

CAATE Update

College Athletic Trainers Society

May 2007



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Chair



2006 – Year of Transition

- Separated formally and amicably from CAAHEP
- Implemented new Site Visitor Procedures and Training
- Changed name of corporation to CAATE
- Implementation of CAATE Standards
- Final comprehensive (Spring '06 site visits) accreditation actions using CAAHEP Standards

CAATE Mission

- The mission of the CAATE is to provide **comprehensive accreditation services** to institutions that offer Athletic Training degree programs and verify that all CAATE-accredited programs meet the acceptable educational standards for professional (entry-level) athletic training education.

Collaborators in AT Student Education

- **NATA**
 - 4th Edition of the NATA Competencies
 - Content and skills that be taught and evaluated in entry-level programs
- **CAATE**
 - National standards of required components and processes for programs offering entry-level AT Education (leading to BOC certification)
- **BOC**
 - Determines ability to practice as an entry-level AT
 - Accepts only CAATE-accredited program candidates



- **357 CAATE-accredited programs**
- **7 institutions seeking initial Accreditation**
- **7 Programs seeking voluntary withdrawal of accreditation; 2 of these close in 2007**
(updated 5-15-07)
- **47% of all CAATE-accredited programs have a Program Director with a terminal academic degree**
 - 81% of all program directors of CAATE-accredited entry-level masters degree programs have terminal degrees

Sponsoring Organizations

- **NATA**
 - National Athletic Trainers Association
- **AAFP**
 - American Academy of Family Physicians
- **AAP**
 - American Academy of Pediatrics
- **AOSSM**
 - American Orthopaedic Society for Sports Medicine

Affiliations and Liaisons

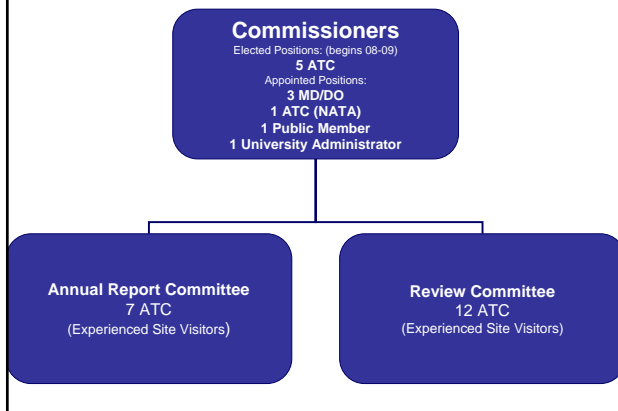
- **BOC**
 - Board of Certification
- **ASPA** – application for membership
 - Association of Specialized Professional Accreditors
- **CHEA** – application for recognition – 1.5 years
 - Council for Higher Education Accreditation
- **ASAHP**
 - Association of Schools of Allied Health Professions

CAATE Structure and Function

CAATE Commission

- A. **Annual Report Committee**
- B. **Review Committee**
- C. **Standing Committees**
 - Site Visitor Committee
 - Ethics Committee
 - Finance Committee

CAATE Accreditation Structure



Accreditation Recommendations

- **CAATE Annual Report Committee**
 - Makes accreditation recommendations based upon Annual Reports, Annual Report Audits, and Annual Report Progress Reports
- **CAATE Review Committee**
 - Make accreditation recommendations based upon Site Visit Reports, Rejoinders, and Progress Reports

Accreditation Actions

- **CAATE takes accreditation action based upon the recommendations and evidence**
 - Review Committee
 - Annual Report Committee
- **Accreditation reviews and recommendations are blinded to the Commissioners**
 - Outcomes based solely on evidence provided

- **Clinical Education is one of THE most important and influential component in students' education.**

-this makes you, the clinical instructor/ACI, one of THE most influential factors in the future of the students, and ultimately, the profession of Athletic Training.

Role – Clinical Educator (CI/ACI)

- **Teach**
- **Supervise**
- **Communicate/Socialize**
- **Evaluate**
- **Refine and Prepare**

Teach

Athletic Training Educational Competencies

- **Purposeful Teaching** - Planned
- **Emergent Teaching** – “Real World”
 - Using Problem Solving v. Commands/Directives
- **Caveat:** *Students must be formally instructed and evaluated on a skill before employing it with a real patient.*

Supervise

- Must be physically present, **at all times**, and have the ability to intervene on behalf of the student
 - Within auditory and visual distance to correct behaviors or prompt correct action
 - Same field/facility at the same time
 - Students must **not** be left unattended
- NOTE:** *Cannot ask another institution’s ATC to supervise your student(s) unless formal affiliation agreement exists between institutions.*

Supervise

Concern: *This level of supervision limits student ability to “think on their feet”.*

• Multiple Ways to Supervise

- Initially – monitor closely
- With more experience and demonstrated proficiency
 - Allow for initiation of action
 - Initial evaluations
 - Develop and implement plans of rehabilitation

Lack of supervision does NOT equate with increased critical thinking abilities.

Supervise

- **What this means.....**
 - Students in a position to learn maximally at all times
 - Timely feedback from CI/ACI
 - Correct behaviors promptly
- **What this does NOT mean.....**
 - No independent actions
 - Must prompt student for all actions
 - Unable to develop critical thinking abilities
 - Not prepared for the “real world”

Supervise

- **Failure to supervise in accordance with CAATE Standards**
 - Students placed in unsafe situations
 - Athletes/patient placed at potential risk
 - Most University/affiliated site liability insurances will not cover mishaps
 - Violation of accreditation Standards – impacts accreditation status
 - Violation of supervising and affiliation agreements
 - **May be in violation of state practice act**

Communication/Socialization

- **Regular and planned – improves quality of learning and understanding**
 - Evaluation of skills/abilities
 - Timely and appropriate feedback
 - Prevents the practice and reinforcement of unsafe or ineffective skills – why supervision important
- **Informally as often as possible**
 - Builds confidence
 - Socializes student into the Profession
 - Reinforces learning

Evaluate

- **Required Regular and Planned**
 - Mid-experience Self-Evaluation
 - End-experience Final Evaluation
 - Should be signed and dated
- **When to Evaluate Informally**
 - End of Day
 - Following an Experience or Observation
 - When required - Thoughtful and Broadening –
 - More than Yes/No; asking student to solve the problem
 - When asked by student

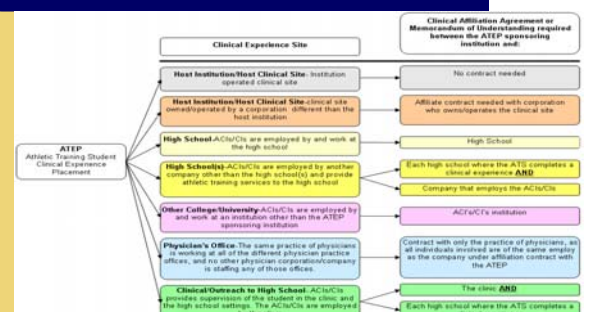
Refine and Prepare

- **Share** your expertise and insight
- **Demand** excellence
- **Encourage** open dialogue and acceptance of all (both positive and negative) feedback
- **Learn** from your students as they learn from you
- **Push** students to be proactive in their learning and AT clinical responsibilities

Requirements for the Clinical Site

- **Safety, safety, safety, and health and safety.....**

Affiliation Agreements Required



Requirements for the Clinical Site

- **Therapeutic Modalities & Electrical Equipment**
 - **Annual electrical safety inspections** by qualified technician
 - **Annual calibration** of therapeutic modalities
 - **GFI**s where water present

Requirements for the Clinical Site

- **OSHA Compliance**
 - BBP barriers
 - Proper sanitary precautions
 - **Hand washing/sanitation**
 - Appropriate biohazard disposal equipment
 - Appropriate biohazard procedures

Requirements for the Clinical Site

- **Emergency Action Plan**
- **Effective Learning Environment**
 - Separate facility or AT facility closed during class
- **Qualifications of CI/ACIs**
 - Current state and BOC certifications
 - BOC certified for minimum of 1 year
 - Must supervise at all times



- CAATE Website is updated on a regular basis and should be used to find all appropriate reference materials needed for accreditation purposes.

www.caate.net

- **Accredited Program search engine** –
 - Able to search by type (bachelors/entry-level masters)



- **Major vs. Degree**
 - **Athletic Training must be listed as an academic major** verifiable on the institution's website and in all university/college publications
 - May be no "qualifiers" with the academic major name unless this is standard across ALL other academic majors at the institution
 - Example: If there is just one other major on the campus with a singular title (e.g. Nursing), then there is precedence for the AT major to be listed in a consistent manner.
 - Need for this?? Check out recent Parade Magazine article that incorrectly delineated AT educational requirements.



- **Major vs. Degree**
 - **Programs that do not have a major**, as defined by the Standards, will be cited as non-compliant and placed on probation until compliance is documented.
 - *Programs currently transitioning to an academic major must be able to provide documentation to the CAATE demonstrating progress toward a major as stated in the Standards to avoid a change in accreditation status (i.e. probation).*



- **Athletic Training Degree (2014-2015)**

- Degree **must include the title of Athletic Training**; however, each institution may determine the type of degree awarded (e.g. Bachelor of Athletic Training, Bachelor of Science in Athletic Training); investigating entry-level masters designation.

- Athletic Training **degree may not be dually-tagged** with any other professional academic program unless this dual-tagged degree option is consistent with institutional policy/procedure **and** with all other allied health disciplines at the institution (e.g. Nursing, Physical Therapy)



- **Clinical Experience Oversight**

- **Standard J5 - Clinical Education**

(Change effective Fall 2007)

- **75% percent of the student's clinical experiences must occur under the direct supervision of an ACI or CI who is an ATC®.**

- Based upon former wording, it would have been possible for a student to have the majority of his/her clinical education under the direct supervision of a non-ATC; not consistent with goals and mission of the Profession or of the CAATE.

Thank You!!

**Commission on Accreditation of
Athletic Training Education**

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