Athletic Training Education Program (ATEP)

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.
60 Declared Majors Spring 2013

18 Athletic Training Degrees Awarded 2013

90% Retention rate

48 Clinical Preceptors

26 Clinical sites

12 High Schools
9 Clinics or Professional Sports
5 University or College Locations

Where are they now (Class of 2013)?

- 38% Full or Part-Time Athletic Trainer
- 14% Graduate Assistantship Position
- 14% Professional Internship
- 6% Other
- 28% Additional Health Care Education
2013 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 2013 participated in the following distinctive opportunities.

### Distinction

- Professional Conference Presentation
- Received Undergraduate Research Scholar Designation
- Teaching Assistant for ATEP or other course(s)
- Professional Football or Soccer Internship
- Participated in Research Project

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

**High School:** Alta, American Fork, Corner Canyon, Granger, Herriman, Highland, Jordan, Juan Diego, Judge Memorial Catholic, Park City, Tooele, and West High School (12)

**Professional Sports, Clinics, or other:** Ballet West, Hand and Orthopedic Specialists (North & South locations), REAL Salt Lake, Rocky Mountain Therapy Services, The Orthopedic Specialty Hospital, University of Utah Orthopedic Center, Utah Jazz, Utah Grizzlies (9)

**College & University sites:** Salt Lake Community College, University of Utah Athletics, University of Utah Ballet and Modern Dance, University of Utah Sports Clubs, Westminster (5)
22
Admitted for 2015 cohort (record number of applicants)

3.2
Average U of U Grade Point Average

3.4
Median U of U Grade Point Average

68
Average Total Credit Hours (Class standing: Junior)

69
Median Total Credit Hours (Class standing: Junior)

118
Median Observation Hours

45.3
Average Observation Hours

82
% of applicants with transfer credit hours

42
Transfer Credit Hours at time of application

35
University of Utah Credit Hours at time of application
This survey was given to students who were interviewed for the ATEP fall 2012. Students were instructed to comment on the application process prior to their interview.

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

I felt confident in the information and advice that I received about ATEP. 4.79

After an advising meeting, I could say “I accomplished what I came here to do.” 4.57

Meeting for advising or my application to ATEP was useful and important. 4.71

The advisor attempted to get to know me and understand my interests. 4.64

The application process was appropriate to the program. 4.57

I like that the program has an application process and is not a major that just anyone can do. 4.5

**AT 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.
3 Faculty: Bradley Hayes (.5 FTE), Craig Switzler (.75 FTE), Katie Woods (1.0 FTE)

Currently, ATEP has one core faculty, 2 associate faculty, and 2 adjunct faculty members. The program is required to have 2 core faculty members and is currently non-compliant. 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. The two adjunct members each teach one class. The two associate faculty members consist of the clinical education coordinator at .75 FTE and the Director at .50 FTE. This equates to a 24:1 student to faculty ratio for declared majors in ATEP. The student to faculty ratio is also non-compliant as it is not on par with other health care majors/programs at the University of Utah or nationally. The program has one staff member whose primary responsibility is managing the program which includes academic advising. At the programs current size, one staff member at 1.0 FTE is sufficient, though the program did hire additional assistance (.25 FTE) over the past year due to the many additional tasks assigned to the Manager (Newsletter, Annual Program Report, etc.). ATEP plans to discontinue this position by AY 2014-2015.

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.

Craig Switzler
Assistant Athletic Trainer, Clinical Education Coordinator, ATEP Instructor

As Clinical Education Coordinator, Craig is involved in all aspects of the ATEP students’ clinical experience, including assigning, managing, and evaluating. He also teaches the clinical experience classes within the ATEP curriculum and is involved in the curriculum planning for the program. He serves as the Faculty Advisor for the Athletic Training Student Association on campus and he is the liaison of the Student Association for the Utah State Athletic Trainers’ Association. He also serves on some 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 assistant Athletic Trainer at Southern Oregon University before he came to Utah. He has been at the University of Utah since June 2007. He is an Assistant Athletic Trainer for the University of Utah Athletic Department serving as supervisor for the graduate students and overseeing the athletic training services for the University of Utah ski team, as well as serving as host athletic trainer for football home games and providing additional athletic training services for other events with the Athletic Department. He is involved in activities with the University of Utah Health Sciences Sports Medicine Outreach Program and serves as Director of the Faculty and Staff Athletic Training Clinic.
Katie Woods
Visiting Instructor, Undergraduate ATEP

As an ATEP instructor, Katie Woods is responsible for teaching the majority of required courses in the ATEP curriculum. Katie also serves on the Undergraduate Scholarship Committee within the Department of Exercise and Sport Science, as well as GSSM master’s non-thesis projects. Katie received her MS in Exercise and Sport Science with a concentration in Sports Medicine from the University of Utah and a BS in Athletic Training from James Madison University. During graduate school, Katie worked as an athletic trainer with the Nordic and Alpine Ski Teams and completed a master’s thesis project titled “Lower Leg Anterior and Lateral Intracompartmental Pressure Changes Before and After Classic Versus Skate Nordic Rollerskiing in Collegiate Nordic Skiers.” Katie is currently working on obtaining her Doctorate of Health Sciences with Concentration in Athletic Training degree from Rocky Mountain University of Health Professions.

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.

Brandon Walker
Office Assistant

As the Office Assistant for the Athletic Training Education Program, Brandon Walker assists Joshua Larson with the daily cares of the program. Some of Brandon’s jobs include but are not limited to statistical data analysis, report creations, clothing orders and distribution, daily upkeep of bulletin boards, Alumni Newsletter, and anything else that is needed by the Athletic Training Education Program. Brandon graduated from the University of Utah with a BS in Athletic Training. He is currently planning on entering the Doctor of Physical Therapy Program. This is Brandon’s second year as the Program’s Office Assistant.
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. This summer ATEP formed three major goals for the 2013-2014 academic year. Top priority is to ensure that the undergraduate student’s clinical education, particularly at the clinical settings, is valuable, replete with learning opportunities, and a place where tremendous education occurs. To achieve this goal, the Clinical Education Coordinator will be present more often at clinical sites, the program redesigned and created new assessment tools and strategies to better evaluate all aspects of the clinical site from equipment to preceptor involvement and from teaching to action plans. Second, the senior courses have been revamped so that the academic rigor of the ATEP courses continues through the last day of classes. Other smaller efforts like guest lectures and other tests are also added to the final year in the program but the BOC practice tests and comprehensive skills exam are the major components. The third goal is to improve BOC pass rates. To do this, ATEP is implementing numerous measurements and practice sessions for demonstrating practical and didactic learning. The first semester students will be given a BOC practice exam to obtain a baseline measurement of their ability to pass the BOC. The third semester students will take a BOC practice exam and will also take a practical skills exam. The fourth semester students will take two BOC practice exams and a skills exam and the fifth semester students will take 1 BOC practice exam and one comprehensive skills exam. At the end of this year, ATEP plans to hold a senior exit interview or focus group for the graduating class. While the current survey format has been informative, more detail is needed to better understand the comments made on the Exit Survey. In addition, ATEP may host a focus group for each of its cohorts.

This year, ATEP will no longer accept H EDU 1950 as equivalent to H EDU 2720. In addition, ATEP is working with the ESS Undergraduate Director and Leadership Committee to explore how or if ESS 3093 Biomechanics can meet the competencies and proficiencies outlined by CAATE in the 5th Edition Standards. ATEP also intends to find an appropriate strength, conditioning, and general health course(s) to add to its major requirements. ATEP intends to submit these proposals prior to the end of fall semester 2013.

Academic Year 2012-2013 was full of changes for ATEP. Two major achievements for ATEP included the publication of an annual Alumni Newsletter and a development letter. The Newsletter will be published and mailed each year in November. The development letter will not be an annual goal but ATEP will continue to focus on development with the aim of increasing scholarship funds for ATEP students.

A much needed core faculty member was added to the faculty for ATEP. Katie Woods has been a tremendous addition as a Visiting Instructor and has been a force for positive change and insight for students and the program.

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.

ATHLETIC TRAINING STUDENT ASSOCIATION (ATSA)

The Athletic Training Student Association is comprised of current Athletic Training Major students. The organization is a recognized student organization and is involved in many AT activities but also involved in changing and improving the program. Below are some of ATSA's accomplishments from the past year.

ATSA members organized attendance to the Utah Athletic Training Association conference held at Weber State University. ATEP program provided two teams for the AT olympics, and the women's team dominated the competition winning in every category, bringing home the trophy. Dennis Berryreiser competed in the tape off and ended up winning against competitors from BYU and WSU.

Eighteen students were able to attend the Rocky Mountain Athletic Training Association annual conference in Denver. ATSA organized this trip and secured $1225.87 from ASUU. Without these funds, all of the students may not have been able to attend. Two teams competed in the student quiz bowl, one of which took third place.

ATSA created a mentoring program for incoming students. Approximately 6 students from each class provided contact information and agreed to be available as a mentor to the incoming students.

ATSA amended its charter to include a Pre-ATSA. Pre-ATSA is a gathering of prospective ATEP students. The current ATSA members meet with Pre-ATSA students to discuss the program, the career, or to do other activities. The idea of these gatherings is to get the “inside scoop” on the program, application process, or anything related to the field. Faculty and staff do not attend these gatherings so that students feel comfortable speaking freely about the program and their experience.
ASSESSMENTS
ATEP uses numerous assessments to track program goals, meet its mission, and to ensure a quality education and experience. Assessments for 2012-2013 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 2013-2014 include a focus group or exit interview for senior’s and possibly other cohorts, clinical site and preceptor assessments data, and alumni placement. Some of these assessments are shared below.

ATRACK
ATrack is a tool created by the National Athletic Trainers’ Association to assist programs in monitoring and creating outcomes and for the storage and compilation of the documentation required of health care programs. ATEP began officially using ATrack fall of 2012. Our initial goal was to track student hours (see chart). ATEP created a minimum and maximum hour requirement of 1200 – 1800 hours during the 88 week period that students are in the program. This equates to a 20 hour per week average. It will take until Spring 2015 until we know whether a cohort is nearing the minimum or maximum.

PROGRAM FEE ALLOCATION
Each year the number of students in the program changes and consequently the amount of program fee revenue changes. This makes it difficult and unreliable to put numbers in these categories. Thus, we budget in percentages.

Program Fee Allocation by Percentage of Total Fee

- 2012-2013
- 2013-2014

- Miscellaneous
- Supplies
- Repairs & Maintenance
- Awards/Graduation
- Conference Funding
- License/Accreditation
- BOC Reimbursement
- Membership Dues
- Professional Development
- Scholarship Fundraising
- Alumni
- Student Clothing
- Administration
## ATRACK HOURS

### 1st semester student total

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>118:30</td>
<td>164:15</td>
<td>156:23</td>
</tr>
<tr>
<td>Weekly Average</td>
<td>7:24</td>
<td>10:15</td>
<td>9:32</td>
</tr>
</tbody>
</table>

### 3rd semester student total

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>482:40</td>
<td>1028:05</td>
<td>763:34</td>
</tr>
<tr>
<td>Weekly Average</td>
<td>11:46</td>
<td>25:04</td>
<td>18:37</td>
</tr>
</tbody>
</table>

### 5th semester student total

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>High</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>302:35</td>
<td>1104:20</td>
<td>640:59</td>
</tr>
<tr>
<td>Weekly Average</td>
<td>7:22</td>
<td>26:56</td>
<td>15:38</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>3 yr aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students graduating from program.</td>
<td>16</td>
<td>18</td>
<td>14</td>
<td>18</td>
<td>50</td>
</tr>
<tr>
<td>Number of students graduating from program who took examination.</td>
<td>2</td>
<td>17</td>
<td>15</td>
<td>15</td>
<td>47</td>
</tr>
<tr>
<td>Number of students who passed the examination on the first attempt.</td>
<td>1</td>
<td>14</td>
<td>13</td>
<td>14</td>
<td>41</td>
</tr>
<tr>
<td>Percentage of students who passed the examination on the first attempt.</td>
<td>50</td>
<td>82.35</td>
<td>86.67</td>
<td>93.33</td>
<td>87.23</td>
</tr>
<tr>
<td>Number of students who passed the examination regardless of the number of attempts.</td>
<td>2</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>Percentage of students who passed the examination regardless of the number of attempts.</td>
<td>100</td>
<td>94.12</td>
<td>100</td>
<td>100</td>
<td>97.87</td>
</tr>
</tbody>
</table>
During the 2012-2013 academic year, ATEP conducted 4 surveys. Students were asked to complete a Pre-AT survey just after interviews but prior to acceptance into ATEP. This survey was initiated 2012-2013 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 Program Fee 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 2012-2013, (n=52)**

```
<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Advising &amp; Administration Services from Manager</th>
<th>Do you believe Josh and the advising/administration office has positively impacted you or your ATEP experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>Best Service Ever</td>
<td>Yes</td>
</tr>
<tr>
<td>80%</td>
<td>Excellent</td>
<td>Mixed</td>
</tr>
<tr>
<td>60%</td>
<td>Satisfactory</td>
<td>Mostly</td>
</tr>
<tr>
<td>40%</td>
<td>Somewhat Satisfied</td>
<td>Rarely</td>
</tr>
<tr>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

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

Comments and areas of improvement include:
Manager is very busy, with erratic schedule, and often not in his office; frustration at having to meet with both Manager and ESS advisor for some issues; more faculty/student mentorship; more graduate school information and preparation; better dissemination of information to students for upcoming events and other activities or requirements.
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.
60+
Number of applicants to GSSM each year

13
Graduate Studies in Sports Medicine Students

7
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 2013)?

Research Projects/Thesis Titles for Class of 2013

- Dynamic Stretch versus Compex for EMG Activity and Vertical Jump Performance
- Ankle Dorsiflexion and Hip Flexion Range of Motion and Hurdle Step Score ROM and Hurdle Step
- Correlation between Lower Trapezius Weakness and the Incidence of Shoulder Pathology in Overhead Athletes
- Inter-Rater Reliability of the Functional Movement Screen
- Biomechanical Asymmetries during Landing in Anterior Cruciate Ligament Reconstructed Athletes
- Effects of core fatigue on maximal shoulder strength
- Assessment of Anterior Cruciate Ligament Return to Play Utilizing Force Plate and 3D Motion Technology

2012-2013 Clinical Assignments: University of Utah: Baseball, Football, Softball, Skiing, Swimming and Diving, Tennis / High Schools: Judge Memorial Catholic
GSSM Current State

The Graduate Sports Medicine program currently has one employee, Dr. Hicks-Little. This equates to a 14:1 student teacher ratio. Dr. Hicks-Little is also the only staff for the Sports Medicine Program. 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.

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.

GSSM Faculty/Staff Goals

GSSM would like to expand and improve its current program, to achieve Post-Professional Accreditation for its master’s program by 2015-2016, and to start an Athletic Medicine Doctoral Program. GSSM’s ability to educate more students and to improve the quality of the education is mostly limited by the number of faculty available to teach, the number of staff dedicated to Managing/Coordinating the program and the number of staff able to assist with the Motion Capture Lab. The student teacher ratio and administrative personnel is not equitable with other master’s programs in health care (and many non-health care programs). To achieve the above mentioned goals, GSSM would like to add 1 Tenure Track Faculty, 0.25 FTE for a clinical coordinator, .10-.25 for a program coordinator, and .50 for a lab assistant.

Changes

A Graston certification class was implemented into the program curriculum in Fall 2014. Dr. Charlie Hicks-Little received the University of Utah Vice President for Research: Research Instrumentation Fund Grant. This grant was used to purchase a Biodex System 4 Pro Isokinetic Dynamometer. The grant amount received was $46,525. This is an important and unique piece of equipment which does not currently exist on campus. The Biodex will be used for clinical practice and research involving the measurements of strength and power. The first research project being conducted on the Biodex will be “The effects of Viscosupplementation on Joint Position Sense in Knee Osteoarthritis Patients.”
Applicant Pool Snapshot

### 13% Acceptance Rate

### Class of 2015

154
verbal
Average GRE Score

155
quantitative

3.8
written

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

3.6
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. Washington State University
2. Oregon State University
3. California State University, Fresno
4. Southern Utah University
5. Texas Christian University
6. University of Wisconsin, Madison
7. University of Georgia
8. University of Central Florida
9. Ithaca College