Becoming an ATC: Student Preparation Manual for the BOC Examination

An Honors Thesis (HONRS 499)

By

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Acknowledgement

I would like to take this opportunity to thank Dr. Weidner for not only being an inspiration throughout my athletic training career, but for being my advisor on this project. I would not have been able to complete this final project without his assistance, guidance, and expertise. I would also like to thank Dr. Weidner’s doctoral assistant, Kirk Armstrong, for his contribution.
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As an athletic training student, your greatest goal is to pass the Board of Certification (BOC) Exam upon graduation. In an allied health profession, obtaining a degree does not mean that you can secure a job or become a professional in your field. Individuals have to be certified in their professional area. For an athletic training student, this exam is the BOC Certification Exam. Preparing for such an exam can be a rather difficult and overwhelming process. This manual is designed to give students a resource that guides and suggests regarding how to make this process more straightforward. It includes study resources, study techniques, and a preparation timeline. Overall, the manual’s purpose is to serve as a comprehensive handbook for senior athletic training students towards preparing for their BOC Certification Exam. Of course, following this manual does not necessarily ensure that you will pass this difficult exam.
The Role Delineation Study

The Board of Certification exam is administered to determine if an individual is competent in the knowledge and skills that it takes to be an athletic trainer.¹ According to Douglas Kleiner, author of the Study Guide for the NATA Board of Certification, Inc. Entry-Level Athletic Trainer Certification Examination, every question in each section of the certification examination is based on the BOC, Inc., Role Delineation Study of the Entry-Level Athletic Trainer.³ Because this study plays an important role in the development of the test, it is an excellent starting point for preparing for the exam.

The Role Delineation Study operates as a job description of a certified athletic trainer (ATC). Given that it is also used as the template for the exam, students should read it and become familiar with what they need to study. The BOC Exam guarantees that only proficient athletic trainers become certified.

Contained within the Role Delineation Study are the entry-level skills, knowledge, and proficiencies that are necessary for practice as a certified athletic trainer. According to the BOC website, the Role Delineation Study also contains the entry-level standards of practice, redefined domains of athletic training, the entry-level job analysis and a review of literature containing over 450 publications.¹ From this description, it is clear for athletic training students to see why the Role Delineation Study is so important for preparation.

The BOC Role Delineation study is presented in the form of the six athletic training domains.³ These include: I) Prevention; II) Recognition, Evaluation, and Assessment; III) Immediate Care; IV) Treatment, Rehabilitation, and Reconditioning; V) Organization and Administration; VI) and Professional Development and Responsibility.

By reading over the study, students can examine the competencies and discern their weak areas. Students can than evaluate themselves to see whether they have mastered such skills. Making a self-evaluation will ensure that they see their apparent weaknesses and will pay special attention to such areas when getting organized for the exam. A self assessment is contained on pages 9-13.

The Role Delineation Study can be purchased by visiting http://regx.bocatc.org/resources/ROLE/ for a price of $19.95 + shipping or by contacting the BOC at 1-877-BOCEXAM (1-877-262-3926). When making this purchase, ensure plenty of time for the study to arrive before preparation begins. It is suggested that the Role Delineation Study be purchased late summer or early fall of the year in which one is to sit for the BOC examination.
We will now take a look at each section of the exam a little more in depth. Understanding what is contained within each section and knowing how it is conducted will help you to be better prepared on exam day.

**Written Exam**

The purpose of the written exam is to test the cognitive knowledge of an entry-level athletic trainer. The structure of this portion is similar to other standardized tests, such as the SAT. It is a 150 multiple-choice questioned test, in which individuals are given 4 hours to complete (minus the time spent in the practical examination). For each question, there are five possible answers and only one that is correct. Although in many instances more than one answer will be correct, choose the one that is the BEST or MOST correct out of the five choices. Read each question carefully and look for key words that may assist in locating the correct answer. Begin by crossing out the obvious incorrect answers so that potential correct ones can be narrowed down. Skip over questions that you may not know and return to them when completely finished with the rest of the exam. Spend more time on these harder questions and make the best educated guess before filling in your response on the answer sheet. In this section of the exam, there is not a penalty for guessing. Do not leave any questions blank, because you may guess the right answer, whereas a blank answer will be counted as incorrect. After completing the exam, check over your answers to ensure they are the correct choices. Only change an answer if you are 100% sure that it is not correct.

The written exam contains the following number of question per each domain:
- Injury Prevention- 23 questions (15% of the question base)
- Clinical Diagnosis and Evaluation- 34 questions (23%)
- Immediate Care- 32 questions (21%)
- Treatment, Rehabilitation, and Reconditioning- 33 questions (22%)
- Organization and Administration- 15 questions (10%)
- Professional Responsibility- 13 questions (9%)
Practical Exam

The purpose of the practical exam is to test the athletic training student's specific psychomotor skills. The structure of the practical is set to test whether the student is capable of completing several athletic training tasks. You will be asked to perform specific skills while examiners evaluate each response. Examples of such tasks include, but are not limited to:

- Ambulation assisting
- Sensory and motor nerve testing
- Ligamentous stress tests
- Special tests
- Manual muscle testing
- Taping and Bracing
- Constructing protective devices
- Reflex testing
- Identification of anatomical landmarks.

One individual in the room will serve as a model for the student to demonstrate each task. The model will come to the written exam room to call you out for the practical portion. Remember that you will need to instruct the model in all body positioning. They will not act as a competent ATC, but as an individual who knows nothing about athletic training. They will not be able to speak or aid the student in any portion of the practical exam, but will respond to your instructions. All examiners are certified athletic trainers who are capable of evaluating your abilities. During the exam, there is usually a table of supplies that you can use throughout the process. The exam will consist of 8 to 14 individual tasks. One examiner will read the described task as you follow along in an individual test booklet. A time limit will be given to complete the task and time will begin 20 seconds after the reading is finished. You are allowed to have the examiners repeat the description, although time will begin immediately following the second reading. There is plenty of time to complete all tasks, so do not rush. If you finish before time expires, let the examiners know so that the next task may begin.

Remember, even if you do not know how to complete the task, correct points may still be awarded for body position, hand placement, etc. Try to receive as many points possible on each task regardless of whether you feel confident and competent.
Written Simulation Exam

The purpose of the written simulation is to assess clinical decision making skills related to athletic training. It consists of 8 scenarios in which you will be tested on evaluating, managing, and caring for athletic injuries. Each section begins with a description of a specific scenario. You are then asked to mark the correct actions in which they would take to handle the specified situation. This portion of the exam can be tricky due to the fact that there are two test booklets. One will provide you with the scenarios and possible actions. The other is where answers will be made using a latent-image pen. Sometimes individuals have trouble lining up the test booklet with the correct answer in the answer booklet. Be careful when highlighting answers to ensure that you choose the answer you intended. Any marks made with the highlighter will count as an answer made and you cannot change highlighted answers. When choosing an answer, continue to highlight until a double asterisk (**) is seen. This means you have completely highlighted the answer and a response will appear under the pen mark. Be sure to read each question and directions carefully.

Some sections will require one response where other sections will require multiple answers. As you are taking the exam read all responses and dismiss the ones that are obviously incorrect or inappropriate at that time. Go back over and narrow down the ones that you feel are most correct and necessary for the situation. A good key is to follow the HOPS (history, observation, palpation, special tests) method. Progression of rehabilitation is also important in this section; therefore it should be a focus of preparation. Many students while taking this section find themselves jumping ahead. This does not necessarily help your score, neither does going back. In fact, over highlighting and guessing can actual be penalized in this section of the exam. In the same note, under highlighting can hurt your score as well. It also may be helpful to highlight in the order in which you would perform the appropriate task. This is because a response may appear that directs you towards your next step or gives you pertinent information about your patient. Do not become frustrated if incorrect answers are highlighted or chosen, you can still pass the exam with mistakes.

Each answer is given point values based on the following:

- CI - Clearly Indicated (++)
- I - Indicated (+)
- N - Neutral (0)
- C - Contraindicated (-)
- CC - Clearly contraindicated (- -)

Passing scores are dependant on each exam administered. This number may vary due to validation and scoring for reliability. Average figures are as follows:

- Written- 106/150 points
- Practical- 36/51 points
- Written Simulation- 500/800 points
Preparation
As stated in the Role Delineation Study section, assessing your own learning needs is an important step. Take this portion of the manual seriously; it will guide you in finding any weak areas that may need extra attention in your studies.

Assessing your Learning Needs to Prepare for the BOC Exam

Instructions: Below are the tasks which are outlined in the BOC Role Delineation Study 5th edition (RDS). The RDS identifies the tasks required of all certified athletic trainers. Use the scale below to indicate your perceived level of knowledge within the task areas of the six 6 performance domains of the BOC Role Delineation Study. Based upon your responses, you can develop an individual learning plan. **Be honest with your answers, as this information will guide your creation** of a study plan for the BOC exam. Once you have completed the assessment, complete the questions that follow.

**Rating Scale:**
1. I am **VERY WEAK** in this area and I have substantial study needs.
2. I am **WEAK** in this area and I have considerable study needs.
3. I am **FAIRY** knowledgeable and skillful in this area and I have modest study needs.
4. I am **STRONG** in this area and I have some study needs.
5. I am **VERY STRONG** in this area and I have little to no need for study at this time.

**Domain I: Prevention of Athletic Injuries and Illnesses**

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A⇒ Educate the appropriate patient(s) about risks associated with participation and specific activities using effective communication techniques to minimize the risk of injury illness.</td>
<td>A⇒ Rating of Need</td>
</tr>
<tr>
<td>B⇒ Interpret pre-participation and other relevant screening information in accordance with accepted guidelines to minimize risk factors.</td>
<td>B⇒ Rating of Need</td>
</tr>
<tr>
<td>C⇒ Instruct the appropriate patient(s) about standard protective equipment by using effective communication techniques to minimize risk of injury and illness.</td>
<td>C⇒ Rating of Need</td>
</tr>
<tr>
<td>D⇒ Apply appropriate prophylactic/ protective measures by using commercial products or custom-made devices to minimize risk of injury and illness.</td>
<td>D⇒ Rating of Need</td>
</tr>
</tbody>
</table>
E → Identify safety hazards associated with activities, activity areas, and equipment by following accepted procedures and guidelines in order to make appropriate recommendations and to minimize the risk of injury illness.

F → Maintain clinical and treatment areas by complying with safety and sanitation standards to minimize risk of injury and illness.

G → Monitor participants and environmental conditions by following accepted guidelines to promote safe participation.

H → Facilitate physical conditioning by designing and implementing appropriate programs to minimize injury risk.

I → Facilitate healthy lifestyle behaviors using effective education, communication, and interventions to reduce risk of injury and illness and promote wellness.

Domain II: Clinical Evaluation and Diagnosis

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A → Obtain a history through observation, interview, and/or review of relevant records to assess the pathology and extent of the injury, illness or condition.</td>
<td>A → Choose one</td>
</tr>
<tr>
<td>B → Inspect the involved areas(s) visually to assess the pathology and extent of the injury, illness, or health-related condition.</td>
<td>B → Choose one</td>
</tr>
<tr>
<td>C → Palpate the involved area(s) (bony and soft tissue) using standard techniques to assess the pathology and extent of the injury, illness, or health-related condition.</td>
<td>C → Choose one</td>
</tr>
<tr>
<td>D → Perform specific tests in accordance with accepted procedures to assess the pathology and extent of the injury, illness, or health-related condition.</td>
<td>D → Choose one</td>
</tr>
<tr>
<td>E → Formulate a clinical impression by interpreting the signs, symptoms, and predisposing factors of the injury, illness, or health-related condition to determine the appropriate course of action.</td>
<td>E → Choose one</td>
</tr>
<tr>
<td>F → Educate the appropriate patient(s) about the assessment by communicating information about the current or potential injury, illness, or health-related condition to encourage compliance with recommended care.</td>
<td>F → Choose one</td>
</tr>
</tbody>
</table>
**Domain III: Immediate Care**

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Employ life-saving techniques through the use of standard emergency procedures in order to reduce morbidity and the incidence of mortality.</td>
<td>A Choose one</td>
</tr>
<tr>
<td>B Prevent exacerbation of non-life-threatening condition(s) through the use of standard procedures in order to reduce morbidity.</td>
<td>B Choose one</td>
</tr>
<tr>
<td>C Facilitate the timely transfer of care for conditions beyond the scope of practice of the athletic trainer by implementing appropriate referral strategies to stabilize and/or prevent exacerbation of the condition(s).</td>
<td>C Choose one</td>
</tr>
<tr>
<td>D Direct the appropriate patient(s) in standard immediate care procedures using formal and informal methods to facilitate immediate care.</td>
<td>D Choose one</td>
</tr>
<tr>
<td>E Execute the established emergency action plan using effective communication and administrative practices to facilitate efficient immediate care.</td>
<td>E Choose one</td>
</tr>
</tbody>
</table>

**Domain IV: Treatment, Rehabilitation, and Reconditioning**

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Administer therapeutic and conditioning exercise(s) using standard techniques and procedures in order to facilitate recovery, function, and/or performance.</td>
<td>A Choose one</td>
</tr>
<tr>
<td>B Administer therapeutic modalities using standard techniques and procedures in order to facilitate recovery, function, and/or performance.</td>
<td>B Choose one</td>
</tr>
<tr>
<td>C Apply braces, splints, or assistive devices in accordance with appropriate standards and practices in order to facilitate recovery, function, and/or performance.</td>
<td>C Choose one</td>
</tr>
<tr>
<td>D Administer treatment for general illness and/or conditions using standard techniques and procedures to facilitate recovery, function and/or performance.</td>
<td>D Choose one</td>
</tr>
</tbody>
</table>
E ➔ Reassess the status of injuries, illnesses, and/or conditions using standard techniques and documentation strategies in order to determine appropriate treatment, rehabilitation, and/or reconditioning and to evaluate readiness to return to a desired level of activity.

F ➔ Educate the appropriate patient(s) in the treatment, rehabilitation, and reconditioning of injuries, illness and/or conditions using applicable methods and materials to facilitate recovery, function and/or performance.

G ➔ Provide guidance and/or counseling for the appropriate patient(s) in the treatment, rehabilitation and reconditioning of injuries, illnesses and/or conditions through communication to facilitate recovery, function and/or performance.

**Domain V: Organization and Administration**

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ➔ Establish action plans for response to injury or illness using available resources to provide the required range of healthcare services for patients, athletic activities, and events.</td>
<td>A ➔ Choose one</td>
</tr>
<tr>
<td>B ➔ Establish policies and procedures for the delivery of healthcare services following accepted guidelines to promote safe participation, timely care, and legal compliance.</td>
<td>B ➔ Choose one</td>
</tr>
<tr>
<td>C ➔ Establish policies and procedures for the management of healthcare facilities and activity areas by referring to accepted guidelines, standards, and regulations to promote safety and legal compliance.</td>
<td>C ➔ Choose one</td>
</tr>
<tr>
<td>D ➔ Manage human and fiscal resources by utilizing appropriate leadership, organization, and management techniques to provide efficient and effective healthcare services.</td>
<td>D ➔ Choose one</td>
</tr>
<tr>
<td>E ➔ Maintain records using an appropriate system to document services rendered, provide for continuity of care, facilitate communication, and meet legal standards.</td>
<td>E ➔ Choose one</td>
</tr>
<tr>
<td>F ➔ Develop professional relationships with appropriate patients and entities by applying effective communication techniques to enhance the delivery of healthcare.</td>
<td>F ➔ Choose one</td>
</tr>
</tbody>
</table>
Domain VI: Professional Responsibility

<table>
<thead>
<tr>
<th>Domains/Tasks Areas</th>
<th>Rating of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ➔ Demonstrate appropriate professional conduct by complying with applicable standards and maintaining continuity to provide quality athletic training services.</td>
<td>A ➔ Choose one</td>
</tr>
<tr>
<td>B ➔ Adhere to statutory and regulatory provisions and other legal responsibilities relating to the practice of athletic training by maintaining an understanding of these provisions and responsibilities in order to contribute to the safety and welfare of the public.</td>
<td>B ➔ Choose one</td>
</tr>
<tr>
<td>C ➔ Educate appropriate patients and entities about the role and standards of practice of the athletic trainer through informal and formal means to improve the ability of those patients and entities to make informed decisions.</td>
<td>C ➔ Choose one</td>
</tr>
</tbody>
</table>

Self-Assessment Questions
1. Please rate yourself with regards to overall familiarity of content within each of the six practice domains of athletic training. Use the rating scale contained at the beginning of the assessment. In addition to this numeric rating, please provide rationale to support your answer.
   A. Prevention of Athletic Injuries and Illness:
   B. Clinical Evaluation and Diagnosis:
   C. Immediate Care:
   D. Treatment, Rehabilitation, and Reconditioning:
   E. Organization and Administration:
   F. Professional Responsibility:

2. In which of the six domains do you need to focus more of your attention on when preparing for the BOC Exam?

3. Based on the results of this assessment, what steps can you take to enhance your familiarity with content knowledge under each practice domain you listed as a weakness? Please provide specific steps or actions that you can implement into your preparation.
Learning Styles

Learning styles are also important in preparation. Knowing your own learning style before beginning the study process can be beneficial to develop strategies in your study plan. By finding your own learning style, you can then add visual, auditory, or tactile elements to your plan so you get the most out of your work.

There are three main types of learning styles, which can be found at http://www.ldpride.net/learning_style.html.

**Visual Learners**

Visual learners absorb the most information through seeing. They are the type of people who tend to sit in the front of the classroom so no obstructions (such as another person's head or hand) conflict with their view of the projector or professor during a lecture. They often think in pictures and learn quickly from displays. They like illustrated text books, handouts, power point presentations, videos, and diagrams. These individuals learn best from taking detailed notes or making flashcards.

**Auditory Learners**

Auditory learners absorb the most information through listening. They tend to gain the most from lectures, open discussions, talking aloud to themselves, or listening to other individuals speak on a topic. Without being consciously aware, auditory learners retain the things they hear through pitch, tone, and speed of voice. These individuals learn best from reading aloud or listening/using a tape recorder.

**Tactile Learners**

Tactile learners absorb the most information through moving, doing, and touching. These individuals need to have a hand on approach to completely understand material. They actively explore the world around them and have a hard time sitting still or focusing for long periods of time. They learn the best from taking a hand on approach to skills and performing tasks.

An interactive learning style test can be accessed at:
http://www.ldpride.net/learning_style.html
Or use the chart included on the next page.

All three learning styles will be included throughout the manual. However, assessing your own learning style can give you a better indication of how you should alter the study suggestions (page 17) to fit your own personal needs. You will gain greater knowledge and retain the information better by using your learning style when preparing for the BOC examination.
This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

<table>
<thead>
<tr>
<th>Word</th>
<th>Visual</th>
<th>Auditory</th>
<th>Kinesthetic Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do you try to see the word?</strong></td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you sparingly but dislike listening for too long? Do you favor words such as see, picture, and imagine?</strong></td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you become distracted by untidiness or movement?</strong></td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you forget names but remember faces or remember where you met?</strong></td>
<td>Do you forget faces but remember names or remember what you talked about?</td>
<td>Do you remember best what you did together?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you prefer direct, face-to-face, personal meetings?</strong></td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you like descriptive scenes or pause to imagine the actions?</strong></td>
<td>Do you enjoy dialog and conversation or hear the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you like to see demonstrations, diagrams, slides, or posters?</strong></td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
<td></td>
</tr>
<tr>
<td><strong>Do you look at the directions and the picture?</strong></td>
<td><strong>Do you ignore the directions and figure it out as you go along?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Do you seek out pictures or diagrams?</strong></td>
<td>Do you call the help desk, ask a neighbor, or growl at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
<td></td>
</tr>
</tbody>
</table>

Helpful Hints for Underclassmen

Although preparing for the BOC Certification Exam is usually limited to the senior athletic training student, there are things you can do to begin preparing as an underclassman. These steps include to:

- Begin your preparation early. You can do this by saving text books, notes, power point presentations, handouts, etc. from all athletic training classes. All of this information can be helpful with later review and preparation.
- Become involved. Attend local, state, district, and national meetings such as IATA (Indiana Athletic Trainers’ Association), GLATA (Great Lakes Athletic Trainers’ Association) and the NATA (National Athletic Trainers’ Association) conferences. These meetings contain educational symposiums that may expose you to new techniques or skills or reinforce current ones.
- Create a project, research, or case study that you can present at a convention.
- Make the most of your clinical sport and practicum assignments by taking initiative and being inquisitive.
- Do a summer internship. Internships tend to be great experiences that many students benefit from. Go to the NATA website and search through the career center. New internship listings are always available. Also, many staff athletic trainers may know of internships available through friends, other schools, and networking so talk to your own ACI’s.
- It’s never too early to start. Every time you question yourself or forget material take the time to go home and look it up. Make mental notes over the things you forget and work on them.
Suggested Timeline for the April Exam
(If taking the exam in another month, adjust the timeline accordingly)

<table>
<thead>
<tr>
<th>September-December Or 7-5 months prior to your exam</th>
<th>Read or review the three most suggested text’s available. Arnheim’s <em>Principles of Athletic Training</em>, a good evaluation book such as Hoppenfeld’s <em>Physical Examination of the Spine and Extremities</em> or Chad Starkey’s <em>Evaluation of Orthopedic and Athletic Injuries</em>, and a good modalities book such as Chad Starkey’s <em>Therapeutic Modalities 3rd Edition</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early October Or 6 months prior</td>
<td>Sign up for the certification exam using RegX on the BOC website. Allow ample time due to paperwork that needs to be filled out and sent to the BOC through mail for approval. Once approval is given, registration for exam date and site can be made online. Exam fees will be due at this time as well.</td>
</tr>
<tr>
<td>January Or 3 months prior</td>
<td>Begin reviewing evaluation skills, focusing on special tests, on-field assessment, off-field assessment, primary survey, and secondary surveys.</td>
</tr>
<tr>
<td>February Or 2 months prior</td>
<td>Begin to focus attention on nerve myotome/dermatome assessment, cranial nerves, manual muscle testing, joint mobilizations, and taping techniques.</td>
</tr>
<tr>
<td>March Or 1 months prior</td>
<td>Review all notes that were taken from the text. Begin focusing on practice tests, simulations, and online tests that are available. Also, practice hands on skills and participate in a mock exam or a BOC exam preparatory course and ACES assessment.</td>
</tr>
</tbody>
</table>

Remember, this is just a suggested timeline. Format your own timeline to fit your lifestyle and study techniques. Throughout the next few pages, this manual will examine each of these months in greater detail and emphasize why each section is included for preparation. All of the above mentioned are to help the student gain the most amount of knowledge and to be well equipped to sit for the BOC Examination.
SEPTEMBER-DECEMBER

As suggested in the timeline, it is best to begin your studying by reviewing or reading text that you have been exposed to throughout your undergraduate career as an athletic training student. Many certified athletic trainers believe that three types of texts should be the main focus. This includes a good evaluation book, a modalities text, and Arnheim’s Principles of Athletic Training. These texts are described below:

Arnheim’s Principles of Athletic Training: In the sports medicine world, this text is sometimes referred to as the “athletic training bible”. From this title you can imagine its importance. Usually, this text is the introduction for many students into the athletic training realm. Arnheim is a competency-based approach book that remains to be the only text to cover all aspects of the profession of athletic training. Obviously this makes it a valuable resource in seeking professional certification. The book is written and based off of the Role Delineation Study and includes every aspect of the six domains of athletic training. Since the book includes all the elements that will be integrated on the BOC exam, it is a key component. In your preparations, this book is essential and can not be stressed enough. It must be read completely or reviewed in depth. If you do not review or read any other text, make it this one!

Suggestions: If you are a visual learner, take notes or make flashcards as you read through each chapter. If you are an auditory learner, read the text aloud or to another individual. You could even record yourself and listen to the recording as extra review. When reading, make sure that you space the time frame out between readings or jump from one part of the text to another instead of reading chapter to chapter. This will help fight boredom or staleness when reading the book. Remember, you have from September to December to read the whole thing. There are about 18 weeks throughout these months and 25 chapters in Arnheim, which means you need to read a little over a chapter a week. Fall break, Thanksgiving break, and Christmas break are all great times to focus on the readings. Do not get discouraged if you get off of schedule due to college class work, sport assignments, or outside commitments. This is bound to happen and you will be able to make adjustments accordingly to still be fully prepared for the exam. Also, pay special attention to the words in bold or that are defined, tables and figures throughout the book, and the appendices included in the back. According to some certified athletic trainers these tend to be target questions on the exam.

Evaluation Text
Examination plays an important role in athletic training. It is so important that it holds a domain of its own (Domain II: Clinical Diagnosis and Evaluation). Since this domain is in the Role Delineation Study, it is an important element in your own preparation. Evaluation skills are tested throughout each section on the BOC exam. As mentioned earlier in the manual, this domain makes up 34 questions or 23% of the question base on the written exam. Your evaluation skills will also be tested on the practical and written simulation portions of the exam.

Hoppenfeld’s Physical Examination of the Spine and Extremities: From the title you may have guessed that this book teaches students from all disciplines how the spine and
extremities are examined. It is an efficient and thorough guide for anatomy and pathology. The text is full of helpful pictures that not only show anatomical structures, but correct hand placement for the examiner.

Starkey's Evaluation of Orthopedic and Athletic Injuries: Starkey has many features that are helpful in your evaluation studies. The book includes many tables and boxes that contain pertinent information. Another tool is the evaluation maps, which walk you through an evaluation of each body part. It gives a great overview of the evaluation elements and goes in depth with postural assessment.

Suggestions: Again, review or read the text in a manner that best suites your own personal learning style so that you can gain the greatest amount from each study session. Hoppenfeld tends to focus on anatomy and biomechanics, whereas Starkey presents the text in an evaluation manner. Choose the book that best fits your own personal style and interest. Also, Chad Starkey has a smaller edition of evaluation that is just as helpful. It is called the Orthopedic and Athletic Injury Evaluation Handbook. This book may be substituted for the two suggestions above.

Modalities Text

Starkey's Therapeutic Modalities: Some individuals do not feel that it is necessary to read modalities text. Therapeutic modalities are included in Arnheim's Principles of Athletic Training. However, this topic is contained in one chapter and may not be as helpful. For a more in depth look at modalities, it is suggested to review such a text. Starkey's book includes the injury response process, physiology and psychology of pain, and development and delivery of treatment protocol. Therapeutic modalities tend to be a somewhat confusing and perplexing topic to most students. This area can be incorporated into two domains (III Immediate Care and IV Treatment, Rehabilitation, and Reconditioning). This covers up to 65 questions or 43% of the question base on the BOC exam. Therefore, the topic is very important in preparation.

Suggestions: Take notes on concepts or application protocols that tend to confuse you. An easy way to continuously review such material is to write sticky notes that you leave in areas of your home where you often are. Every time you walk by the note, read it and think about it for a few moments. Before you know it, you will be reciting the note without having to look at it directly and the information will be stored in your memory. Review modality proficiencies and ask a professor to go over such proficiencies with you in depth such as clinical application of various cold modalities, therapeutic massage, and electrotherapy. This can be great review and will also help with your practical examination skills by having you complete these tasks on another individual.
Registering for the BOC Exam

Don’t forget that in late September or early October, it is essential to sign up for your exam. Exam sites fill up quickly and you want to be able to sit for the BOC at an exam site nearest to you and in a semi-familiar area. By signing up early, you reduce the chances of being placed in a different exam site out of state.

Begin the registration process by visiting http://www.bocatc.org/becomeatc/regex/login/ or going directly to the BOC website (http://www.bocatc.org) and clicking on the RegX icon.

To be eligible for the BOC examination an individual must graduate from an entry-level athletic training education program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

In order for the BOC to determine your eligibility, you will need to complete each section of the online application. Some sections of the application may be completed only by submitting items to the BOC office via mail. A check-list will be provided once you have completed each section online.

Once your materials are sent to the BOC, reviewed, and your eligibility is approved, you will be notified by email, to return to RegX to register for the exam. At this time you may look at the exam sites and dates by going to http://www.bocatc.org/BecomeATC/EXAMDATES/.

It is suggested that you sign up for all three sections of the exam at this time.
January (Suggested timeline continued)

The next few months will give you the opportunity to focus on hands on evaluation skills. This can be accomplished through numerous methods.

Focus: Evaluation skills, specialties tests, on-field assessment, off-field assessment, primary survey and secondary survey.

Suggestions: First, take the time to make flashcards containing information on every special test. You can use the *Orthopedic and Athletic Injury Evaluation Handbook*, *Arnheim's Principles of Athletic Training*, class or proficiency evaluation sheets, or *Special Test's for Orthopedic Examination*. Make sure you write down patient positioning, examiner hand placement, special test procedure, positive findings, and the rationale for the special test. Review on-field and off-field assessments. Make Post-it notes on any key points you want to remember. These skills will be tested throughout the written simulation portion of the exam. The same study techniques should be done with primary survey and secondary survey. On-field, off-field, primary and secondary survey information is covered in depth in *Arnheim's Principles of Athletic Training*. Review the above material and catch up on any further reading that you may have gotten behind on during the first few months of studying.

February

Focus: Nerve myotome/dermatome assessment, cranial nerve, manual muscle testing, joint mobilizations, and taping/bracing techniques.

Suggestions: Nerve assessment tends to be included in the practical and written portions of the BOC exam. Familiarize yourself with the different sensory and motor testing for each nerve. Focus on nerves C4-T1 and L1-S2. A good resource can be found in the *Evaluation Handbook*. All 12 cranial nerves should be memorized in order, as well as for their function. An easy way to remember this information is to make an acronym (For example “oh, oh, oh to touch and feel very green vegetables, AH”). Tables contained in the *Evaluation Handbook* can be a helpful guide. Manual muscle testing should also be reviewed. Use any class material from applied anatomy or use a text such as *Daniels and Worthingham’s Muscle Testing: Techniques of Manual Examination* or *Illustrated Essentials of Musculoskeletal Anatomy*. This can help you to remember each muscle function and the proper way to test it. Joint mobilizations also need to be reviewed. This task may be performed during the practical portion of the exam. Joint mobilizations are reviewed throughout chapters in *Arnheim’s Principles of Athletic Training*. They are usually not described in detail but include pictures of correct patient and examiner position. The last items suggested to be reviewed are taping and bracing techniques. Such skills tend to be conducted daily by the athletic training student. However, you may have found weak areas in your self assessment that should be reiterated. Two good sources for this are *Athletic Taping and Bracing* by David Perrin and *Arnheim*. 
March

**Focus:** Review all notes, flashcards, post it notes, note cards, and material covered throughout the study process. Begin practice tests, simulations and online tests. Mock exam, hands on practice, and an exam prep course are also helpful at this time.

**Suggestions:** At this point you are one month away from taking the actual BOC Exam. It is important to begin doing general reviews and overviews of all previously covered material. Getting hands-on practice is also essential. Work with other athletic training students and conduct mock practicals and quiz one another on practical skills. Take practice exams online. These practice exams will help you to feel more comfortable on the actual exam day with formats and procedures. Plus, it helps you to gage weak areas that you still may have. A great practice exam is the *Study Guide for the Board of Certification, Inc. Entry-Level Athletic Trainer Certification Examination* booklet. It contains sample written questions for each of the six domains that are included in the Role Delineation Study. It also has an electronic CD and written simulation booklet, with a latent pen. This is the best practice you can have for the actual written simulation exam. This practice simulation is set up exactly like the real written simulation portion of the test. It is highly suggested to be completed. Again, this will make you aware of the correct procedures for the actual exam day. Another helpful tool is participating in a mock exam. Ball State University Athletic Training Program conducted a mock exam for the first time in the spring semester of 2006. Students felt that it was very successful in simulating how the BOC Exam would be conducted. If given the chance, sit for a mock exam. It can be the best preparation out of all the above suggestions. Exam prep courses are also available. They can be accessed by visiting [www.wm.edu/sportsmedicine/aces.html](http://www.wm.edu/sportsmedicine/aces.html). On this website, there is a direct link to workshop dates and locations. These workshops are comprised of test taking skills, mock written exams, mock practical exams, computerized written simulation exams, and individualized study from selected text books and other resources. These workshops cost around $165, plus traveling and lodging expenses. Although this may seem expensive, the benefits may outweigh the cost. Many individuals who attend such workshops leave with the skills to pass the exam on the first try.

- All available study resources are included on pages 30-33 of this manual.

Now that you know how to become prepared, there are things you need to remember for the actual exam day.
Helpful Hints for Exam Day

• Try and get a good night sleep during the week leading up to the exam.

• Try not to study any the week leading up to the exam. If you feel it is necessary to keep studying, quit 3 days before the exam. This will give you time to wind down and rest before the big day.

• A few days prior to the test, set up a call list with other senior students who will be taking the exam on the same day.

• Engage in a relaxing activity the night before the exam. This can include going to dinner with family and/or friends, going to see a movie, or just relaxing at home. Whatever you choose to do, make sure that you go to sleep at a decent time.

• Set many alarms and ask a friend to call you at the time you are supposed to be waking up. Than call the individual from your senior call list to make sure they are awake as well.

• Eat a decent breakfast so you do not get hungry during the first portion of the BOC Exam. Keep it healthy, though, so you do not feel sick.

• Arrive at the test site early. Try to stay relaxed by talking with fellow athletic training students or listening to calming music. Also, get a drink or use the restrooms at this time.

• Remember to dress professionally. Do NOT wear anything with a college logo on it. Business casual is the best option.

• Remember to bring your admission ticket, valid I.D., and three #2 pencils.

• When coming back from the practical exam, give yourself a minute to re-focus on the written exam before proceeding. Many students are so worried about how they performed on the practical exam that they can not concentrate on the written exam. This sometimes leads to individuals failing the written exam while passing the practical exam. Take each section one at a time. Worry about mistakes after the exam is over. Focus on the task at hand and success will follow.

• Remember, mistakes are ok. You do not have to get a perfect score to pass the BOC Exam, just a passing score. Do not get hung up on mistakes you have made. This will only cause you to lose your focus.

• Above all else, stay calm. Remember, the last four years have prepared you for this day. Have faith in the quality of your athletic training education program and yourself. By keeping this in mind, you can take the exam to the best of your ability.

Psychological factors play an enormous role in taking the BOC Examination. Many students let fear, self doubt, and the overwhelming pressure of the exam get the best of them on test day. A disturbance in your mind-body relationship can cause interruptions in your test taking ability. This is why it is important to have ways to relax yourself throughout the exam.
Relaxation Techniques

Positive Self Talk: Positive self talk refers to being reflective about your attitude, belief and outlook in a positive manner. Positive thinking can influence your own belief and perspective. This belief can then be implemented into action through your positive self-talk. Any time a negative thought comes into your mind, dismiss it and replace it with a positive one. Thinking and acting in positive ways contribute to personal well-being and enhanced health. Do not dwell on any negatives, instead focus on what is going well with the exam. Continually tell yourself that you CAN pass and WILL pass the exam.

Progressive Muscle Relaxation: The basic idea of this technique is to systematically train tensing and relaxing groups of muscles. This will allow you to relax your own tense muscles on exam day. A guide to this technique can be found on pages 25-26.

Breathing Control: Among the many physiological functions adversely affected by stress is our breathing. Even when stress is minimal few people retain a habit of natural, full breathing which is required for maintaining a good mental and physical state. By learning proper breathing techniques stressful situations may be handled better and overall mental and physical health will be improved. Breathing Techniques can be found on pages 27-28.

Personal Techniques: You may have your own personal techniques for staying calm. This can include mental imagery (technique suggestions found on page 29), listening to a personal music preference, meditation, prayer, jokes, etc. Whatever your personal relaxation technique may be, implement it on exam day. Having a clear mind is important for success.

• Remember any of the above mentioned techniques can also be used for any pre-test or sleep anxiety. Also, the above techniques take time to develop. So, begin them a few weeks early.
Progressive Muscle Relaxation: Lesson 1


The Progressive Muscle Relaxation technique was invented by Edmund Jacobson. The basic idea is to systematically train tensing and relaxing groups of muscles. During the first training sessions each group of muscles (forearm, upper arm and so on) is exercised separately. Later these exercises are combined so that at the end you should be able to relax the whole body at once.²

Relaxation Program: complete form

In this session you learn to tense and relax muscle groups in a given order. First you simply go through the complete sequence. After time you can alter the technique to fit your own personal need.

Sit on a chair or on whatever you can sit upright with both feet flat on the ground. Now just do the following exercises in a quick order to learn the sequence and how to do it.

1. Right hand and forearm
   make a fist
   release
2. Right upper arm
   bend the arm and "show off your muscles"
   release
3. Left hand and forearm
   make a fist
   release
4. Left upper arm
   bend the arm and tighten the muscles
   release
5. Forehead
   raise your eyebrows
   relax your face
6. Eyes and cheeks
   squeeze the eyes
   relax
7. Mouth and jaw
   clench your teeth and pull the corners of the mouth back
   relax
8. Shoulder and neck
   a little pre-training first: lock your hands behind the neck and push back the head against this resistance (the head does not alter its position) - got the idea? That's how this should feel:
   pull up your shoulders and press your head back against their resistance
(horizontally - not like when you look up)
let your shoulders hang, relax
9. Chest and back
breathe in deeply and hold your breath pressing the shoulders together at the back at the same time
let your shoulders hang, breathe normally
10. Belly
tighten the abdominal muscles (or draw in the belly)
release
11. Right hand thigh
shovel the right foot forward against resistance (while it keeps its position)
release
12. Right hand calf
lift up the right heel (be careful not to cramp)
release
13. Right foot
crook the toes
release
14. Left hand thigh
shovel your left foot forward
relax
15. Left hand calf
lift up the left heel
release
16. Left foot
crook the toes
okay: done

Relaxation Program: first training

Tighten each group of muscles and hold the tension for about 5 seconds, and then relax for about 30 seconds. While focusing your inner perception on the muscles just exercised you will sense that the process of relaxation progresses a little after releasing the muscles. Let it happen that way and enjoy it. Repeat each exercise once.

At the end keep your eyes closed for a short while and enjoy the rest a little longer. Breathe in deeply and move your fingers and toes playfully. Breathe in deeply again and stretch yourself. Breathe in deeply and open your eyes. Do this at the end of each session. This breathing and stretching shall make sure that your circulation is reactivated. Usually you will feel quite refreshed afterwards.

Before you now actually start, close your eyes and enjoy the rest for a minute or so. Accept any perceptions or emerging thoughts but let them pass by like leaves floating on a creek. Do not ponder or brood, try not to start daydreaming. If some important idea comes up you can come back to it later, when your exercise is finished. Okay? Now start tensioning and relaxing the muscle groups in the order you just have trained.
Breathing Techniques


PROPER BREATHING.

While breathing is a function most people take for granted, rarely is it practiced in a proper fashion. Before beginning any technique it is essential that you learn how to breathe properly and fully:

- Lie down on a rug or blanket on the floor with your legs straight and slightly apart, your toes pointed comfortably outwards, arms at your sides not touching your body, your palms up, and your eyes closed. This is called a "relaxed body" position. Take time to relax your body and breathe freely.
- It is best to breathe through your nose, as the tiny hairs and mucous membranes filter out dust and toxins from the inhaled air. Keep your mouth closed as you breathe.
- As you breathe, your chest and abdomen should move together. If only the chest seems to rise and fall, your breathing is shallow and you are not making good use of the lower part of your lungs. As you inhale you should feel your abdomen rising; it is as if your stomach is filling with air. As you exhale, the abdomen comes back in, like a balloon releasing all of its air. This inhale and exhale process should continue comfortably and smoothly. The chest and abdomen should rise as you inhale and fall as you exhale. The chest should move only slightly.

DEEP, RELAXED BREATHING.

Although this exercise can be practiced in a variety of poses, the following is recommended for beginners:

- Lie down on a blanket or rug on the floor. Bend your knees and move your feet about eight inches apart, with your toes turned outward slightly. Make sure your spine is straight.
- Place one hand on your abdomen and one hand on your chest.
- Inhale slowly and deeply through your nose into your abdomen to push up your hand as much as feels comfortable. Your chest should move only a little and only with your abdomen.
- Continue step three until it becomes rhythmic and comfortable. Now smile slightly, inhale through your nose and exhale through your mouth, making a quiet, breezy sound as you gently blow out. Your mouth, tongue and jaw will be relaxed. Take long, slow, deep breaths raising and lowering your abdomen. Hear the sound and feel the texture of breathing as you become more and more relaxed.
• When you first begin this technique, do it for five minutes. When you become more comfortable with it, you may extend it up to 20 minutes.
• Upon ending a session, stay still for a few minutes and try to keep the entire body relaxed.
• The purpose of this technique is to develop a good, relaxing breathing method. It may be practiced anytime, especially during stressful situations.  

THE RELAXING SIGH.

Sighing and yawning during the day are signs that you are not getting enough oxygen. A sigh releases a bit of tension and can be practiced at will as a means of relaxing.

• Sit or stand up straight.
• Sigh deeply, letting out a sound of deep relief as the air rushes out of your lungs.
• Let new air come in naturally.
• Repeat this procedure eight to twelve times whenever you feel the need for it, and experience the feeling of relaxation.  

THE CLENCHED FIST.

This exercise will stimulate your breathing, circulation and nervous system.

• Stand up straight, hands at your sides.
• Inhale and hold a complete natural breath as described above.
• Raise your arms out in front of you, keeping them up and relaxed.
• Gradually bring your hands to your shoulders. As you do, slowly contract your hands into fists so that when they reach your shoulders they are clenched as tight as possible.
• Keep the fists tense as you push your arms out straight again very slowly.
• Pull your arms back to your shoulders and straighten them out, fists tense, as fast as you can, several times. 


Mental Imagery

Mental imagery, also called visualization and mental rehearsal, is defined as experience that resembles perceptual experience, but which occurs in the absence of the stimuli. Mental Imagery can be conducted for hours or just a few minutes. This technique can be used to imagine one's self in certain scenarios. For the purpose of relaxation, it is best to imagine scenes that calm or invoke feelings of peace.6

Mental Imagery can be used:

- **To see success.** Many individuals "see" themselves achieving their goals on a regular basis, both performing skills at a high level and seeing the desired performance outcomes. Use imagery to "see" yourself passing the exam.

- **To motivate.** Before or during the BOC exam, calling up images of your goals for that session can serve a motivational purpose. It can vividly remind you of your objective, which can result in increased intensity and focus.

- **To perfect skills.** Mental imagery is often used to facilitate the learning and refinement of skills or skill sequences. The best athletic trainers can "see" and "feel" themselves performing perfect skills or tasks on a regular basis.

- **To familiarize.** Mental imagery can be effectively used to familiarize yourself with all kinds of things, such as the test site, exam room for the practical test, a refocusing plan, or the strategy you plan to follow.

- **To set the stage for performance.** Mental imagery is often an integral part of the pre-competition plan, which helps set the mental stage for a good performance. You can do a complete mental run through of how you want your performance to be that day. This helps draw out your desired pre-exam feelings and focus. It also helps keep negative thoughts from interfering with positive ones.

- **To refocus.** Mental imagery can be useful in helping you to re focus when the need arises. You can also use imagery as a means of refocusing within the event, by imagining what you should focus on and feeling that focus.7
Study Resources

The following textbooks are available for study and review purposes:

Arnheim’s Principles of Athletic Training  
Author: William E. Prentice  
ISBN: 007246156

Quick Reference Dictionary for Athletic Training  
Author: Julie N. Bernier  
2nd Edition, 2005  
ISBN: 1556426666

Evaluation of Orthopedic and Athletic Injuries  
Authors: Chad Starkey and Jeff Ryan  
ISBN: 0803607911

Orthopedic and Athletic Injury Evaluation Handbook  
Authors: Chad Starkey and Jeff Ryan  
ISBN: 0803611048

Physical Examination of the Spine and Extremities  
Author: Stanley Hoppenfeld  
ISBN: 0838578535

Therapeutic Modalities  
Author: Chad Starkey  
3rd Edition, 2004  
ISBN: 0803611404

Manual for Physical Agents  
Author: Karen W. Hayes  
ISBN: 0838561284

Illustrated Essentials of Musculoskeletal Anatomy  
Authors: Kay Sieg and Sandra Adams  
ISBN: 0935157042
Athletic Taping and Bracing
Author: David H. Perrin
ISBN: 0873225023

Daniels and Worthingham’s Muscle Testing: Techniques of Manual Examination
Authors: Helen Hislop and Jacqueline Montgomery
ISBN: 0721692990

Special Test’s for Orthopedic Examination
Author: Jeff Konin
ISBN: 1556425910

Management Strategies in Athletic Training
Authors: Richard Ray and David H. Perrin
3rd Edition, 2005
ISBN: 0736051376

General Medical Conditions in the Athlete
Authors: Micki Cuppett and Katie Walsh
1st Edition, 2005
ISBN: 0323026230

Therapeutic Exercise for Athletic Injuries
Author: Peggy Houglum
ISBN: 0880118431

Many other text options are available. The above mentioned are the most relevant to the Role Delineation Study and the contents of the BOC Examination and should be used in study sessions.
Practice Booklets and/or Text

Study Guide for the NATA Board of Certification, Inc.
Entry-Level Athletic Trainer Certification Examination
Author: Douglas M. Kleiner
3rd Edition, 2002
ISBN: 0803607857

Preparing for the Athletic Trainers' Certification Examination
Author: Lorin Cartwright
ISBN: 0736034536

Practical Exam Preparation Guide of Clinical Skills for Athletic Training
Authors: Herb Amato, Christy Hawkins, and Steven Cole
1st Edition, 2002
ISBN: 1556425724

Online Practice Tests

http://www.csuchico.edu/~sbarker/scott.html (Interactive Injury Evaluation)
http://ec.hku.hk/mt/ (Medical Terminology)
http://www.pathguy.com/medvocab.html (Medical Terminology)
http://www.wheelessonline.com/ (Anatomy, Examination, Pathologies, etc. of any body part)
http://mhhe.com/hper/esims/main.html (Interactive study for the SIM, highly recommended)
http://www.nataec.org (You can purchase a comprehensive listing of competencies and clinical proficiencies required of the entry-level athletic trainer.)
http://www.ciocenter.com/ (Animated Patient Education Tab allows access to review orthopedic surgeries and procedures)
http://www.slackbooks.com/list.asp?CatID=5 (All areas of athletic training)

- The above can be accessed directly through Dr. Weidner’s website. (http://www.bsu.edu/web/00tgweidner/) Click on the Study Resources tab to find web links. Other websites exist on his study resources page, but are either expired or were not found to be as useful.
Role Delineation Study

Board of Certification Role Delineation Study
Author: Board of Certification
5th Edition, 2004
Available in the Reserves Section of Bracken Library at Ball State University

Current copies can be purchased by going to http://www.bocatc.org/resources/ROLE/ for a price of $19.95 plus shipping.

Outside Resources

BOC Exam Preparatory Course and ACES Assessment
Locations and Dates can be accessed at: http://www.wm.edu/sportsmedicine/aces.html

Athletic Training Educational Competencies
Author: National Athletic Trainers’ Association
Available in the Reserves Section of the Bracken Library at Ball State University

Computer Programs Available in Athletic Training Lab (Room HP 226, Ball State University):
SIMS-Master
Exam-Master
Athletic Training Action
Athletic Training Concepts and Skills

CD-ROMS available through Dr. Weidner (HP 209, Ball State University):
Arnheim’s Principles of Athletic Training
Exploring Functions of the Human body
Dynamic Human, The 3D Guide to Anatomy and Physiology
Health Quest, An Interactive Exploration of your Health and Well-Being
Interactive Clinical Anatomy
Manual Muscle Testing
Upper Extremity Special Tests
Tackling the Heat, A Game Plan for Competing Safely
Final Notes

Every Athletic Training student begins preparation for the BOC examination the day that they become a member of an athletic training program. These programs are accredited to give you the formal education that you need to see successful results on exam day. The last four years of your college career have equipped you for this one day. Having followed the suggestions contained within this manual or by preparing on your own, you will possess an adequate base for victory. Walk into the exam confidently knowing that you have the knowledge to become a competent certified athletic trainer. Remember, have passion for what you do. Nothing in the world has ever been accomplished without passion. So, study hard and good luck!

~"You only achieve what you believe."~ Unknown
References:


