

2015 BOC Athletic Trainer Regulatory Conference



World Federation of Athletic Training and Therapy Educational Program Recognition

Greg Gardner
U.S. Vice President

agenda

- Clarify what we're doing
- Run through recognition guidelines

Origin

- January 2012
 - WFATT Strategic Planning meeting
- Ireland
- UK
- Canada
- Spain
- Japan
- Korea
- Taiwan
- BOC
- CAATE
- NATA



Education program recognition committee

- Dennis Valdez – Calgary, Canada
- Fiona McVeigh – Dublin, Ireland
- Dani Sanchez – Barcelona, Spain
- Hideyuki Izumi – Tokyo, Japan
- Greg Gardner – U.S. Vice President, WFATT
– Chair



Intent

- Promote the profession of athletic training/therapy
- Provide direction and guidance for educational programs
- Serve as a resource
- Deliverable
 - external review and validation of educational program

Credibility vs. portability

- Focus is on credibility
- Portability may come later
 - Different mechanism
 - MUCH more dependent on local stakeholders

Definition of AT

- “...health care providers who function within the local health care delivery system, are proficient in clinical and on-field decision making, and are ethically responsible...”



Recognition guidelines

- Resources
 - Personnel
 - Equipment
 - Finances
 - Facilities
 - Instructional equipment

Recognition guidelines

- Resources
- \$\$\$\$ = \$ensitive \$tuff
- Compare to other programs

Curriculum location



Alteration and/or unauthorized use prohibited.

- Simply put....credible institution
- Recognized or accredited by appropriate authority
- HEA in Ireland
- In the U.S.
 - Regional accreditor
 - (SACS or North Central or...)



Certification of graduates

- Graduates must be eligible for local (nationally regulated) exam

OR

- A capstone like exam must be included

Certification of Graduates

- VERY different concept for many
- Individuals practice by virtue of having received a diploma or degree
- Bit of a tough sale....

Different
Concept



A bit on local accreditation...

“eligible programs must be accredited by an appropriate national accreditor in athletic training or therapy within the country where the program is located if such accreditation exists”

<http://www.numss.com>

Personnel

- Sufficient infrastructure to operate and sustain the educational program
 - Dean/department chair
 - Program leader/director
 - Clinical/field instructors
 - Teaching faculty
 - Medical personnel
 - Locally appropriate

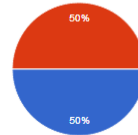
Facilities and equipment

- Working on this....
- Do NOT want to infringe upon local practice
- MUST have something we can measure

So far.....

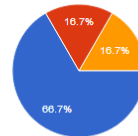
- Spain
- Australia
- New Zealand
- Japan

Q4. Does your organization accredit ATT education program in your country?



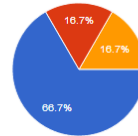
Yes, we accredit
No, we do not accredit

Q5. Does your ATT education require to teach therapeutic modality?



Yes 4 66.7%
No 1 16.7%
Other 1 16.7%

Q6. Does your organization have a category list of therapeutic modality required for ATTEP?



Yes 4 66.7%
No 1 16.7%
Other 1 16.7%

https://docs.google.com/a/tau.ac.jp/forms/d/15183fr2AKsrB7h7NdYHz64wf8yQ50CfGFZ

Survey for Therapeutic modality equipments required by ATT professional education

Please fill out the following survey about therapeutic modality equipment athletic training & therapy education program (ATTEP) required to have and teach in your organization/country. This survey is to identify the "equipment" needed for ATTEP, not type of intervention used. We hope to develop the list of required therapeutic modality equipment for "the WFATT approved ATTEP"

* Required

Q1. Name of ATT organization

- ACPISM
- BASA
- BASRaT
- CATA
- JATO
- NATA
- JASA
- TATS
- ARTI
- BOC
- FTF
- KACEP
- SASN
- SST
- Other

Survey site

<http://goo.gl/forms/2ODZTk1yKv>

Curriculum requirements

- Deliver the content outlined in the Global Practice Analysis
 - Developed by the BOC and WFATT
 - Canada, Japan, Ireland, Taiwan, Australia
 - And a few others!



Coursework to cover these topics

- Risk management and injury prevention
- Acute care
- Pathology of injuries and illnesses
- Orthopedic assessment/diagnosis

Coursework to cover these topics

- General medical conditions
- Human anatomy/physiology
- Therapeutic modalities
- Rehabilitation and conditioning
- Psychosocial intervention and referral

Coursework to cover these topics

- Professional responsibilities and ethical practice
- Research and evidence informed practice
- Pharmacology
- Nutrition
- Health care administration and management

Clinical and practical education

- Acquisition of clinical skills
- Demonstration of clinical decision making
- Integration of knowledge and skill in patient management

Clinical/practical education

- Supervision
 - Provided by qualified instructors
 - Level defined by national, state, regional, local regulatory or credentialing agency
- Regardless of the availability of regulatory language
 - Ensures patient safety
 - Ensures educational nature of experience

Program evaluation

- Outcomes
 - Must have a formal plan for assessment of outcomes
 - Must include:
 1. Student achievement of program learning outcomes
 2. Completion of all competencies
 3. Preceptor/clinical instructor eval of students
 4. Student eval of clinical/field education
 5. Annual program eval of all clinical/field sites
 6. Hours of clinical/field education
 7. Initial placement and success of graduates

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Thank You

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<http://wfatt.org/>