

## Summary of Proposed Revisions

The 2020 Professional Standards went into effect in July 2020 after being approved and released in 2018. The best practice among specialized program accreditors is to subject accreditation standards to a thorough review and revision every five years. At the Professional Accreditation Council’s first October meeting (6 October 2023), the CAATE Professional Standards Committee presented a plan to gather both internal and external comments that would form the basis for review and revision.

The Board of Commissioners, Professional Accreditation Council and Professional Standards Committee have reviewed the revised 2020 Professional Standards and are making the potential revisions available for public comment. After public comment is completed, the Professional Standards Committee will review any comments and make appropriate recommendations for the Professional Accreditation Council review and, ultimately, for the Board of Commissioners’ review, comment, and approval.

### Recommendations for Revision of the Standards

The following standards have been recommended for revision by the Standards Committee. Each standard is listed below in its original version, followed by the revised version. Specific changes in the revised version are highlighted in yellow for additions and strikethrough for deletions. A brief explanation for the revisions is included for each standard.

#### Standards 9/10

<b>Standard 9</b>	<b>All courses used to fulfill <b>athletic training clinical experience</b> requirements and to meet the curricular content standards (Standards 56 through 94) are delivered at the graduate level.</b>
<i>Annotation</i>	<i>Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.</i>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Describe the institutional requirements for graduate-level courses. If the program is a hybrid structure (for example, a 3+2 accelerated baccalaureate program), provide a narrative that explains how the program officially enrolls students into the <b>professional program</b> and at what point graduate-level coursework, as identified by the institution, begins.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>Institutional policy verifying how the institution identifies graduate-level coursework</li> <li>Curriculum course sequence</li> </ul>

<b>Standard 10</b>	Students fulfill all <b>athletic training clinical experience</b> requirements and curricular content standards (Standards 56 through 94) within the <b>professional program</b> .
<i>Annotation</i>	Fulfillment of <i>athletic training clinical experience requirements</i> and curricular content standards prior to enrollment in the <i>professional program</i> is not sufficient to meet this standard. <i>Athletic training clinical experiences</i> must occur during the <i>professional program</i> .
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Describe the process by which the program officially enrolls students into the <b>professional program</b> and at what point integration of professional content and athletic training clinical experiences commences.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Curriculum course sequence</li> </ul>

Standards 9 and 10 both focus on ensuring that courses associated with athletic training clinical experiences are delivered at the graduate level and are included as part of the professional program. These similarities in focus allowed the standards to be combined.

<b>Standard 9/10</b>	Students fulfill all <b>athletic training clinical experience</b> and curricular content standard requirements through courses delivered at the graduate level as part of the <b>professional program</b>
<i>Annotation</i>	Fulfillment of <i>athletic training clinical experience requirements</i> and curricular content standards prior to enrollment in the <i>professional program</i> is not sufficient to meet this standard. <i>Athletic training clinical experiences</i> must occur during the <i>professional program</i> . Graduate-level courses award graduate credit. The determination of whether a course is graduate level is made by the institution.
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Describe the institutional requirements for graduate-level courses.</li> <li>Describe the process by which the program officially enrolls students into the <b>professional program</b> and at what point integration of professional content and <b>athletic training clinical experiences</b> commences.</li> <li>If the program is a hybrid structure (for example, a 3+2 accelerated baccalaureate program), provide a narrative that explains how the program officially enrolls students into the <b>professional program</b> and at what point graduate-level coursework, as identified by the institution, begins.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Institutional policy verifying how the institution identifies graduate-level</li> </ul>

	coursework
	<ul style="list-style-type: none"><li>• Curriculum course sequence</li></ul>

Standard 16	The <b>clinical education</b> component includes at least one athletic training <b>immersive clinical experience</b> .
Annotation	<i>An athletic training <b>immersive clinical experience</b> is a practice-intensive experience that allows the student to experience the totality of care provided by <b>athletic trainers</b>. Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).</i>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe the program’s athletic training <b>immersive clinical experience</b> requirements, including how the program ensures that students participate in the full-time, day-to-day role of the athletic trainer.</li> <li>• Describe when the athletic training <b>immersive clinical experience</b> occurs in the curricular course sequence and how the program determines the placement of the athletic training <b>immersive clinical experience</b>.</li> <li>• If a program includes educational activities outside of the <b>immersive experience</b>, describe how these activities do not detract from the nature of the <b>immersive clinical experience</b>.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

Standard 16 was revised to update the name of “immersive clinical experiences” to “immersive athletic training clinical experiences”.

<b>Standard 16</b>	<b>The clinical education component includes at least one <del>athletic training</del> immersive <del>athletic training</del> clinical experience.</b>
Annotation	An <del>athletic training</del> <i>immersive athletic training clinical experience</i> is a practice-intensive experience that allows the student to experience the totality of care provided by <i>athletic trainers</i> . Students must participate in the day-to-day and week-to-week role of an athletic trainer for a period of time identified by the program (but minimally one continuous four-week period).
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Describe the program’s <del>athletic training</del> <i>immersive athletic training clinical experience</i> requirements, including how the program ensures that students participate in the full-time, day-to-day role of the athletic trainer.</li> <li>Describe when the <del>athletic training</del> <i>immersive athletic training clinical experience</i> occurs in the curricular course sequence and how the program determines the placement of the <del>athletic training</del> <i>immersive athletic training clinical experience</i>.</li> <li>If a program includes educational activities outside of the <i>immersive athletic training clinical experience</i>, describe how these activities do not detract from the nature of the <i>immersive athletic training clinical experience</i>.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

Standard 17	<p>A program’s <b>clinical education</b> component includes clinical practice opportunities with varied client/patient populations. Populations must include clients/patients</p> <ul style="list-style-type: none"> <li>• throughout the lifespan (for example, pediatric, adult, elderly),</li> <li>• of different sexes,</li> <li>• with different <b>socioeconomic statuses</b>,</li> <li>• of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),</li> <li>• who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).</li> </ul>
Annotation	<p><i>These clinical practice opportunities should occur in <b>athletic training clinical experiences</b> with real clients/patients in settings where <b>athletic trainers</b> commonly practice. When this is not possible, the program may use <b>simulation</b> to meet portions of this standard. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. Students must have adequate real client/patient interactions (<b>athletic training clinical experiences</b>) to prepare them for contemporary clinical practice with a variety of patient populations.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe how the program’s <b>clinical education</b> component is designed to include clinical practice opportunities with varied client/patient populations, and how the program ensures that each student obtains these experiences.</li> <li>• Describe how the program determines that students have adequate real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations.</li> <li>• If applicable, describe how and why the program utilizes <b>simulation</b> or other patient-based education opportunities to meet portions of this standard.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Individual Student Clinical Assignment Table</li> </ul>

Standard 17 was revised to include supplemental clinical experiences in the annotation. The standard refers to clinical education, which includes supplemental clinical experiences, however the original version did not explicitly identify supplemental clinical experiences as being able to be used when athletic training clinical experiences were not available. This editorial change provides improved clarity for programs.

<b>Standard 17</b>	<p>A program’s <b>clinical education</b> component includes clinical practice opportunities with varied client/patient populations. Populations must include clients/patients</p> <ul style="list-style-type: none"> <li>• throughout the lifespan (for example, pediatric, adult, elderly),</li> <li>• of different sexes,</li> <li>• with different <b>socioeconomic statuses</b>,</li> <li>• of varying levels of activity and athletic ability (for example, competitive and recreational, individual and team activities, high- and low-intensity activities),</li> <li>• who participate in non-sport activities (for example, participants in military, industrial, occupational, leisure activities, performing arts).</li> </ul>
<i>Annotation</i>	<p><i>Students must have real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations. These clinical practice opportunities should occur in athletic training clinical experiences with real clients/patients in settings where athletic trainers commonly practice. When this is not possible, the program may use supplemental clinical experiences and/or simulation to meet portions of this standard.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe how the program’s <b>clinical education</b> component is designed to include clinical practice opportunities with varied client/patient populations, and how the program ensures that each student obtains these experiences.</li> <li>• Describe how the program determines that students have adequate real client/patient interactions to prepare them for contemporary clinical practice with a variety of patient populations.</li> <li>• If applicable, describe how and why the program utilizes <b>simulation</b> or other patient-based education opportunities to meet portions of this standard.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Individual Student Clinical Assignment Table</li> </ul>

<b>Standard 18</b>	<b>Students gain experience with patients with a variety of health conditions commonly seen in athletic training practice.</b>
<i>Annotation</i>	<p><i>Athletic trainers routinely practice in the areas of prevention and wellness, urgent and emergent care, primary care, orthopedics, rehabilitation, behavioral health, pediatrics, and performance enhancement. Within these areas of athletic training practice, <b>the athletic training clinical experience</b> provides students with opportunities to engage with patients with emergent, behavioral (mental health), musculoskeletal, neurological, endocrine, dermatological, cardiovascular, respiratory, gastrointestinal, genitourinary, otolaryngological, ophthalmological, dental, and environmental conditions. When specific opportunities are not possible, programs may use <b>simulation</b> to meet portions of this standard. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. Students must have adequate patient/client interactions (<b>athletic training clinical experiences</b>) to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe how the program ensures that every student gains experience with patients/clients with a variety of health conditions.</li> <li>• If applicable, describe how, why, and in what instances the program utilizes <b>simulation</b> to meet portions of this standard.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Data on how the program tracks patient encounters for this standard</li> </ul>



Edits to standard 18 include re-organizing the language of the standard to mirror standard 17. The list of systems included in the original annotation was moved to an alphabetical bullet list within the standard. The annotation was updated to include supplemental clinical experiences. This is a substantive change from the original standard, which did not reference clinical education and therefore did not explicitly include supplemental clinical experiences as an option to meet this standard.

<b>Standard 18</b>	<p>A program's <b>clinical education</b> component includes clinical practice opportunities with patients with a variety of health conditions commonly seen in athletic training practice. This includes patients with:</p> <ul style="list-style-type: none"> <li>• <i>behavioral (mental health) conditions,</i></li> <li>• <i>cardiovascular conditions,</i></li> <li>• <i>dental conditions,</i></li> <li>• <i>dermatological conditions,</i></li> <li>• <i>emergent conditions,</i></li> <li>• <i>endocrine conditions,</i></li> <li>• <i>environmental conditions</i></li> <li>• <i>gastrointestinal conditions,</i></li> <li>• <i>genitourinary conditions,</i></li> <li>• <i>musculoskeletal conditions,</i></li> <li>• <i>neurological conditions,</i></li> <li>• <i>ophthalmological conditions,</i></li> <li>• <i>otolaryngological conditions,</i></li> <li>• <i>respiratory conditions</i></li> </ul>
Annotation	<p>Students must have real client/patient interactions to prepare them for contemporary clinical practice with patients with a variety of health conditions commonly seen in athletic training practice. These clinical practice opportunities should occur in <b>athletic training clinical experiences</b> with real clients/patients in settings where <b>athletic trainers</b> commonly practice. When specific opportunities are not possible, programs may use <b>supplemental clinical experiences</b> and or <b>simulation</b> to meet portions of this standard.</p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe how the program ensures that every student gains experience with patients/clients with a variety of health conditions.</li> <li>• If applicable, describe how and why the program utilizes <b>simulation</b> or other patient-based education opportunities to meet portions of this standard</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Data on how the program tracks patient encounters for this standard</li> </ul>

<b>Standard 31</b>	<b>Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.</b>
<i>Annotation</i>	<i>Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.</i>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Describe how the program ensures that all athletic training clinical experiences (direct patient/client care) are supervised by a preceptor who is an athletic trainer or a physician.</li> <li>Ensure that the preceptor profiles in the directory are current.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>N/A</li> </ul>

Standard 31 is redundant with the proposed glossary definition of athletic training clinical experiences:

**“Athletic training clinical experience:** Patient-based learning opportunities supervised by a preceptor who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students’ abilities to meet the curricular content standards.”

Strike to eliminate redundancy

<del><b>Standard 31</b></del>	<del><b>Athletic training clinical experiences are supervised by a preceptor who is an athletic trainer or a physician.</b></del>
<del><i>Annotation</i></del>	<del><i>Note that supplemental clinical experience opportunities involve other health care providers as preceptors, but these opportunities would not fulfill clinical experience requirements as defined in Standards 56 through 94.</i></del>
	<del><u>How to Address This Standard</u></del> <ul style="list-style-type: none"> <li><del>Describe how the program ensures that all athletic training clinical experiences (direct patient/client care) are supervised by a preceptor who is an athletic trainer or a physician.</del></li> <li><del>Ensure that the preceptor profiles in the directory are current.</del></li> </ul>
	<del><u>Uploads</u></del> <ul style="list-style-type: none"> <li><del>N/A</del></li> </ul>

Standard 39	<p>The coordinator of clinical education is a <b>core faculty</b> member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The coordinator of clinical education’s experience and qualifications include the following:</p> <ul style="list-style-type: none"> <li>• <b>Contemporary expertise</b> in athletic training</li> <li>• Certification and good standing with the Board of Certification</li> <li>• NPI number with appropriate health care field designation</li> <li>• Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)</li> <li>• Previous clinical practice in athletic training</li> <li>• Scholarship</li> </ul>
Annotation	<p><i>The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe the qualifications of coordinator of clinical education, including previous clinical practice in athletic training.</li> <li>• Describe how the coordinator of clinical education fulfills the definition of <b>contemporary expertise</b> in the field of athletic training.</li> <li>• Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the coordinator of clinical education</li> <li>• Describe the coordinator of clinical education’s scholarship</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• The curriculum vitae of the coordinator of clinical education</li> <li>• Verification of the faculty status of the coordinator of clinical education</li> <li>• Verification that the rights, privileges, and responsibilities of the coordinator of clinical education are consistent with similar positions at the institution</li> <li>• Contemporary Expertise Table</li> </ul>

Standard 39 was revised to rename the position of “coordinator of clinical education” to “director of clinical education”. Programs continue to maintain autonomy to determine the official title of this position at their institution.

<p><b>Standard 39</b></p>	<p>The <b>director</b> of clinical education is a <b>core faculty</b> member whose primary appointment is to the athletic training program and who has responsibility to direct clinical education. The <b>director</b> of clinical education’s experience and qualifications include the following:</p> <ul style="list-style-type: none"> <li>• <b>Contemporary expertise</b> in athletic training</li> <li>• <b>Certification and good standing with the Board of Certification</b></li> <li>• <b>NPI number with appropriate health care field designation</b></li> <li>• <b>Possession of a current state athletic training credential and good standing with the state regulatory agency in the state in which the program is housed (in states with regulation)</b></li> <li>• <b>Previous clinical practice in athletic training</b></li> <li>• <b>Scholarship</b></li> </ul>
<p><i>Annotation</i></p>	<p><i>The title of this individual is determined by the institution, and the position should be consistent with the responsibilities of others at the institution who have similar roles. This individual is not the same person as the program director.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe the qualifications of <b>director</b> of clinical education, including previous clinical practice in athletic training.</li> <li>• Describe how the <b>director</b> of clinical education fulfills the definition of <b>contemporary expertise</b> in the field of athletic training.</li> <li>• Ensure directory information is updated to verify current BOC certification, state athletic training license (as applicable), and NPI number with appropriate health care field designation for the <b>director</b> of clinical education</li> <li>• Describe the <b>director</b> of clinical education’s scholarship</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• The curriculum vitae of the <b>director</b> of clinical education</li> <li>• Verification of the faculty status of the <b>director</b> of clinical education</li> <li>• Verification that the rights, privileges, and responsibilities of the <b>director</b> of clinical education are consistent with similar positions at the institution</li> <li>• Contemporary Expertise Table</li> </ul>

Standard 40	<p>The coordinator of clinical education is responsible for oversight of the <b>clinical education</b> portion of the program. This includes the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Oversight of student clinical progression</li> <li>• Student assignment to <b>athletic training clinical experiences</b> and <b>supplemental clinical experiences</b></li> <li>• <b>Clinical site</b> evaluation</li> <li>• Student evaluation</li> <li>• Regular communication with <b>preceptors</b></li> <li>• Professional development of <b>preceptors</b></li> <li>• <b>Preceptor</b> selection and evaluation</li> </ul>
Annotation	<p><i>Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe the role of the coordinator of clinical education in the following: <ul style="list-style-type: none"> <li>○ Oversight of student clinical progression</li> <li>○ Student assignment to <b>athletic training clinical experiences</b> and <b>supplemental clinical experiences</b></li> <li>○ <b>Clinical site</b> evaluation</li> <li>○ Student evaluation</li> <li>○ Regular communication with <b>preceptors</b></li> <li>○ Professional development of <b>preceptors</b></li> <li>○ <b>Preceptor</b> selection and evaluation</li> </ul> </li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• The job description of the coordinator of clinical education; please delete all personal information (for example, salary, social security number) from the document</li> <li>• A copy of the work agreement, contract, or letter of appointment of the coordinator of clinical education, indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document</li> </ul>

Standard 40 was revised to rename the position of coordinator of clinical education to director of clinical education in alignment with the revision to standard 39.

<p><b>Standard 40</b></p>	<p>The <b>director</b> of clinical education is responsible for oversight of the <b>clinical education</b> portion of the program. This includes the following responsibilities:</p> <ul style="list-style-type: none"> <li>• Oversight of student clinical progression</li> <li>• Student assignment to <b>athletic training clinical experiences</b> and <b>supplemental clinical experiences</b></li> <li>• <b>Clinical site</b> evaluation</li> <li>• Student evaluation</li> <li>• Regular communication with <b>preceptors</b></li> <li>• Professional development of <b>preceptors</b></li> <li>• <b>Preceptor</b> selection and evaluation</li> </ul>
<p><i>Annotation</i></p>	<p><i>Communication with the preceptors includes familiarizing them with the program framework. Professional development of preceptors is specific to development of their role as preceptor.</i></p>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Describe the role of the <b>director</b> of clinical education in the following: <ul style="list-style-type: none"> <li>○ Oversight of student clinical progression</li> <li>○ Student assignment to <b>athletic training clinical experiences</b> and <b>supplemental clinical experiences</b></li> <li>○ <b>Clinical site</b> evaluation</li> <li>○ Student evaluation</li> <li>○ Regular communication with <b>preceptors</b></li> <li>○ Professional development of <b>preceptors</b></li> <li>○ <b>Preceptor</b> selection and evaluation</li> </ul> </li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• The job description of the <b>director</b> of clinical education; please delete all personal information (for example, salary, social security number) from the document</li> <li>• A copy of the work agreement, contract, or letter of appointment of the <b>director</b> of clinical education, indicating his/her faculty status; please delete all personal information (for example, salary, social security number) from the document</li> </ul>

Standard 46	<b>Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program’s policies and procedures. Preceptors who are athletic trainers or physicians assess students’ abilities to meet the curricular content standards (Standards 56 through 94).</b>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Describe how the program ensures that preceptors function to supervise, instruct, and mentor students during clinical education.</li> <li>Describe how preceptors are informed about the program’s policies and procedures.</li> <li>Explain how each preceptor’s adherence to program policies and procedures is assessed.</li> <li>Describe how the program ensures that students are supervised during their clinical education.</li> <li>Describe how preceptors who are athletic trainers or physicians assess students’ abilities to meet Standards 56 through 94.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

Standard 46 was revised to remove the parenthetical reference to the curricular content standard numbers.

<b>Standard 46</b>	<b>Preceptors function to supervise, instruct, and mentor students during clinical education in accordance with the program’s policies and procedures. Preceptors who are athletic trainers or physicians assess students’ abilities to meet the curricular content standards (<del>Standards 56 through 94</del>).</b>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Describe how the program ensures that preceptors function to supervise, instruct, and mentor students during clinical education.</li> <li>Describe how preceptors are informed about the program’s policies and procedures.</li> <li>Explain how each preceptor’s adherence to program policies and procedures is assessed.</li> <li>Describe how the program ensures that students are supervised during their clinical education.</li> <li>Describe how preceptors who are athletic trainers or physicians assess students’ abilities to meet the curricular content standards. <del>Standards 56 through 94</del>.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>

<b>Standard 54</b>	<b>The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.</b>
<i>Annotation</i>	<i>The program determines the classes that meets these standards and supports the program’s curricular plan.</i>  <i>Additional prerequisite coursework may be required as determined by the program.</i>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Describe how the program determines the classes that meet this standard and supports the program’s curricular plan.</li> <li>Describe how the program ensures all students complete prerequisite coursework prior to matriculation in the professional program.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Curricular course sequence</li> <li>Program’s policy regarding how prerequisite classes are evaluated</li> </ul>

Standard 54 was revised to replace “classes” with “content knowledge”. This maintains the requirement for students to demonstrate prerequisite knowledge in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level while increasing program autonomy to determine the specific mechanisms students use to achieve prerequisite knowledge before matriculation into the professional program.

<b>Standard 54</b>	<b>The professional program requires prerequisite content knowledge in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.</b>
<i>Annotation</i>	<i>The program determines what constitutes adequate content knowledge to meet this standard and support the program’s curricular plan. Additional prerequisite content knowledge may be required as determined by the program.</i>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Describe how the program determines the content knowledge that meets this standard and supports the program’s curricular plan.</li> <li>Describe how the program ensures all students complete prerequisite content knowledge prior to matriculation in the professional program.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Program’s policy for required prerequisite content knowledge and how it is evaluated</li> </ul>



<b>Standard 59</b>	<b>Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 59 was revised to update the list of stakeholders based on stakeholder feedback.

<b>Standard 59</b>	<b>Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others as appropriate.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<b>Standard 61</b>	<b>Practice in collaboration with other health care and wellness professionals.</b>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 61 was revised to focus on interprofessional practice with other providers and to remove ambiguity related to “wellness professionals”.

<b>Standard 61</b>	<b>Engage in interprofessional practice with other health care providers to meet the needs of the patient.</b>
<i>Annotation</i>	<i>The focus of this standard is on developing collaborative practice with other licensed healthcare providers who are part of the care team; however, this does not preclude programs from teaching collaboration with non-health care providers (eg. Strength and conditioning professionals, coaches, teachers) who are members of the care team.</i>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<b>Standard 63</b>	<b>Use systems of <b>quality assurance</b> and <b>quality improvement</b> to enhance client/patient care.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 63 was revised to replace “systems” with “processes” to reduce confusion.

<b>Standard 63</b>	<b>Use <b>processes</b> of <b>quality assurance</b> and <b>quality improvement</b> to enhance client/patient care.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<p><b>Standard 64</b></p>	<p><b>Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Use data to drive informed decisions</b></li> <li>• <b>Search, retrieve, and use information derived from online databases and internal databases for clinical decision support</b></li> <li>• <b>Maintain data privacy, protection, and data security</b></li> <li>• <b>Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)</b></li> <li>• <b>Use an <b>electronic health record</b> to document, communicate, and manage health-related information; mitigate error; and support decision making.</b></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 64 was revised to update health informatics to health care informatics to align with the current glossary definition.

<b>Standard 64</b>	<p>Apply contemporary principles and practices of <b>health care informatics</b> to the administration and delivery of patient care, including (but not limited to) the ability to do the following:</p> <ul style="list-style-type: none"> <li>• Use data to drive informed decisions</li> <li>• Search, retrieve, and use information derived from online databases and internal databases for clinical decision support</li> <li>• Maintain data privacy, protection, and data security</li> <li>• Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)</li> <li>• Use an <b>electronic health record</b> to document, communicate, and manage health-related information; mitigate error; and support decision making.</li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<p><b>Standard 70</b></p>	<p><b>Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:</b></p> <ul style="list-style-type: none"> <li>• <b>Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)</b></li> <li>• <b>Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)</b></li> <li>• <b>Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)</b></li> <li>• <b>Cervical spine compromise</b></li> <li>• <b>Traumatic brain injury</b></li> <li>• <b>Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)</b></li> <li>• <b>Fractures and dislocations (including reduction of dislocation)</b></li> <li>• <b>Anaphylaxis (including administering epinephrine using automated injection device)</b></li> <li>• <b>Exertional sickling, rhabdomyolysis, and hyponatremia</b></li> <li>• <b>Diabetes (including use of glucometer, administering glucagon, insulin)</b></li> <li>• <b>Drug overdose (including administration of rescue medications such as naloxone)</b></li> <li>• <b>Wounds (including care and closure)</b></li> <li>• <b>Testicular injury</b></li> <li>• <b>Other musculoskeletal injuries</b></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 70 was revised to clarify the language of the standard, to remove parentheses, and to improve alignment across bullets and to eliminate redundancy. The focus of the standard, associated conditions, and skills are not substantively changed with these revisions.

<p><b>Standard 70</b></p>	<p>Evaluate, triage, and manage patients with life threatening or otherwise emergent acute conditions. <del>including triaging conditions that are life threatening or otherwise emergent.</del> These include (but are not limited to) the following conditions:</p> <ul style="list-style-type: none"> <li>• Cardiac compromise including the use of <del>emergency cardiac care,</del> supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin and performance of <del>emergency cardiac care</del> CPR and AED use</li> <li>• Respiratory compromise including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators</li> <li>• <del>Lightning strikes and</del> Heat and cold emergencies, including the use of rectal thermometry <del>related to the environment: lightning, cold, heat, including use of rectal thermometry</del></li> <li>• Cervical spine compromise</li> <li>• Traumatic brain injury</li> <li>• Internal and external hemorrhage including use of a tourniquet and hemostatic agents</li> <li>• Fractures and dislocations including reduction of dislocation</li> <li>• Anaphylaxis including administering epinephrine using automated injection device</li> <li>• Exertional sickling and rhabdomyolysis <del>and hyponatremia</del></li> <li>• Diabetic emergencies including use of glucometer, administering glucagon, insulin</li> <li>• Drug overdose including administration of rescue medications <del>such as naloxone</del></li> <li>• Wounds including care and closure</li> <li>• Testicular <del>torsion injury</del></li> <li>• <del>Hyponatremia</del></li> <li>• <del>Other musculoskeletal injuries</del></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<p><b>Standard 71</b></p>	<p><b>Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Obtaining a medical history from the patient or other individual</b></li> <li>• <b>Identifying comorbidities and patients with complex medical conditions</b></li> <li>• <b>Assessing function (including gait)</b></li> <li>• <b>Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:</b> <ul style="list-style-type: none"> <li>○ <b>Cardiovascular system (including auscultation)</b></li> <li>○ <b>Endocrine system</b></li> <li>○ <b>Eyes, ears, nose, throat, mouth, and teeth</b></li> <li>○ <b>Gastrointestinal system</b></li> <li>○ <b>Genitourinary system</b></li> <li>○ <b>Integumentary system</b></li> <li>○ <b>Mental status</b></li> <li>○ <b>Musculoskeletal system</b></li> <li>○ <b>Neurological system</b></li> <li>○ <b>Pain level</b></li> <li>○ <b>Reproductive system</b></li> <li>○ <b>Respiratory system (including auscultation)</b></li> <li>○ <b>Specific functional tasks</b></li> </ul> </li> <li>• <b>Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated</b></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>



Standard 71 was revised to remove redundancy and improve clarity. Redundant bullets that represent tests, measures, or assessments that are captured as part of a systems-based exam, where the systems are already included in the bullet list, were removed. The focus of the standard, associated conditions, and skills are not substantively changed with these revisions.

<p><b>Standard 71</b></p>	<p><b>Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Obtaining a medical history from the patient or other individual</b></li> <li>• <b>Identifying comorbidities and patients with complex medical conditions</b></li> <li>• <b>Assessing function (including gait)</b></li> <li>• <b>Selecting and using tests and measures that assess the following, as relevant to the patient’s clinical presentation:</b> <ul style="list-style-type: none"> <li>○ <b>Cardiovascular system, including auscultation</b></li> <li>○ <b>Endocrine system</b></li> <li>○ <b>Eyes, ears, nose, throat, mouth, and teeth</b></li> <li>○ <b>Gastrointestinal system</b></li> <li>○ <b>Genitourinary system</b></li> <li>○ <b>Integumentary system</b></li> <li>○ <b>Mental status</b></li> <li>○ <b>Musculoskeletal system</b></li> <li>○ <b>Neurological system</b></li> <li>○ <b>Pain level</b></li> <li>○ <b>Reproductive system</b></li> <li>○ <b>Respiratory system, including auscultation</b></li> <li>○ <b>Specific functional tasks</b></li> </ul> </li> <li>• <del>Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated</del></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<p><b>Standard 77</b></p>	<p><b>Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following:</b></p> <ul style="list-style-type: none"> <li>• <b>Suicidal ideation</b></li> <li>• <b>Depression</b></li> <li>• <b>Anxiety Disorder</b></li> <li>• <b>Psychosis</b></li> <li>• <b>Mania</b></li> <li>• <b>Eating Disorders</b></li> <li>• <b>Attention Deficit Disorders</b></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 77 was revised to add Substance Abuse to the list of behavioral health conditions. This revision was based on stakeholder feedback and suggestions.

<p><b>Standard 77</b></p>	<p><b>Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate. These behavioral health conditions include (but are not limited to) the following:</b></p> <ul style="list-style-type: none"> <li>• Suicidal ideation</li> <li>• Depression</li> <li>• Anxiety Disorder</li> <li>• Psychosis</li> <li>• Mania</li> <li>• Eating Disorders</li> <li>• Attention Deficit Disorders</li> <li>• <b>Substance Use Disorder</b></li> </ul>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>• Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>• Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>• Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<b>Standard 82</b>	<b>Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client's activity.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 82 was revised to replace sports performance with performance. This is a substantive change that better represents the knowledge and skills of the standard as they relate to common athletic training practice, especially when working with populations other than athletes and sports participation.

<b>Standard 82</b>	<b>Develop, implement, and supervise comprehensive programs to maximize <del>sport</del> performance that are safe and specific to the patient/client's activity.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<b>Standard 87</b>	<b>Select and use <b>biometrics</b> and <b>physiological monitoring systems</b> utilized in athletic training and translate the data into effective preventive measures, clinical interventions, and maximizing performance enhancement.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

This standard was revised to expand the focus from performance enhancement to maximizing performance.

<b>Standard 87</b>	<b>Select and use <b>biometrics</b> and <b>physiological monitoring systems</b> utilized in athletic training and translate the data into effective preventive measures, clinical interventions, and maximizing performance. <b>enhancement.</b></b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

<b>Standard 89</b>	<b>Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.</b>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

This standard was eliminated. Skills associated with this standard are captured in standard 64, making this standard redundant.

<b>Standard 89</b>	<del><b>Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.</b></del>
	<u>How to Address This Standard</u> <ul style="list-style-type: none"> <li><del>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</del></li> <li><del>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</del></li> </ul>
	<u>Uploads</u> <ul style="list-style-type: none"> <li><del>Assessment tool(s) used to determine student level of performance, if applicable.</del></li> </ul>

<b>Standard 90</b>	<b>Establish a working relationship with a directing or collaborating physician.</b>
<i>Annotation</i>	<i>This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, “The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.”<sup>1</sup></i>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

Standard 90 was eliminated. Skills associated with this standard are captured in standard 66, making this standard redundant.

<b>Standard 90</b>	<b>Establish a working relationship with a directing or collaborating physician.</b>
<i>Annotation</i>	<i>This standard is specific to preparing an athletic trainer to fulfill the Board of Certification Standards of Professional Practice, specifically Standard 1, “The Athletic Trainer renders service or treatment under the direction of, or in collaboration with a physician, in accordance with their training and the state’s statutes, rules and regulations.”<sup>1</sup></i>
	<p><u>How to Address This Standard</u></p> <ul style="list-style-type: none"> <li>Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard and describe how each learning experience ensures students are prepared to perform the skills associated with the standard.</li> <li>Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.</li> </ul>
	<p><u>Uploads</u></p> <ul style="list-style-type: none"> <li>Assessment tool(s) used to determine student level of performance, if applicable.</li> </ul>

## Recommendations for Revision of the Glossary Definitions

The following glossary definitions have been recommended for revision by the Standards Committee. Each definition is listed below in its original version, followed by the revised version. Specific changes in the revised version are highlighted in yellow for additions and strikethrough for deletions. A brief explanation for the revisions is included for each definition.

**Athletic training clinical experiences:** Direct client/patient care guided by a **preceptor** who is an **athletic trainer** or **physician**. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards. When direct client/patient care opportunities are not available, **simulation** may be used for this verification. Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. *See also* **Clinical education**.

**Athletic training clinical experience:** Patient-based learning opportunities supervised by a **preceptor** who is an athletic trainer or physician. Athletic training clinical experiences are used to verify students' abilities to meet the curricular content standards.

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**Clinical education:** A broad umbrella term that includes three types of learning opportunities to prepare students for independent clinical practice: **athletic training clinical experiences**, **simulation**, and **supplemental clinical experiences**.

**Clinical Education:** Patient-based learning opportunities that prepare students for independent clinical practice, including **Athletic Training Clinical Experiences**, **Supplemental Clinical Experiences**, and **Simulation**

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**Immersive clinical experience:** A practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**.

**Immersive athletic training clinical experience:** A practice-intensive experience that allows the student to experience the totality of care provided by **athletic trainers**.



**Preceptor:** Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are **athletic trainers** are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be **athletic trainers** or **physicians**.

**Preceptor:** Preceptors supervise and engage students in clinical education. All preceptors must be licensed health care professionals and be credentialed by the state in which they practice. Preceptors who are **athletic trainers** are state credentialed (in states with regulation), certified, and in good standing with the Board of Certification. A preceptor's licensure must be appropriate to his or her profession. Preceptors must not be currently enrolled in the professional athletic training program at the institution. **Preceptors who are athletic trainers or physicians assess students' abilities to meet the curricular content standards.** ~~Preceptors for athletic training clinical experiences identified in Standards 14 through 18 must be athletic trainers or physicians.~~

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**Simulation:** An educational technique, not a technology, to replace or amplify real experiences with guided experiences that evoke or replicate substantial aspects of the real world in a fully interactive manner.<sup>18</sup> Simulation may be facilitated by a preceptor in a clinical environment or may be completed in a class environment when directed by a faculty member. *See also* **Clinical education**.

**Simulation:** Simulation is an educational technique, not a specific technology, that provides patient-based learning opportunities by creating a situation or environment to allow persons to experience a representation of a real healthcare event for the purpose of practice, learning, evaluation, testing, or to gain understanding of systems or human actions (Adapted from Society for Simulation in Healthcare). Simulation may be facilitated by a **preceptor** in a clinical environment or may be completed in a class environment when directed by a faculty member. Simulation **may be used to verify students' abilities to meet the curricular content standards when assessed by an athletic trainer or physician.**

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**Supplemental clinical experiences:** Learning opportunities supervised by **health care providers** other than **athletic trainers** or **physicians**. *See also* **Clinical education**.

**Supplemental clinical experiences:** **Patient-based** learning opportunities supervised by a preceptor **who is a health care provider other than an athletic trainer or physician.** Supplemental clinical experiences provide students with clinical practice opportunities with varied patient populations and health conditions. However, supplemental clinical experiences cannot be used solely to verify students' abilities to meet the curricular content standards.