical Education Coordinator and new ATEP Director will be hired. These two new hires are essential to regain compliance with CAATE standards. CAATE requires a minimum of 2.0 FTE faculty dedicated to the program. In addition, numerous new instructors who are also clinicians will be teaching in the program. ATEP is excited about the mix of practicing clinicians and academic instructors working together to create the best ATEP. The hiring of new faculty will also create some new relationships and responsibilities that will hopefully create more mentorship and faculty involvement. We anticipate the increased student-faculty relationship will improve future opportunities for graduates and enhance current learning.

Finally, the College of Health has decided that the current departments and organization of the college is not in its ideal form. To improve research, education, collaboration, and inter-professional education, among many other goals, the college has decided to restructure programs and departments. ATEP is unsure of its future place in the structure of the College of Health but views this as a great opportunity to accomplish many of its goals and to promote the value and importance of athletic training. When ATEP & GSSM release its August 2015(6) Annual Report, more details will be provided.

2013-2014 Goals

Last year’s goals included increased learning at Clinical sites, increased academic rigor, particularly in the final two semesters, and BOC test score improvements. Increasing learning at clinical sites is probably a permanent goal. This goal has not been fully realized. ATEP is waiting to hire a new CEC. In the meantime, many new initiatives and ideas have been created and are awaiting the new CEC. The program anticipates a more structured competency related curriculum for clinical sites and more involvement of the students in measuring and meeting the competencies.

In the meantime, a thorough assessment of all competencies and the places where competencies are learned has begun. This assessment will provide valuable information about when and where learning is occurring at clinical sites.

To increase the academic rigor, particularly in the last year, ATEP has revamped the last 4 courses in the program. A BOC prep course was created. This BOC prep course reviewed all 271 competencies and was definitely considered academically rigorous by the students. Students reviewed and discussed at least 70 slides prior to each class and took daily quizzes. Two other courses were created that focused on Evidence Based Practice (EBP). Dr. Hicks-Little tasked students with reading, critiquing, and applying research. Finally, a new course which reviews all the competencies and requires students to evaluate their education and present a self-study on the program or the student's progress was created. This class will provide valuable feedback to the program but is also a portfolio type of class that will benefit students by having them think critically and detailed about the time spent at the U and learning AT skills. This class requires students to think about when, how, and why they learned and to discuss this learning. This class will hold a final presentation open to invited guests. The last goal, improve BOC scores, cannot be reported upon yet. It will take at least one more of data to report on these efforts.

Academically, students are no longer required to take ESS 2500. Financially, the program fee was reduced by $2000. The program will no longer use ATRACK. This program has been useful but its cost relative to usefulness is low. The program believes other mechanisms for recording hours and tracking clinical education can be more effective.

Upcoming:

During the 2015-2016 Academic Year ATEP will complete a self-study for continued accreditation. With two new 1.0 FTE faculty dedicated to ATEP, the program will be compliant with the minimum standard for faculty. The program currently
Special Announcement:
ATEP & GSSM would like to acknowledge Craig and his many terrific years at the University of Utah. He is still mentioned regularly in classes and at clinical sites. Thank you Craig for helping make the U of U Athletic Training Education Program a great success.

Assistant Athletic Trainer, Clinical Education Coordinator, ATEP Instructor
As Clinical Education Coordinator, Craig was involved in all aspects of the ATEP students’ clinical experience, including assigning, managing, and evaluating. He also taught the clinical experience classes within the ATEP curriculum and was involved in the curriculum planning for the program. He served as the Faculty Advisor for the Athletic Training Student Association on campus and the liaison of the Student Association for the Utah State Athletic Trainers’ Association. He served on numerous graduate student research project committees. Craig completed his undergraduate athletic training degree at the University of Utah. He then completed a NATA Accredited Post-Certification Graduate Athletic Training Degree at the University of Oregon and served as Head Athletic Trainer at a local high school and club sports teams at the University of Oregon. He is currently pursuing a doctoral degree in health sciences from AT Still University. He was an Athletic Trainer at Southern Oregon University before he came to Utah. He was at the University of Utah from June 2007 to June 2014. He was an Athletic Trainer for the University of Utah Athletic Department serving as Assistant Athletic Trainer for the Football team and supervisor for numerous graduate students overseeing the athletic training services for the University of Utah Baseball, Softball, Swim & Dive, and Nordic & Alpine ski teams, as well as serving as host athletic trainer for football home games and providing additional athletic training services for other events and teams with the Athletic Department. He was also involved in activities with the University of Utah Health Sciences Sports Medicine Outreach Program and served as Director of the Faculty and Staff Athletic Training Clinic.

Recently, Craig returned to Oregon to be closer to family. He is at Southern Oregon University, currently as one of the staff Athletic Trainers, covering football and women’s basketball, as well as providing additional athletic training services to the other 9 athletic teams. He is very grateful to all the people at the University of Utah who made his time there such a wonderful experience, with a special thanks to Dr. Bradley Hayes, Joshua Larson, Dr. Charlie Hicks-Little, Trevor Jameson, Bob Toth, Dr. Petron, Bill Bean, and Deb Willardson. He is very proud of the accomplishments and growth of the ATEP and GSSM programs, as well as the Athletic Training services for the athletes and the University as a whole. He will always hold dear the time he was involved, as student, instructor, and staff, in Athletic Training at the University of Utah. And to all the students who were involved in the programs while he was there, he would like to thank them for being a special part of his experience at University of Utah. Go Utes!!!

Craig Switzler, MS, ATC
Athletic Trainer
Athletic Department
Southern Oregon University
1250 Siskiyou Blvd.
Ashland, OR 97520

541-552-6827 (office)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.
**ASSESSMENTS**

ATEP uses numerous assessments to track program goals, meet its mission, and to ensure a quality education and experience. Assessments for 2013-2014 included tracking measures of distinction, senior exit survey, advising and administration survey, pre-AT survey, clinical site assessments (will be in next year’s report), clinical preceptor assessment (will be in next year’s report), BOC pretest, BOC pass rate, applicant pool data, alumni and graduation placement and tracking of student hours. New assessments for 2014-2015 include an alumni survey, employer survey, and student created assessments. Some of these assessments are shared below.

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**PROGRAM FEE ALLOCATION**

Each year the number of students in the program changes and consequently the amount of program fee revenue changes. During the 2013-2014 academic year the program fee was overspent by approximately $22,000. This means $22,000 was used from other budget categories to cover costs related to students in ATEP. (Percentages are rounded.)

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![Program Fee Allocation by Percentage of total Fee](chart.png)
ATRACK HOURS

**Hours through 2nd semester**

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Median</th>
<th>Weekly Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>594:31</td>
<td>563</td>
<td>16</td>
</tr>
</tbody>
</table>

**Hours Through 4th Semester**

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>Median</th>
<th>Weekly Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1207</td>
<td>1161</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 in an accredited Athletic Training Bachelor of Science program. The BOC is a 175 question exam with a maximum time allowance of 4 hours. Students can take the test more than once but only a first-time pass rate is tracked and published. This is the main (or one of the main) metrics by which programs and the Commission for Accreditation of Athletic Training Education measure success. Starting next year, the BOC first time pass rate will correlate with the graduation year of each student or cohort. Currently, a student can take the BOC when eligible and the student’s pass rate will be a part of the current year’s score regardless of when the student graduated.

BOC FIRST-TIME PASS RATE

<table>
<thead>
<tr>
<th>FIELDS</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>3 YR Aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students graduating from program.</td>
<td>19</td>
<td>19</td>
<td>16</td>
<td>18</td>
<td>17</td>
<td>51</td>
</tr>
<tr>
<td>Number of students graduating from program who took examination.</td>
<td>19</td>
<td>19</td>
<td>15</td>
<td>15</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>Number of students who passed the examination on the first attempt.</td>
<td>12</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>11</td>
<td>38</td>
</tr>
<tr>
<td>Percentage of students who passed the examination on the first attempt.</td>
<td>66.67</td>
<td>83.33</td>
<td>93.33</td>
<td>93.33</td>
<td>64.71</td>
<td>80.85</td>
</tr>
<tr>
<td>Number of students who passed the examination regardless of the number of attempts.</td>
<td>18</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Percentage of students who passed the examination regardless of the number of attempts.</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>100.00</td>
<td>82.35</td>
<td>93.62</td>
</tr>
</tbody>
</table>
Surveys

During the 2013-2014 academic year, ATEP conducted 4 surveys. Students were asked to complete a Pre-AT survey just after interviews but prior to acceptance in to ATEP. This survey was initiated 2013-2014 and is aimed at gathering feedback about the application process and advising prior to acceptance into the program. Each cohort is given an Advising and Administration survey at the end of the year. Seniors complete a Senior Exit Survey. This year we also assessed satisfaction and understanding of the program fee with a Senior Exit Focus Group. Each summer ATEP and GSSM meet to discuss changes, accomplishments, and to address goals and other curriculum items for the future. Changes have already been put in place to address some of the comments made by students.

Advising & Administration Assessment 2013-2014.

“\textit{It seems the administration has our best interests at heart and works hard to benefit us.}”

I feel that ATEP advising and administration was one of the highlights of the program. I was helped immensely academically, but more importantly, I was helped with decisions outside of the program. When I was debating leaving the program, ATEP advising was a major reason I stayed.
**Comments and areas of improvement include:**

Students described the hands-on experience at the clinical settings as the most beneficial part of their education. In particular, working with different teachers/preceptors, the diversity of clinical settings, the variety of methods of applying athletic training skills was extremely beneficial, and learning how to interact with patients/athletes at clinical sites was of tremendous benefit.

When describing the least beneficial experience in ATEP, students expressed dissatisfaction with clinical sites because they did not provide an opportunity for “advancing our skills,” the preceptors “did not teach,” or students were asked to perform unskilled tasks that did not seem to relate to athletic training. Approximately 1/3 of the surveyed students responded that the evaluations by academic instructors and clinical preceptors was lacking. In addition, students would like a greater degree of “mentorship” from ATEP. Student’s main suggestion for improving or changing clinical experiences focused on the preceptor acting as more of a teacher and being more aware of the curriculum that students are getting in the program.
Graduate Studies in Sports Medicine (GSSM)

The Master’s Program in 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.
70+
Number of applicants to GSSM each year

16
Graduate Studies in Sports Medicine Students

8
M.S. Degrees Awarded 2013

100%
Retention rate

UP TO 9
Candidates selected each year

ALL
Clinical Graduate Assistant Positions receive a tuition waiver and a stipend
Presented at the NATA annual Meeting and Symposium:

Where are they now (Class of 2014)?

Research Projects/Thesis Titles for Class of 2014

2013-2014 Clinical Assignments: University of Utah: Baseball, Football, Softball, Skiing, Swimming and Diving, Tennis / High Schools: Judge Memorial Catholic
GSSM Current State and Changes

The Graduate Sports Medicine program currently has one employee, Dr. Hicks-Little. This equates to a 6:1 student teacher ratio. Dr. Hicks-Little is currently the only staff for the Sports Medicine Program I feel that ATEP advising and administration was one of the highlights of the program. I was helped immensely academically, but more importantly, I was helped with decisions outside of the program. When I was debating leaving the program, ATEP advising was a major reason I stayed. In this role she coordinates all recruitment, interviews, and application processing for the graduate program in addition to teaching and managing the motion capture lab. Currently, GSSM funds all of the students to which it makes an offer, totaling $224,000 in funds each year for 11 month stipends. GSSM also procures all funds externally for recruitment and administration costs for the program. Starting July 1, 2015, the Graduate Studies in Sports Medicine will also employ a part-time Clinical Education Coordinator. This person will serve as a CEC for the undergraduate and graduate program.

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 new Sports Medicine Research Laboratory and also directs the Sports Medicine Graduate Program. Charlie’s areas of research interest include investigating the mechanical, sensorimotor and neuromuscular effects of osteoarthritis of the knee. It is through this research that she aspires to change therapeutic paradigms in the rehabilitation of this degenerative disease affecting such a large population worldwide.
Applicant Pool Snapshot

Class of 2016

11% Acceptance Rate

151 verbal
151 quantitative
4 written

Average GRE Score

100 % of students who came directly from an undergraduate program and are certified

3.5 Median GPA at time of application

5:3 Class of 2015 Ratio of males to females
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.

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. Payallup, WA
12. Pullman, WA
13. Fresno, CA
14. Bellevue, IA
15. Fort-Worth, TX