



CAATE

Commission on Accreditation
of Athletic Training Education

2022 CAATE Accreditation Conference

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MAPPING YOUR FRAMEWORK

Clinical Experience Tracking (Part 1)

Quality Assurance Session



CAATE Accreditation Conference 2022

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We have no relevant financial relationships to disclose.

MAPPING YOUR FRAMEWORK

Clinical education within your framework

- Standards 2 – Develop, implement, evaluate

Designing your clinical experiences

- Standards 17, 18 – Varied populations and conditions

Learning Outcomes

- Identify resources available to track and document clinical education
- Establish key components of a tracking system to enhance utilization
- Recognize the value and benefits of utilizing a tracking system during clinical education
- Discuss operationalize procedures for a tracking system to be integrated into clinical education

TRACKING RESOURCES – INITIAL STEPS

Determine your needs first

- Outline your current tracking process
 - What is missing
 - What do you do well
 - What do you need to adapt/modify
 - What do you want to capture
 - How could you use the data to demonstrate compliance with the standards

TRACKING RESOURCES

Selection considerations

- Resources (human & financial)
- Number of users
- System functionality
- Technical Support



ALT: Two people looking at a tablet

TRACKING RESOURCES – VALUE ADDED

Data management

- Site/student/preceptor management
- Accessibility
- Scheduling
- Affiliate Agreement Tracking

Assessment

- Evaluations
 - Soft skills
 - Core competencies
- Field experience or case logs
- Student portfolio/e-folder

TRACKING RESOURCES – EXAMPLES

External Vendors

- Exxat (implementation fee, \$150 per student)
- Typhon (\$350 program, \$100 per student)
- ATrack (\$350 program, \$90 per student)
- eValue (\$135 per student)
- eMedley
- CORE ELMS

Disclaimer: The speakers and the CAATE are not endorsing any of these vendors. Prices may change.



ALT: Hand typing on computer

TRACKING RESOURCES

Internal Options

- Qualtrics or Survey Monkey
- Google Forms
- Excel
- Consult with IT department at institution to create specialized software
- Paper (No Software)



ALT: Person typing on the computer

CONSIDERING A CHANGE

Gather data

- Pros and cons of current tools
- Institutional resources and needs
- Feedback from university stakeholders
 - Learners
 - Preceptors
 - Other AT programs
 - Other departments/colleges within your institution

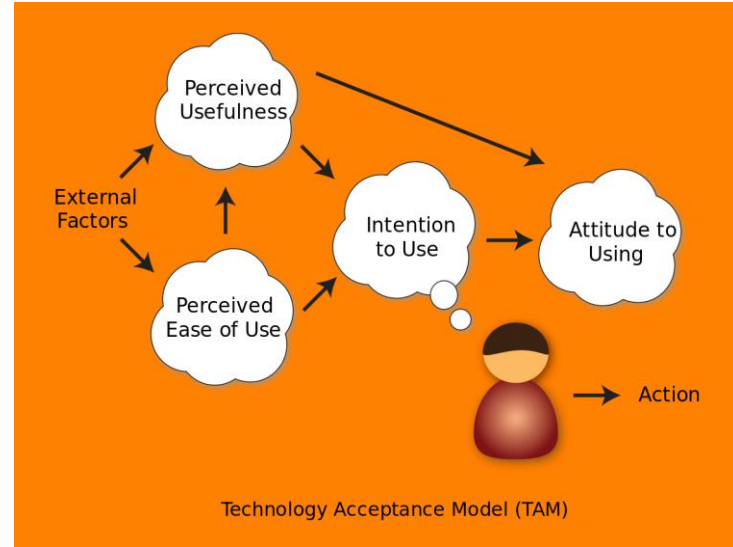


ALT: Stack on colorful folders

ENHANCING UTILIZATION

Technology Acceptance Model

- Perceived ease of use
- Perceived usefulness (short and long term)
- Subjective norms
- Attitudes towards use (buy in)
- Motivation - Intrinsic and Extrinsic

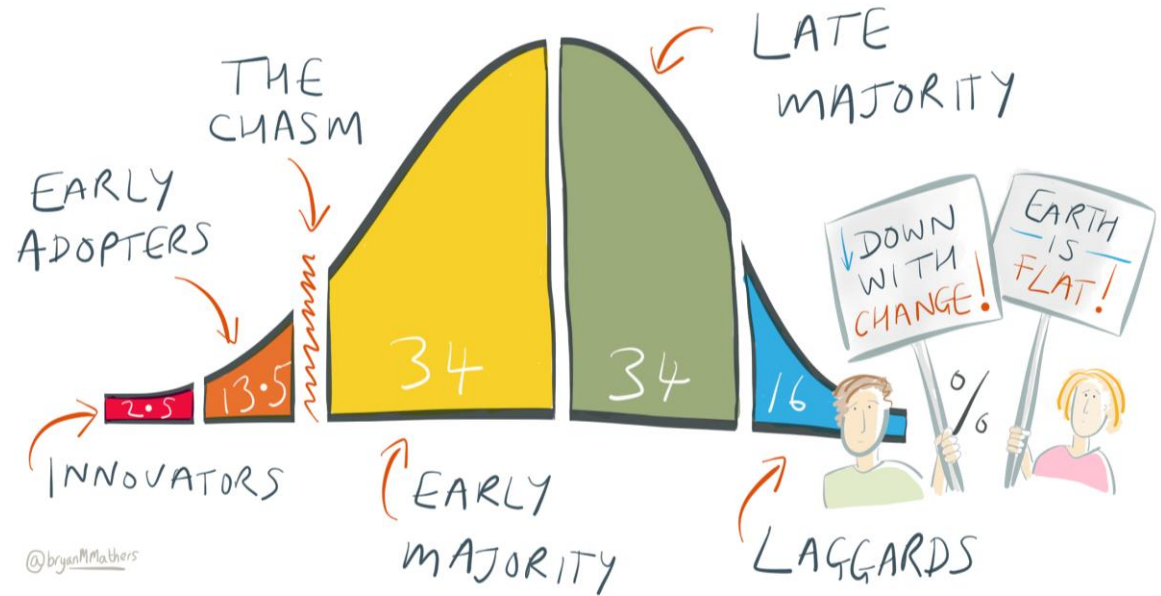


ALT: Diagram on Model

ENHANCING UTILIZATION

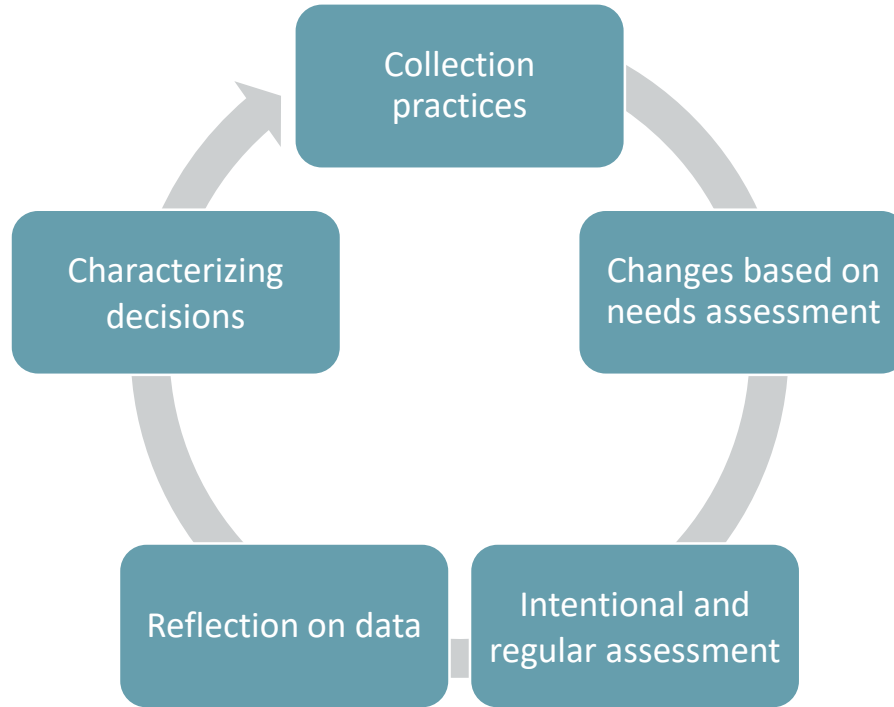
Diffusion of Innovation Theory

- Stages of Adoption
 - Awareness
 - Intent
 - Evaluation
 - Trial
 - Adoption

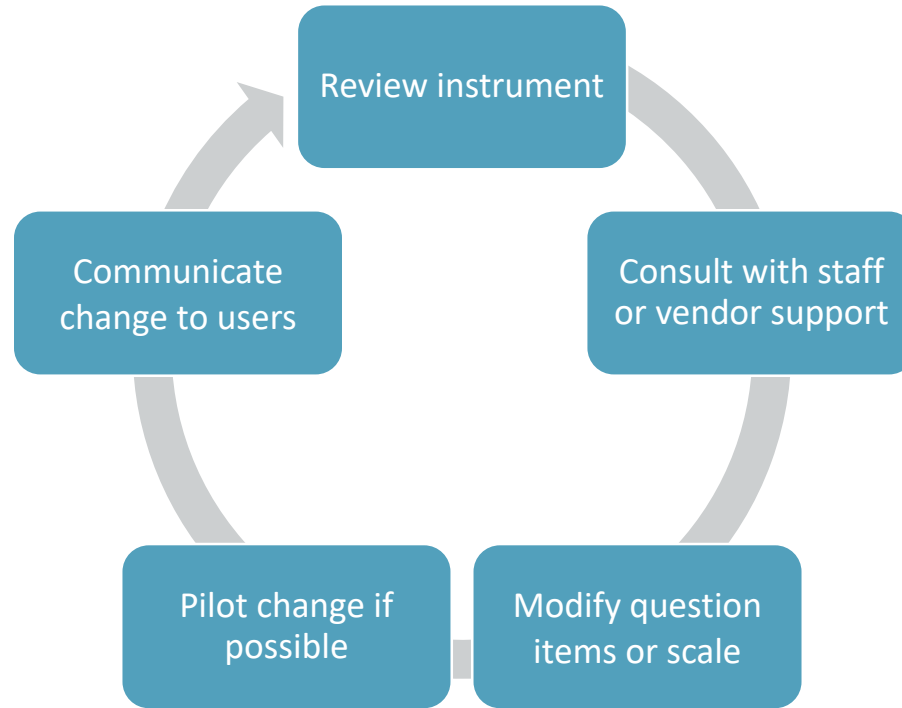


ALT: Chart on adoption

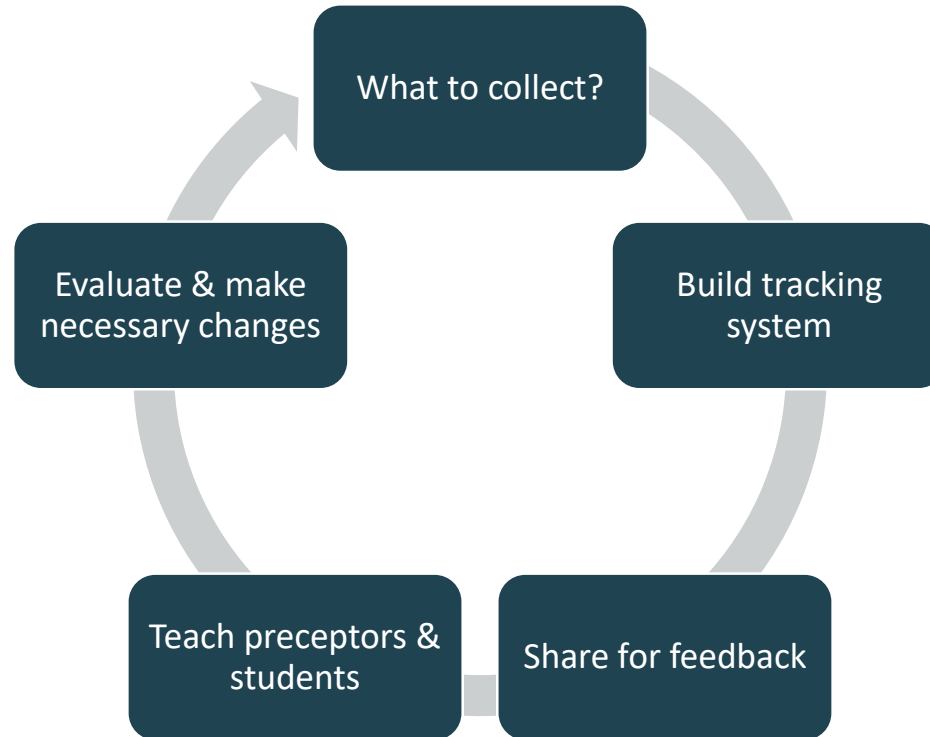
OPERATIONALIZE INTEGRATION PROCEDURES



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OPERATIONALIZE INTEGRATION PROCEDURES



TRANSITION PROCESS

Communicate the change

- Timeline for implementation
- Amount of time for each expected task
- Access to materials ahead of time to review changes



ALT: A wall covered with sticky notes.

DESIRED OUTCOMES

Consider and communicate the outcomes

- Data informed decision making and alignment with the program's framework
- Transparency understanding what they are doing and why
 - Students: patient encounters and professional growth
 - Preceptors: involvement in patient safety and quality of care
 - Administrators: volume in assessment and resource allocation

BENEFITS

- Evidence of compliance
- Automated reports & triggers
- Quality of clinical education
- Overall cost savings
 - Lower burden on faculty/staff
 - Align with best practices for data tracking



Thank You



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