



CAATE

Commission on Accreditation
of Athletic Training Education

2022 CAATE

Accreditation Conference

October 7-8, 2022 / Atlanta, Georgia



Compliance with the Curricular Content Standards

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Chair, CAATE Standards Committee

Disclosures

- Chair of CAATE Standards Committee
- Member of Professional Program Accreditation Council
- No other relevant disclosures or conflicts of interest

Learning Outcomes

Consider strategies to achieve compliance with curricular content standards that fit within your programmatic framework

Detailed Workshop Objectives

- Discuss the purpose of the curricular content standards within the framework
- Review CAATE and Program identified outcomes
- Review Curricular Content “How To Address This Standard” instructions
- Develop strategies for demonstrating compliance with the curricular content standards

Accreditation is...

- Voluntary
- Peer Reviewed
- Validation
- Recognition



Encourage New Approaches for Student Learning

Innovation

Protects the Public and the Consumer

Quality Improvement

Guides & Supports Program Improvement

Quality Assurance

CAATE Mission

Serving the public and profession by establishing and ensuring compliance with accreditation standards that facilitate quality outcomes, continuous improvement, innovation and diversity to enhance athletic training education.

CAATE Vision

Advancing clinical practice and improving health care outcomes through promotion of excellence in athletic training education.



Goal 2: Quality Assurance, Improvement & Innovation

Ensure continuous quality assurance, quality improvement and innovation across accredited athletic training programs.

Strategic Objectives:

- Foster programmatic excellence in quality assurance, quality improvement and innovation
- Support quality improvement in accreditation processes
- Establish a culture of CHEA awareness and compliance

How does a program demonstrate compliance?

What evidence does the CAATE need to determine program compliance?

Standard 2

The program has developed, implemented, and evaluated a **framework** that describes how the program is designed to achieve its **mission** and that guides program design, delivery, and assessment.

Annotation

*This written **framework** describes essential program elements and how they're connected; these elements include core principles, strategic planning, **goals** and expected **outcomes**, curricular design (for example, teaching and learning methods), curricular planning and sequencing, and the **assessment plan**. The **framework** is evaluated and refined on an ongoing basis.*

*The **framework** includes program-specific **outcomes** that are defined by the program; these **outcomes** include measures of student learning, quality of instruction, quality of clinical education, and overall program effectiveness. Programs must minimally incorporate the student achievement measures identified in Standard 5 as **outcomes**. Improvement plans must include targeted **goals** and specific action plans for the communication and implementation of the program.*

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**Standard 5
Annotation**

The program collects student achievement measures on an annual basis
The following student achievement measures must be collected:

- **Program graduation rate**
- **Program retention rate**
- **Graduate placement rate**
- **~~First-time pass rate on the Board of Certification examination~~**

FRAMEWORK



Student Achievement Measures

Student
Learning

Instructional
Quality

Clinical
Education

Overall
Program
Effectiveness

Curricular Content Assessments

Student Achievement Measures

- Student/Consumer Expectations
- Represent the “end goals” for an athletic training program graduate

“Critical Outcomes”

Student Achievement Measures

- Retention Rate
- Graduation Rate
- BOC Pass Rate
- Employment Rate

*Not an exclusive list of examples

Quality of Student Learning

- Course Grades
- Project / Assignment Grades
- Standardized Patient Encounters
- Student Clinical Performance Evaluation
- Other performance measures
- Curricular Content Assessments

*Not an exclusive list of examples

Instructional Quality

- Student Ratings of Teaching
- Student Satisfaction Surveys
- Peer/Mentor Faculty Evaluations
- Annual Faculty Evaluations

*Not an exclusive list of examples

Quality of Clinical Education

- Student Clinical Performance Evaluation
- Clinical Preceptor Performance Evaluation
- Clinical Site Evaluation

*Not an exclusive list of examples

Quality of Clinical Education

- Student Clinical Performance Evaluation
- Clinical Preceptor Performance Evaluation
- Clinical Site Evaluation
- Preceptor Development

*Not an exclusive list of examples

Overall Program Effectiveness

- Student Achievement Measures
- Student, Alumni, Employer surveys

*Not an exclusive list of examples

Curricular Content Assessments

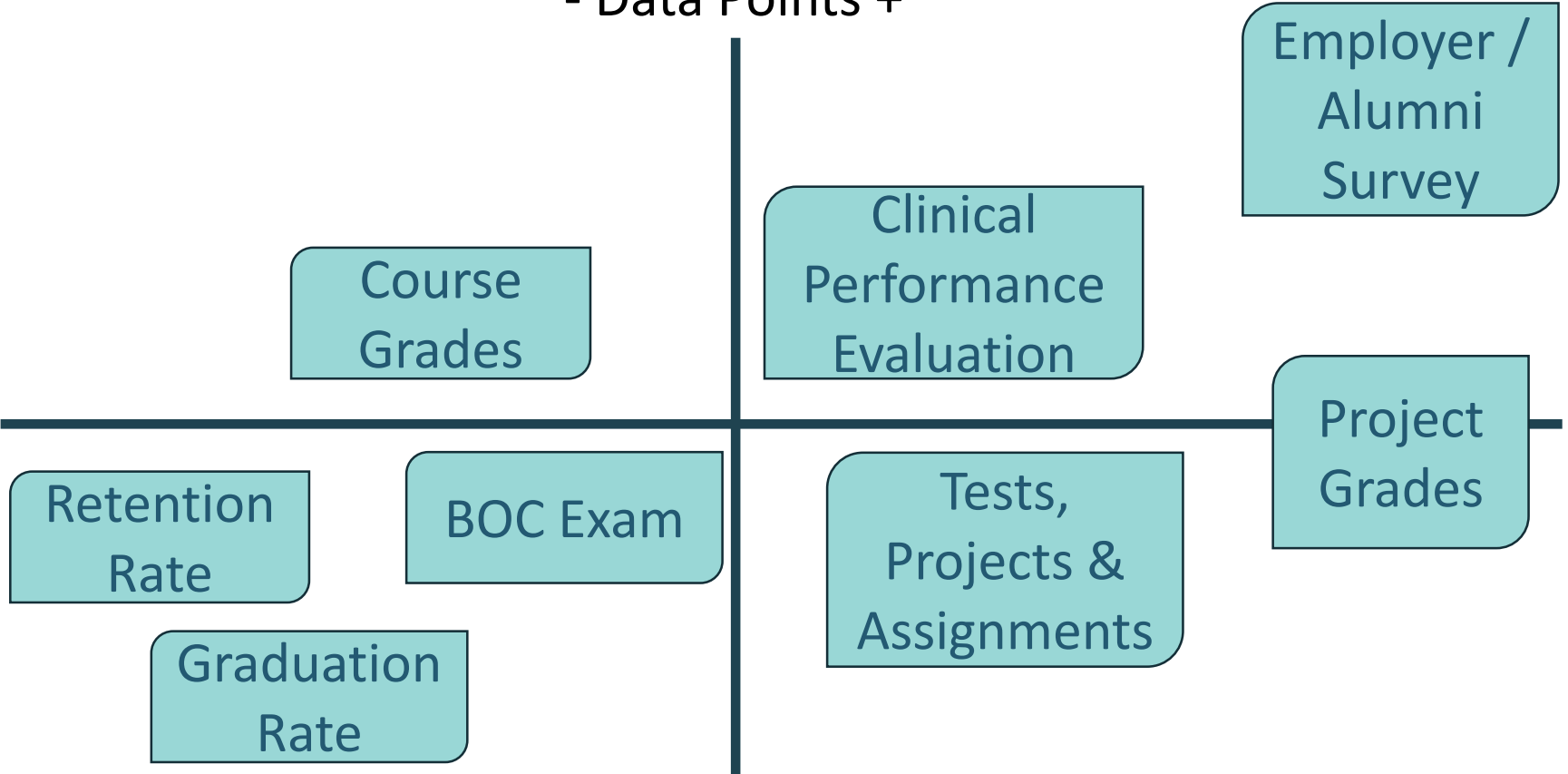
- Represents didactic knowledge and clinical practice skills
- Programs identify appropriate assessment tools
- Assessment measures mapped to standards

Curricular Content Assessments

- Map outcomes to specific standards
- Map outcomes to groups of standards
- Didactic vs. clinical assessments
- Overlaps with Student Learning Assessments

- Data Points +

- Usefulness in QI +



FRAMEWORK



Student Achievement Measures

Student
Learning

Instructional
Quality

Clinical
Education

Overall
Program
Effectiveness

Curricular Content Assessments

Comprehensive Review Process

- Did the program meet the benchmarks for Critical Outcomes?
- Did the program meet the benchmarks for Program Specific Outcomes?
- Did the program teach and assess the skills and behaviors associated with the curricular content standards?
- Did the program demonstrate evidence of compliance with all standards?



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Curricular Content Standards

Evidence for Compliance

40 Curricular Content Standards

- Core Competencies (Standards 56-68)
- Patient / Client Care (Standards 69-78; DEI2)
- Prevention, Health Promotion, and Wellness (Standards 79-87)
- Health Care Administration (Standards 88-94)

How to Address This Standard

- 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.
- Describe how these learning experiences are assessed and provide example(s) of assessment tool(s) used.

Taught
Where?

Assessed
How?

Uploads

- Assessment tool(s) used to determine student level of performance, if applicable.

Successful Evidence

Narratives



Assessments



Mapping

Narratives

- “Identify the courses and/or clinical education experiences where students gain learning opportunities associated with this standard.”
- “Describe how each learning experience ensures students are prepared to perform the skills associated with the standard.”

Assessments

- Course Grades
- Projects
- Papers
- Written Exams
- Practical Exams
- Standardized Patient Encounters
- Student Performance Evaluations
- Standardized Assessments (e.g. AT Milestones)

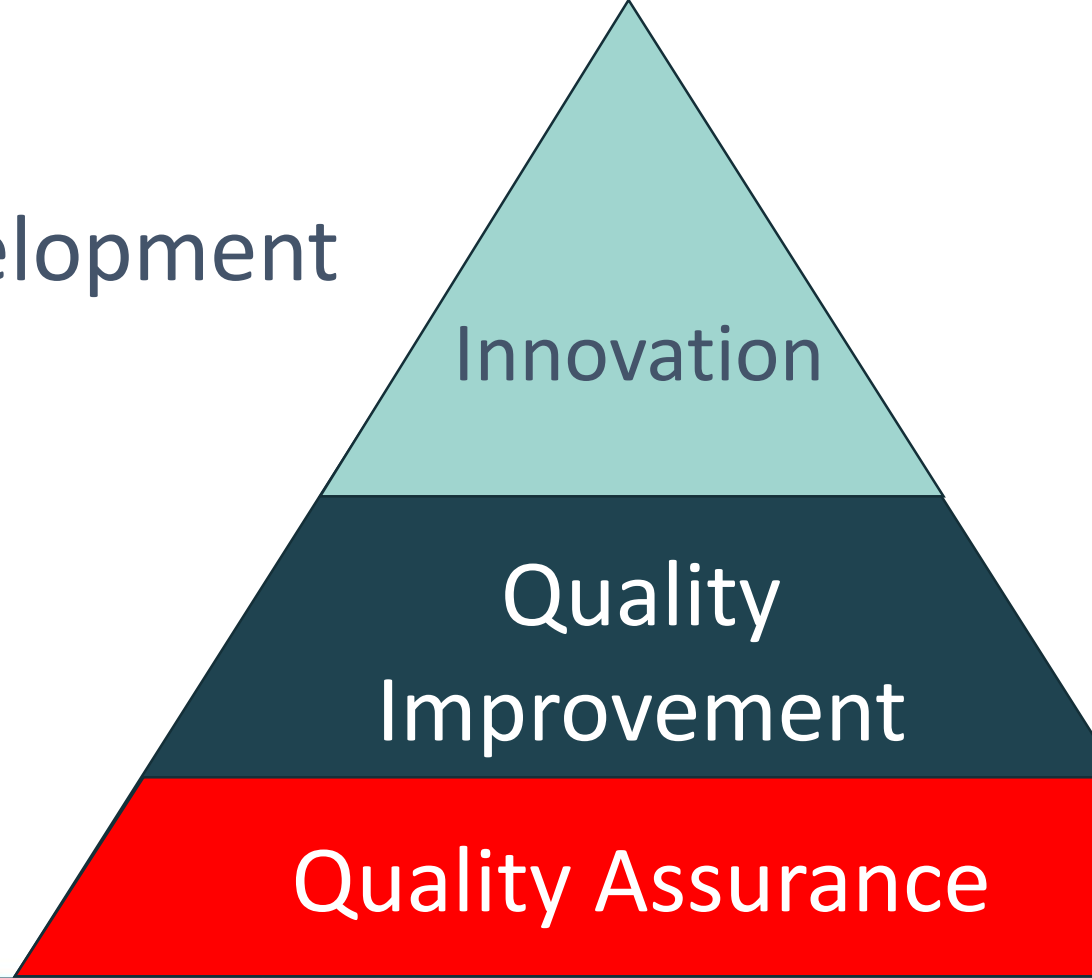
Mapping

Connect the Dots

- Curricular Content
- Assessments
- Curricular Content Standards

Lots of Options!

- Framework Development
- Assessment Plan



Connections

Remember that the CC standards support Program Specific Outcomes, which in turn support Critical Outcomes

For every CC standard, programs need to be able to describe what learning opportunities exist and how student performance is assessed

Clear connections between Program Specific Outcomes, Curricular Content, and Assessments increases the ability of peer reviewers to verify evidence

Core Competencies Example...

Patient Centered Care includes 5 standards

- Advocacy (56)
- Health Literacy / SDH (57)
- Patient Education and Self-Care (58)
- Stakeholder Communication (59)
- ICF Model (60)

CC Standards

- Advocacy (56)
- Health Literacy / SDH (57)
- Patient Education and self-care (58)
- Stakeholder Communication (59)
- ICF Model (60)

Assessments

- Course Grade
- Social Determinants of Health Observation Project
- ICF Model Rehab Project
- SP Encounters

- Student Clinical Performance Evaluation

Patient/Client Care Examples...

Standard 71 - Examinations of common conditions

- Skills
 - Patient History; ID comorbidities; assess function, assessment of systems and symptoms
- Includes 12 different systems, symptoms, or functions

Summary

CC Standards Rely on Evidence of:

- Learning opportunities associated with the content of the standard
- Assessment of the student's performance

Summary

Adequate Evidence will include:

- Narratives describing the learning opportunities and assessments
- Selecting assessments that measure specific student achievements
- Clearly mapping CC standards to program specific outcomes and assessment methods.

Summary

CAATE Values

Accountability • Transparency • Integrity •
Excellence • Leadership • Collaborative

Remember CAATE staff and volunteers are here to collaborate with programs to help them succeed



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Questions?