

Commission on Accreditation of Athletic Training Education Update



2007 Update

Volume 6: Issue 1

This document provides the most current information and clarification of CAATE Standards, as well as policies and procedures. The information contained herein replaces any past interpretations or policy(ies)/procedure(s).

Information found in this issue...

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CAATE Facts and Information

- Currently, CAATE accredits **358 professional programs** in Athletic Training.
- **47%** of all CAATE-accredited programs (both bachelors and entry-level masters programs) have a **Program Director who holds a terminal academic degree**, and **81%** of all program directors of CAATE-accredited **entry-level masters degree programs have terminal degrees**.
NOTE: Program Director qualification is only mandated once per academic year; therefore, the information this information is based upon the last reports received from the CAATE-accredited institutions and may not be 100% factual, based upon the need for a self-report process at times that differ from the annual report period.
- In March 2007, CAATE welcomed its **first Public Member to the Commission. Ms Maria Doegler Anderson, MS**, a former Stanford swimmer who served on the Provost's staff at SUNY Stony Brook. Her current position is in the private sector where she is the Director of Business and Research Operations for Academics Analytics, LLC, a company in Stony Brook, NY that evaluates grants and scholarships.
- The CAATE has formed an **Executive Director Search Committee** to identify and secure an Executive Director for the CAATE. Dr. Douglas Gregory, the American Academy of Pediatrics representative to the CAATE, serves at that Committee's Chair.
- In July 2007, **three new members will be appointed to the CAATE Review Committee**. Candidates for these positions were solicited from the pool of qualified Site Visitors.
- In **January 2008, the first elections will be held** for two seats on the CAATE that will become available in July 2008. Only current and past members of the Review and Annual Report Committees are eligible. After this election, Site Visitors will be solicited for their interest in serving in the vacated positions on the Annual Report and/or Review Committees.
- The **Technology Committee has been formed** and has begun taking on some new tasks on behalf of the CAATE. Serving on this committee are Steve Cernohous, RT Floyd, Eric Fuchs, Chris Huot, and Eric Lippincott. Suggestions to improve the technology-related products and reports utilized by the CAATE should be made to the CAATE Office.
- The CAATE publicly thanks **Bob Moss, PhD, ATC** for his hard work and dedication as a member of the JRC-AT and CAATE. Dr. Moss joined the JRC-AT when he stepped in to fill the unexpired term of Carl Cramer, PhD, ATC; his term ends after the July 2007 meeting. Due to the new structure of CAATE, no replacement will be appointed.

Triangulation of Findings and Citation of Non-Compliances

When site visitors come onto a campus, their primary purpose is to validate the self-study and to ensure that the program is in compliance with all of the Standards. As part of this process, Site Visitors triangulate their findings which require them to validate information from more than one source. For example, if the program policy manual states that no student is permitted to work unsupervised in a clinical setting, and the clinical course syllabus for that clinical experience also states this, and students confirm that this is the policy that they are following, then the finding has been triangulated. HOWEVER, even if a program has a policy regarding supervision, and some students state that they are not aware of such a policy, and there is no documentation to that regard in the course syllabus, there is a non-compliance with the associated Standard. While students do not always recall all of the rules or regulations of an ATEP, to be certain that they have no reason to be unclear with their understanding, ATEPs are encouraged to ensure that such important policies or requirements are either delineated in a course syllabus OR are referenced back to the student policy manual, in the course syllabus, for clarification.

Clinical Education Essential in Preparation of Athletic Trainers

In recent years, there has been an increased emphasis on expanding the required content and rigor in the academic preparation of Athletic Training students. Many of these changes have been necessitated by the expanding scope of practice of the profession. **While expanding the entry-level knowledge base is important, it should never replace or deemphasize the importance of clinical education in the students' preparation.** Clinical education not only is an essential way to put the theory and skills learned in the classroom/lab into "real life" health care situations; it also is the only method by which the culture and professional values of the profession can be passed on and instilled in these future professionals. The quality of these clinical education experiences has a significant impact on the quality of the Athletic Training professional produced. This impact was deemed important enough by the CAATE that, **effective in academic year 2007-08, Athletic Training students will be required to obtain at least 75% of all clinical education experiences under the direct supervision of an ACI or CI who is an ATC®.** (NOTE: This is a change to CAATE Standard J6)

Graded Supervision and Supervised Autonomy

Direct Supervision describes the supervision required of Athletic Training students during clinical experiences. However, the requirement for the ACI/CI to be physically present and have the ability to intervene on behalf of the Athletic Training student is not synonymous with preventing students from making independent clinical decisions or requiring the clinical instructor to stand next to the student at all times. **The CAATE encourages clinical educators to consider using the method of graded supervision** which initially involves close monitoring, but **once a student demonstrates proficiency and has some experience with a particular skill, that student should be granted supervised autonomy** (i.e. permitted to initiate actions, perform initial evaluations, and develop and implement rehabilitation plans with the **clinical instructor in the same room/field where he/she can see and hear the student**, but not necessarily looking over the student's shoulder). This level of supervision positions students to learn maximally at all times while still allowing for timely feedback and prompt correction of improper behaviors/techniques. **Direct**

Graded Supervision and Supervised Autonomy (continued)

Supervision still encourages independent actions, positioning those students to develop “real world” critical thinking abilities, and does not infer that all student actions should be prompted or directed. You can learn more about this topic by attending **Session #18 – Supervision in Clinical Education** at the NATA Annual Symposium on **Friday from 1-3:00 PM**. **Reminder:** In addition to being an accreditation requirement, most state practice acts and institutional/ individual liability insurance do not support unsupervised practice/action by uncredentialed individuals (AT Students).

4th Edition Competency Matrix and Learning Over Time

In the 4th edition of the NATA Athletic Training Educational Competencies, the Competencies (cognitive and psychomotor) and Clinical Proficiencies are different than in the past. The Competencies are defined and involve discreet (i.e. individual) knowledge and skills that must be taught and evaluated. The Clinical Proficiencies are comprehensive Athletic Training skills/functions that require correct knowledge, skill, and involve clinical decision making. ALL cognitive and psychomotor Competencies are required to be taught and evaluated in a course and/or lab (programs may teach and/or evaluate a competency in more than one course/lab). **While still required to be documented** (i.e. how, where, and when they are evaluated), **the format of the evaluations of the competencies, is left to the discretion of the program**. As stated in the September 2005 JRC-AT Update, **formal documentation of these evaluations may be done in many different ways** including, but not limited to, student files, student portfolios, course syllabi, clinical experience evaluations, evaluation logs, and checklists.

The matrix is used to designate in which course(s) and/or lab(s) each competency is taught AND evaluated. While both are listed in the matrix, you will note that only the competencies require you to list the course in which the information is taught and then evaluated, whereas, the Clinical Proficiencies require you to list only the course in which the comprehensive skills/abilities are evaluated.

The premise underlying the Clinical Proficiencies is that the base knowledge and discreet/individual skill have been taught and measured in didactic courses and/or laboratory experiences. **After this knowledge(s) and skill(s) has/have been practiced on both simulated and actual patients, the student’s competence in the Clinical Proficiency, (i.e. the comprehensive evaluation of knowledge, skill, and clinical decision making), is measured for Learning Over Time by a qualified ACL.** The comprehensive Clinical Proficiency must be assessed in total (i.e. cognitive, psychomotor, and clinical decision making) and attributed to a specific course or courses. Only the course(s) in which the Clinical Proficiency is evaluated as a comprehensive skill/ability must be recorded in the matrix. As such, the instruction of the individual components of a Clinical Proficiency will have occurred previously in class(es) and/or lab(s), and therefore, those columns on the matrix are blocked (via XXXX) which indicates that no information is required in those boxes. **NOTE: The new structure of the 4th edition Clinical Proficiencies negates the need for an interpretation of “sufficient length of time to allow for practice and internationalization of the information/skill” as was used with the 3rd edition. Now, a program may document Learning Over Time when a student is able to perform a proficiency as a singular comprehensive unit of knowledge, skills, and critical thinking.**

Submitting Questions - NATA Educational Competencies & Matrix

All questions regarding the NATA Educational Competencies and/or the associated matrix should be submitted to the NATA-Education Council Office (nata-ec.byu.edu). The NATA Entry-Level Committee and the CAATE will work together to develop the response that is acceptable to both groups. Once a final response is generated, usually within a 30 day period, the NATA Education Council Office will send official notification to the program/individual submitting the question. Questions regarding the CAATE Standards and accreditation should continue to be sent to the CAATE Office for review and comment during the monthly conference call or bi-annual meetings.

Major in Athletic Training

While this is no longer a new topic in Athletic Training Education, there still exists much confusion regarding how an “academic major” is/will be determined by the CAATE. In accordance with CAATE Standards I1.1, I1.2, and I1.3, there are three basic characteristics of programs that have majors in Athletic Training: must be consistent with other majors offered at the institution and not just within the Department/academic unit, identified as a major in academic publications, and indicated as a major on the official transcript.

While your institution may believe that you already meet these criteria, we suggest that you follow these simple steps to verify the information in the same manner that the CAATE will do.

- 1) Go to your University Catalog and your University’s webpage. Through the search engine, search for the term “majors” or “academic majors”. The list that appears will have main headings, and in many instances, main headings with sublistings. Athletic Training, with no qualifiers or other attachments/majors, must be listed in the main heading/listing of majors. It may not be listed as a sub-major or specialization under any other major; for example, IF Physical Education is the main heading, and Athletic Training is listed under that main heading/major, it is not a major by CAATE standards. The same verification procedure may be used with the University catalog. **Athletic Training, with no qualifiers, was the allied health profession recognized by the American Medical Association in the early 1990s, like Physician Assistant or Speech Pathology, and just like this recognition, there is no need for qualification of the academic major that prepares Athletic Trainers.**
- 2) Next, examine the transcript presented to your students upon completion of your academic program. If under the name of the degree awarded, there is any other information/names listed other than Athletic Training, it is not a major.
- 3) Finally, just because there are other dual-tagged academic majors in your Department, the CAATE Standards require the CAATE to examine all academic majors offered by the University. If there is just one academic major that is a “stand alone” (no qualifiers in the title of the major), then there is a precedence already established at that institution that allows for Athletic Training also to be a “stand alone” major with no qualifiers in the title.

Degree in Athletic Training

The CAATE, in agreement with the National Athletic Trainers Association (NATA), supports the NATA's Degree Task Force recommendation that by 2014-2015 academic year, individuals entering the profession must have a degree in athletic training. This means that, by 2014-2015, individuals completing entry-level programs in athletic training must be awarded a degree in athletic training. In regard to the type of degree to be required, as long as the degree is in Athletic Training and titled as such, each institution may determine the type of degree awarded (e.g. Bachelor of Athletic Training, Bachelor of Science in AT); however, the degree title may not be dually-tagged with any other major unless this dual-tagged degree option is consistent with institutional policy/procedure and with all other major degrees at the institution. Again, if there is precedence for single-titled degrees at the institution, then Athletic Training also must be a single-titled degree. In regard to the requirements for entry-level masters degrees in AT, the CAATE will be conducting a brief study of current entry-level masters degree programs to determine if there is already a trend that can be used as a model for these type of degree programs in the future; this type of trend was found not to be possible with traditional undergraduate degree programs in Athletic Training, as there currently exists too much diversity of units in which AT programs are housed.

AMA Health Professions Survey recognizes Athletic Training

The 2007 version of the Annual Survey of Health Professions Education Programs was emailed to Athletic Training Education Program Directors, by the American Medical Association (AMA), in late April. This survey is designed to collect data for the 2006-2007 academic year from Athletic Training Education Programs to be used in the development of the AMA's Health Professions Career and Education Directory. If you ignored or did not receive the survey, it is available at: <http://enews.ama-assn.org/UM/T.asp?A40.576.4271.3.447654>. The CAATE encourages you to participate in this important recognition tool of the profession.

NOTE: Respondents to this year's survey will be entered in monthly drawings to win a complimentary copy of The Art of JAMA (list price \$70), with full-color reproductions of a wide range of artwork from the world's finest museums: <http://enews.ama-assn.org/UM/T.asp?A40.576.4271.4.447654>

Student Professional Membership in NATA Encouraged

The 2007 NATA Student Membership Campaign, which was designed to be beneficial to both students and educators, was a great success. Program Directors submitted prize claim forms listing their student members who joined between August 15, 2006 and April 30, 2007. Four prize levels -- with gift cards, annual meeting registrations and money to schools' Athletic Training student clubs were used to award as prizes to those who participated. The 2008 campaign will be conducted again, this coming academic year, with the same rules, prizes, and deadlines. New student members who join NATA between August 15, 2007 and April 30, 2008 may be counted as part of the 2008 Student Membership Campaign.

BOC Passing Rates and Program Outcomes

The BOC examination outcomes are just one aspect of a Program's Outcomes and review of the effectiveness of an educational program. This is, therefore, considered as just one point of review that bears equal weight, at least initially, with the other outcomes gathered by a program. A program should review and use this information to help improve the educational quality of the program being delivered. However, if there is not a consistent pattern in the areas that a program's students have failed, then this also may be indicative of individual "student" problems, rather than a reflection of the entire program. One set of exam scores does not tell the entire story of a program's effectiveness.

BOC Passing Rates and Program Outcomes (continued)

A program should, after receiving negative scores, review the results to determine if there is a trend to what students missed (and make the necessary changes in the ATEP) OR determine that there is no trend, and the results are based upon individual student issues. However, if there is a trend of failures, over several exam cycles, and the program makes no efforts to use that information to update or improve the content of the ATEP or the delivery of the information, this will impact other aspects of the ATEP and will most likely lead to more negative accreditation actions in the future. At the present time, the CAATE does not publish BOC passing rates; however, ATEPs may publish their results as they see appropriate.

Sabbatical and Temporary Leave by the Program Director

Sabbatical/temporary leave means that the person no longer has (B1.25) "recognizable institutional responsibility or oversight for the day-to-day operation, coordination, supervision, and evaluation of all components of the ATEP" during the time of sabbatical. Therefore, must be reported and replacement identified.

Annual Program Accreditation Fees billed in July

All programs should receive, beginning in July 2007, one invoice for the **annual accreditation fee of \$1050 and \$50 service fee which will be due in September**. In past years, programs received two separate invoices, one from CAAHEP and one from the JRC-AT. This year, under the new structure of Athletic Training accreditation, programs will receive just one comprehensive invoice. Programs are encouraged to pay this invoice promptly (within 60 days of the billing date) to take advantage of a discount of the \$50 service fee. Late payments will be subject to increased penalty and fees. To be sure that invoices are received promptly, please check the *Accredited Program* link on the CAATE website (www.caate.net) to be certain that the CAATE Executive Office has your program's correct contact information.

Movement Toward AT Programs Housed in Allied Health Schools

As part of the NATA Education Task Force's recommendations, it was recommended that Athletic Training education programs should be housed in schools of allied health, but the majority of programs, according to a recent article by Dr. David Perrin, ATC in *Quest*, the official publication of the American Academy of Kinesiology and Physical Education, most programs still remain in schools of kinesiology/physical education or education. Perrin, a highly revered Certified Athletic Trainer and NATA Hall of Fame Member, is the former Dean of the School of Health & Human Performance at the University of North Carolina – Greensboro and now the University's Provost. In his article in *Quest* 2007, 59,111-129; Perrin provides program directors and university administrators with helpful insight into the rationale behind this recommendation, as well as providing an overview of the challenges that both administrators and faculty in these schools face in offering and retaining accredited Athletic Training education programs.

REMINDER: All correspondence and mailings should be sent to the new CAATE office.

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