Want to Develop an EBP Program for ATs?  
New Resources are Available to Help

Beginning this year, ATs must complete a minimum number of BOC Approved Evidence Based Practice (EBP) Category CEUs for the 2014-2015 Certification Maintenance Period. If your organization wants to offer a live event or home study program in the EBP category for CEUs, you must apply through a process separate from the Category A application.

The EBP program application follows a five-step EBP process to ensure basic EBP principles are incorporated into the program. The application helps guide program development.

Note that you don’t have to submit your entire event for EBP. You can also submit just a few sessions. You may submit your application based on whichever sessions are developed on evidence based principles.

As a BOC Approved Provider, you – not an AT – submit the live event or home study program for BOC review. An efficient way to complete the application is to work with the speaker as he or she develops and delivers the program.

(Continued on Page 3)
Dear BOC Approved Provider,

It’s an exciting time in the athletic training profession. Now, more than ever, Athletic Trainers (ATs) are working in a variety of settings – from high schools to clinics, from movie sets to professional sports arenas, from military bases to academia, and all kinds of other places in between.

With this growth in the industry, BOC Certified ATs are increasingly held to a higher standard of competence and professionalism. And they rely on BOC Approved Providers for continuing education (CE) that keeps them at the top of their game.

The BOC has updated its CE requirements this reporting period to include studies in Evidence Based Practice (EBP), the use of which helps ATs integrate clinician expertise, patient values and current best research evidence in a decision making process for patient care.

In 2016, the Standards for BOC Approved Providers will go into effect. The purpose of the standards is to ensure consistency and promote the highest quality programming for ATs. Once again, these updates will enable ATs to improve patient care.

As a BOC Approved Provider, you can empower ATs to do great work.

This edition of the AP Update contains information on the new EBP requirement and how to get a program approved for EBP Category CEUs. You will also find a preview of the Standards for BOC Approved Providers, which highlights the changes you’ll need to know to continue offering CEUs in 2016 and beyond.

I encourage you to learn more about how the BOC is raising the bar for the athletic training profession – and how you can help ATs grow as healthcare professionals.

Thank you, as always, for your dedication to the profession. Feel free to contact me with any questions at JessicaR@bocatc.org or (402) 559-0091 x120.

Jessica Roberts, MS Ed, ATC
Professional Development Coordinator

Did You Know?

New Opportunities for CE Listings
The BOC website has a simple new way of viewing continuing education programs, which means ATs can easily find your offerings. The update includes a home study chart, which displays all BOC Approved home study programs. It also includes a chart solely for BOC Approved Evidence Based Practice (EBP) Programs. These charts enable ATs to search according to the type of program they need. Of course, you can also list your live events for free on the BOC website. To do so, just fill out our online form.

NATA Annual Meeting
Are you planning to attend the 2014 NATA Annual Meeting & Clinical Symposia in June? We will be at booth #846 in the NATA Partner Pavilion, next to the Internet Cafe. Stop by and visit!

Tips of the Trade
There are currently more than 42,000 Certified Athletic Trainers, and all of them need to complete continuing education requirements to maintain their certification. Are you doing everything you can to reach this vast audience? To help you connect, we are launching a quarterly email full of useful tips for BOC Approved Providers. The email, called Tips of the Trade, will share marketing ideas and inside information. Watch your inbox – it’s coming soon!
Develop an EBP Program

(Continued from the cover page)

Unlike Category A events, each EBP program needs to be individually reviewed by the BOC. Peer reviewers ensure basic EBP principles are incorporated into the program. Complete information about the application process is available on the BOC website.

Approved programs are listed on the BOC website for ATs to fulfill the mandatory requirement.

Online EBP Resources

- Evidence-Based Medicine: What Is It and How Does It Apply to Athletic Training
- Evidence Based Practice Programs: Developing a Successful Application (video)
- Example Assessment Methods for EBP Programs
- Formulating a Clinical Question
- Sample Application: Clinical EBP Sample Application
- Sample Application: Foundations of EBP Sample Application

Promote Your CE Offerings at the NATA Annual Meeting - For Free!

The BOC is once again offering a coupon sheet to ATs attending the Annual Meeting. Want to share a special offer or promotion?

To participate, just complete our online form by May 30. It's free!

See Yourself Online!

TAKE ADVANTAGE OF THE BOC’S ONLINE ADVERTISING.

Call Today To Get Started!

Mindy Lindquist will work with you to help you get the most of your advertising dollars. Don’t delay call (402) 559-0091 or email MindyL@bocatc.org.
The Board of Certification, Inc. (BOC) is pleased to celebrate its silver anniversary, or ‘25 Years of Certainty’ for the Athletic Trainer (AT). To commemorate this milestone, the BOC will launch a special anniversary “microsite” this summer that collects photos and stories from the past 25 years.

In addition to the microsite, events and social media posts throughout the year also will highlight BOC achievements of the past quarter century.

“The athletic training profession has seen tremendous growth in a relatively short time, and the BOC has been a proud partner,” said BOC Executive Director Denise Fandel, MBA, CAE. “We’re indebted to the visionary leaders throughout the profession’s history who saw the importance that a strong, independent certification program brings to the individuals who have earned the ATC® credential.”

Currently, there are more than 42,000 certified ATs. The BOC has been separately incorporated since 1989, certifying ATs by exam, maintaining certification records and approving providers of AT continuing education. AT certification has been the national standard since 1969.

“The BOC is dedicated to excellence in serving healthcare professionals through education, advocacy and collaboration,” said Susan McGowen, PhD, ATC, President/AT Director of the BOC Board of Directors. “We are committed to the future expansion of the ATs as healthcare professionals and look forward to serving the ATs in the next 25 years!”

BOC Celebrates 25 Years of Certainty for Athletic Trainers

The BOC Approved Provider Program started in 1992 to create a network of continuing education providers outside of the National Athletic Trainers’ Association and Districts to expand opportunities for ATs. The program started small – with just 41 BOC Approved Providers – and has since grown to more than 1,200.

BOC Executive Director Denise Fandel has watched the program’s evolution firsthand.

“The growth and changes from print to online delivery, as well as the percentage of ATs who use home study courses to improve their knowledge and skill, have greatly increased over the years,” Fandel said.

The home study program has helped a large number of ATs fulfill their CE requirements. For the 2013 reporting period (includes years 2010-2013), almost 200,000 home study courses were used to meet the Recertification Requirements.

In the beginning of the BOC Approved Provider program, NATA staff worked on behalf of the BOC to manage participants. Then, in 1999, the AP Program was brought under the BOC umbrella. The home study program began that same year.

A majority of the AP Program’s first providers still participate. In fact, 70 of the 111 providers that participated in the first program year are still BOC Approved Providers.
Reach ATs Where They Are With BOC Marketing Tools

Want to get your message out to the always-mobile AT population? The BOC can help you meet ATs where they are – whether that’s in the athletic training facility, at home or on the road.

Our marketing opportunities allow BOC Approved Providers to reach ATs in a variety of formats, including mailing list rentals, email blast services, ad space in the Cert Update newsletter and ad space on the BOC website.

Here’s how:

- Mailing list rentals and email blast services: Target your audience by district, state, zip code and professional setting
- Email blasts: Simply send us your copy and images, and we’ll take care of the rest. If you want to use your own HTML, that’s no problem
- Cert Update ads: Reserve space for the winter issue by September 26, 2014
- Calendar of Events: Post your continuing education events on the BOC website for free

Remember that 2015 is a reporting year for all ATs, and online ad space is filling up fast. Reserve a spot before space runs out. Discounts are available for online ads in 2014.

For more information on marketing opportunities, contact Mindy Lindquist, MindyL@bocatc.org.

Show You Care with the Right Terminology

Are you communicating the right information to ATs? Simply using incorrect terminology or outdated logos can turn your target audience away. You may have the best course ever, but no one will ever know if they are turned off by your messaging. Commonly confused terms and information include the following:

1. **AT and ATC.** AT is a noun, while ATC is a credential.
   AT refers to the person (e.g., Jane Doe is an AT). ATC appears only after a Certified Athletic Trainer’s name (e.g., Jane Doe, ATC)

2. **Athletic Trainer and trainer.** Always write Athletic Trainer or BOC Certified Athletic Trainer. By itself, “trainer” does not distinguish between Athletic Trainers and other professionals

3. **BOC and NATA.** The BOC is the credentialing agency that certifies ATs and approves organizations to offer continuing education. “The exam” refers to the BOC Exam. The National Athletic Trainers’ Association (NATA) is the professional membership association for Certified Athletic Trainers and others who support the athletic training profession. You are a BOC Approved Provider

4. **Use the most current BOC Approved Provider logo** on your marketing materials and certificates

5. **Calculate CEUs correctly.** ATs earn one CEU per contact hour, rounded to the nearest quarter hour. Be sure business meetings, lunch (unless there is a content speaker), exhibit and break times are not included in this calculation
As the BOC celebrates our 25th anniversary, we would like to recognize the BOC Approved Providers that have participated in the program since its inception. The BOC Approved Provider program was launched in 1992, three years after the BOC was incorporated. Seventy of the 111 BOC Approved Providers that participated in the program the first year are still participating.

The BOC thanks the following BOC Approved Providers for 22 years of providing continuing education to ATs:

Aaron Mattes  
ACSM - Alaska Regional Chapter  
Alabama Athletic Trainers’ Association  
American College of Sports Medicine (ACSM)  
American Orthopaedic Society for Sports Medicine (AOSSM)  
American Sports Medicine Institute  
Athletic Trainers’ Association of Florida  
Athletic Trainers of Massachusetts, Inc. (ATOM)  
Atlantic Coast Conference Sports Medicine Association  
C.H.E.K. Institute  
California Athletic Trainers’ Association (CATA)  
Cincinnati Sportsmedicine Research & Education Foundation  
Clemson Sports Medicine and Rehabilitation  
Cleveland Clinic Sports Health  
Coordinated Health Systems  
Davis Mountains Sports Medicine  
DCH Sports Medicine  
Delaware Athletic Trainers’ Association  
Eastern Athletic Trainers’ Association (EATA) - District 1 & 2  
Fairfax County Public Schools  
Far West Athletic Trainers’ Association (FWATA) - District 8  
Georgia Athletic Trainers’ Association  
Great Lakes Athletic Trainers’ Association (GLATA) - District 4  
High Point University  
Hughston Sports Medicine Foundation  
Human Kinetics  
IDEA Health & Fitness Association  
Illinois Athletic Trainers’ Association  
Indiana Athletic Trainers’ Association  
Lafayette Orthopaedic and Sportsmedicine Clinic  
Long Island University  
Louisiana Athletic Trainers’ Association (LATA)  
Mid Atlantic Athletic Trainers’ Association (MAATA) - District 3  
Mid Atlantic Athletic Trainers’ Association (MAATA)- District 5  
Mayo Clinic  
Medical College of Wisconsin

(Continued on Page 8)
Describe your setting:
Working on the movie set of 42 was unlike any other experience I've had in athletic training. Since it was a historical movie, it was almost like being in the Twilight Zone. I reported to work, and we had zapped back in time to 1947. It was very exciting to be on set and watch how a movie is made.

How long have you worked in this setting?
Working on the set of 42 was a great opportunity passed along to me by a former graduate school professor at Georgia State University. The original plan was for me to work during the three weeks of “training camp,” when the extras and actors got into baseball shape and practiced scenes. The three weeks turned into three months when I was asked to join the crew for the filming of the entire movie. Filming started in Birmingham, Alabama, where the Negro league scenes were filmed at the historic Rickwood Field. We then moved onto Chattanooga, where the bulk of the baseball scenes were filmed, and finished up in Macon and Atlanta.

Describe your typical day:
A typical day working on the film started with an early wakeup call around 5:30-6:00am. Shuttles and vans took cast and crew members to set, where we all reported in and went to breakfast. Filming typically started around 7:30-8:00am. Before then we met as a medical staff, which consisted of our medical coordinator, myself and a couple of EMTs.

We were split into Unit 1 (dialogue/non-baseball scenes) and Unit 2 (a.k.a., “baseball unit,” for baseball scenes). Due to my credentials and sports medicine background, my priority and responsibilities were with the baseball unit. I led the baseball unit through warm-ups and stretches, evaluated and provided treatment for injuries, and was the liaison for services such as chiropractic work and massage therapy. At about noon we would break for lunch and resume work until sundown. The days were long but very enjoyable. We were able to interact with cast and crew members and develop friendships over the three-month period.

What do you like about your position?
Being behind the scenes and really experiencing how a movie is made was a really cool experience. What made it even more special was that it was an important piece of American history being told. Jackie Robinson endured the pressures and courageously challenged the deep-rooted customs of racial segregation. By wearing that #42 Dodgers jersey, he broke the color barrier and pioneered integration not only in baseball but in all professional sports in America.

(Continued on Page 8)
What do you dislike about your position?
Honestly, this will always be one of the most memorable experiences of my career! The only negative aspect I can think of is that ATs have not been exposed to the film industry. I would love for ATs to read this and be motivated to seek out opportunities in the film industry.

What advice do you have about your practice setting for a young AT looking at this setting?
The film industry utilizes unionized workers. Each state or region has its own governing bodies, or local unions. For example, Georgia’s film production local is called IASTE 479. Its website lists production locals by state (i.e., Florida is IATSE 477). If you click on a specific state, it will take you to that respective state’s “official website of professional film workers.” By navigating to each website, you can find application information and the contact page.

As of now, the medical aspect of the film industry is heavily populated by EMTs. They have a tight grip on the industry; however, I believe ATs should make a push and become more involved. This can include movies, TV shows, concerts, etc.

Athletic training has opened up so many doors and opportunities for me. I hope this encourages ATs to look outside the box and pursue a variety of settings to gain extraordinary experiences.
BOC Approved Providers will be held to a higher standard for their continuing education programs beginning in 2016. In March, the BOC Board of Directors approved the Standards for BOC Approved Providers, following modifications that resulted from a public comment period last fall.

The new standards require BOC Approved Providers to enhance aspects of administration, business practices, content, development and instruction, assessment, and review and evaluation – all to advance the BOC mission of assuring protection of the public.

“The purpose of the new standards is to ensure consistency and promote the highest quality programming for ATs,” said BOC Executive Director Denise Fandel. “By holding BOC Approved Providers more accountable, we are raising the bar for the athletic training profession.”

BOC Approved Providers who continue to participate in the program will need to comply with the standards. The table below shows a side-by-side comparison of the current guidelines and the Standards for BOC Approved Providers. The standards take effect January 1, 2016. See Page 11 to read the Standards for BOC Approved Providers.

## Standards for BOC Approved Providers

<table>
<thead>
<tr>
<th>Current AP Requirements</th>
<th>2016 Standards for APs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only required to comply with AP Guidebook. No standards beyond logistics</td>
<td>Purpose of standards is to ensure consistency and promote the highest quality programming for ATs</td>
</tr>
<tr>
<td>Administration</td>
<td>Administration</td>
</tr>
<tr>
<td>Good Faith Statement</td>
<td>Written documentation to confirm standards knowledge</td>
</tr>
<tr>
<td></td>
<td>Promote use of EBP during programs</td>
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<tr>
<td></td>
<td>Provide learning materials to support program</td>
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<tr>
<td></td>
<td>Maintain documentation on program development from beginning to end</td>
</tr>
<tr>
<td>Retain records for 4 years</td>
<td>Retain records for 5 years</td>
</tr>
<tr>
<td>Discourages “sharing” provider number</td>
<td>Co-sponsor agreements</td>
</tr>
<tr>
<td>Update BOC when provider contact changes</td>
<td>Update BOC when provider contact changes and ensure they know roles/responsibilities of AP</td>
</tr>
<tr>
<td>Provide a course evaluation for participant feedback</td>
<td>Provide a course evaluation for participant feedback</td>
</tr>
<tr>
<td>Certificate of completion</td>
<td>Certificate of completion</td>
</tr>
<tr>
<td>CV for instructors</td>
<td>Resources available to sustain educational programs (continued program improvement and secure records)</td>
</tr>
</tbody>
</table>

## Resources

The following resources serve as examples for organizations aiming to comply with the Standards for BOC Approved Providers.

Click the links to view examples of documents that meet the new standards:

- Example Assessment Methods for EBP Programs (can also be for Category A programs)
- Example Course Evaluation

Coming soon:

- Examples of disclaimer statements
- Example of ownership of materials used within a program
- Examples of conflicts of interest
- Examples of learning objectives
## Standards for BOC Approved Providers

<table>
<thead>
<tr>
<th>Target audience must include ATs</th>
<th>Target audience must include ATs</th>
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<tbody>
<tr>
<td>Attendance roster required</td>
<td>Attendance roster required</td>
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<tr>
<td>Promotional material requirements</td>
<td>Promotional material requirements</td>
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<tr>
<td><strong>Business Practices</strong></td>
<td><strong>Business Practices</strong></td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>Code of Ethics</td>
</tr>
<tr>
<td>Appropriate language. Avoid personal/professional bias and culturally insensitivity</td>
<td>Non-discriminatory practices</td>
</tr>
<tr>
<td>Copyright</td>
<td>Cancellation/Refund Policy</td>
</tr>
<tr>
<td>Conflict of Interest</td>
<td>Cancellation/Refund Policy</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>Solely requires objectives, Level of Difficulty</td>
<td>Utilize appropriate educational methods for objectives, Level of Difficulty, facilities and delivery method (lecture vs. video, etc.)</td>
</tr>
<tr>
<td>Group size for programs with attendee participation is limited to ensure adequate instructor interaction</td>
<td>Content to include knowledge, application or practice based needs of AT</td>
</tr>
<tr>
<td>Content outcomes that should be acquired at completion of program</td>
<td>Program outcomes that should be acquired at completion of program</td>
</tr>
<tr>
<td><strong>Development and Instruction</strong></td>
<td><strong>Development and Instruction</strong></td>
</tr>
<tr>
<td>Content must fall within the domains of AT and be at or above professional education of AT</td>
<td>Program Developer requirements:</td>
</tr>
<tr>
<td></td>
<td>• Knowledgeable regarding domains of AT and professional education</td>
</tr>
<tr>
<td></td>
<td>• Appropriate facilities</td>
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<tr>
<td></td>
<td>• Notify participants of required materials/equipment</td>
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<tr>
<td></td>
<td>• Develop honoraria and expense reimbursement for instructors/authors</td>
</tr>
<tr>
<td>Instructor qualifications</td>
<td></td>
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<tr>
<td><strong>Assessment</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Assessment only required for home study courses, not live events</td>
<td>Assess each learning objective in an appropriate manner</td>
</tr>
<tr>
<td>Use appropriate assessment strategies and measure program objectives accomplished</td>
<td>Use appropriate assessment techniques (formal vs. informal)</td>
</tr>
<tr>
<td>Provider to give assessment feedback to participants</td>
<td></td>
</tr>
<tr>
<td><strong>Review and Evaluation</strong></td>
<td><strong>Review and Evaluation</strong></td>
</tr>
<tr>
<td>Evaluations required. Specific structure not mandated</td>
<td>Evaluations must have specific components</td>
</tr>
<tr>
<td>Program administrators must review evaluations to assess program quality and effectiveness annually.</td>
<td></td>
</tr>
</tbody>
</table>
Standards for BOC Approved Providers

Continuing education and professional development providers ("providers") and their activities/courses/programs ("programs") must align with the Standards for BOC Approved Providers ("Standards"). The Standards are divided into six functional sections. Each section contains Standards that define the required responsibilities of BOC Approved Providers.

SECTION 1: ADMINISTRATION

1.1 Establish processes for developing, administering and documenting programs.
   1.1.1 Maintain compliance with the standards outlined in this document. It is the responsibility of the provider to demonstrate knowledge of and compliance with the Standards through written documentation.
   1.1.2 Incorporate programs that promote the use of current, valid and/or evidence-based practices.
   1.1.3 Identify and provide a supportive learning environment with the physical, technical and educational materials necessary to support the program.
   1.1.4 Maintain documentation of the processes used to develop, administer, deliver, conduct and assess the program and participants.
   1.1.5 Maintain cumulative records with appropriate security for a period of five years.

1.2 Develop cosponsor agreements that clearly define the working relationship between parties. This includes documentation of the completion and provision of various tasks, ensuring that the programs of both parties are in compliance with the Standards.

1.3 Ensure that commercial support does not interfere with the independence and objectivity of instructors.
   1.3.1 Providers and presenters must adhere to the standards for declaring conflicts of interest as defined in Section 2.5 of these Standards.
   1.3.2 The purpose of a program cannot be the promotion of goods and services to the participants.
   1.3.3 Content determined as sales oriented (i.e., designed to "sell" services or products or "product-specific narrative") shall be excluded in the determination of contact minutes/hours.

1.4 Document ownership of the copyright, license or permission for the use of any protected materials used within a program.

1.5 Document changes in administrator/primary contact for programming and ensure that the new administrator/primary contact understands and is in compliance with the Standards.

1.6 Provide sufficient information to allow prospective participants to judge the value and appropriateness of the program (e.g., abstract, learning objectives, intended level of audience (i.e., essential, advanced, mastery).
1.7 Provide each learner, in a timely fashion, with a statement of credit upon successful completion of the program.

1.8 Provide evidence (e.g. curriculum vitae, bio) that instructors chosen to lead programs are qualified by education and/or experience to provide instruction in the relevant subject matter as defined in Section 4.

1.9 Ensure that financial resources are available to sustain the programs undertaken. For example, resources should be available for continued program improvement and for secure maintenance of program records.

**SECTION 2: BUSINESS PRACTICES**

2.1 Code of Ethics

Providers are guided by the following principles of professional conduct as they interact with Athletic Trainers (ATs). Providers will:

2.1.1 Adhere to all standards and guidelines as described by the BOC.

2.1.2 Maintain the integrity and copyright of all proprietary BOC documents and materials.

2.1.3 Be truthful in statements to the BOC, ATs and the public.

2.1.4 Comply with all applicable business, employment and copyright laws.

2.1.5 Provide equal and fair treatment to all program participants.

2.1.6 Comply with the BOC audit system.

2.1.7 Uphold and enhance public appreciation and trust for the profession of athletic training.

2.1.8 Maintain the confidentiality of all participant information.

2.2 Appropriate Language

Use language that does not show personal or professional bias or cultural insensitivity.

2.3 Non-Discriminatory Practices

Ensure that programs are available and accessible to all appropriate participants. Further, providers shall ensure no unlawful discrimination is associated with programming or related programs.

2.4 Copyright

Ensure that copyright permission of materials used by program developers, presenters or others are identified on all program materials, including audio-visual and program related materials.

2.5 Conflict of Interest

Make public potential and actual conflicts of interest and financial gain associated with any programs, presenters or providers. Disclosure of potential conflict for program sponsors must also be addressed. This includes, at a minimum, identifying any and all sponsors in printed program materials.

2.6 Cancellation/Refund Policy

If a fee is charged for programs, a policy must address cancellations and refunds. This policy shall be clearly indicated to potential participants.
SECTION 3: CONTENT

3.1 Utilize educational methods that are appropriate to the:
   3.1.1 Stated objectives for the program
   3.1.2 Characteristics or composition (especially skill level) of the intended audience
   3.1.3 Facilities and instructional medium (e.g., video, lecture) used for the program

3.2 For participation programs (beyond 30% of program time) group size must be limited to ensure adequate interaction with instructors/evaluators.

3.3 Structure each program for the transfer of knowledge, application and/or practice based needs of the AT. Content must be based on evidence that is generally accepted by healthcare professionals. Examples of types of program structures may include any of the following:
   3.3.1 Knowledge based: Participants gain factual knowledge
   3.3.2 Activity based: Participants apply information learned in the time frame allotted
   3.3.3 Practice based: Participants systematically acquire specific knowledge, skills, attitudes and performance behaviors that expand or enhance practice competencies

3.4 Develop program outcomes, as well as learning objectives that define the knowledge and/or skills the AT is expected to acquire through the completion of the program.

SECTION 4: DEVELOPMENT and INSTRUCTION

4.1 Program Developers must:
   4.1.1 Be knowledgeable of the domains of athletic training. Credit shall not be awarded for educational programs that 1) do not fall into one of these domains or 2) are presented below the level of an entry-level certified athletic trainer.
   4.1.2 Provider must ensure that the facilities are appropriate for proposed educational programs and that the proposed educational programs meet the learning objectives of the program.
   4.1.3 Obtain a curriculum vitae that highlights pertinent information on an instructor’s education and professional training, as well as work, publication and presentation history. This record must be produced for any audit conducted by or on behalf of the BOC.
   4.1.4 Offer educational materials for each program that will enhance participant understanding of the content and foster application to clinical practice.
   4.1.5 Notify potential enrollees of any required materials and equipment, and provide specific descriptions of each.
   4.1.6 Develop clearly-defined policies on honoraria and expense reimbursement for instructors/authors.

4.2 Instructor Qualifications
   4.2.1 Instructors of educational programs must have documented experience, education and/or training to allow attendees to meet the learning objectives.
   4.2.2 Instructors should be selected based upon their knowledge of the subject matter; experience and teaching ability; and ability to meet the educational needs of the AT.
SECTION 5: ASSESSMENT

5.1 Each learning objective (see Section 3) must have an appropriate, corresponding strategy for assessment of learning.
   5.1.1 The strategy must be content-oriented and must provide feedback to participants so that they can assess their mastery of the material.

5.2 The provider must develop and use assessment strategies that:
   5.2.1 Are appropriate to the chosen objectives and educational methods.
   5.2.2 Measure the extent to which program objectives have been accomplished.

5.3 The provider may select formal and informal techniques for assessment of learning.
   5.3.1 Informal techniques typically involve participant discussions.
   5.3.2 Formal techniques, such as tests and quizzes, are typically individualized, written and graded.

5.4 The provider shall give feedback about the assessment to the participant in an appropriate, timely and constructive manner.

SECTION 6: REVIEW and EVALUATION

6.1 Evaluation
   6.1.1 Providers must develop and conduct evaluations of each program.
   6.1.2 Feedback from participants should be provided on the following areas:
       6.1.2.1 Applicability of program to meet educational needs
           6.1.2.1.1 Program content was practically useful, comprehensive, appropriate and adequately in-depth
       6.1.2.2 Achievement of stated objectives
       6.1.2.3 Effectiveness of teaching and learning methods
       6.1.2.4 Quality and effectiveness of faculty
       6.1.2.5 Usefulness of educational materials
       6.1.2.6 Appropriateness of learning assessment programs
       6.1.2.7 Perception of bias or commercialism

6.2 Review
   6.2.1 Data collected is thoroughly evaluated and used to make improvements in future presentations.
   6.2.2 Presenters are informed of feedback to help improve teaching and learning methods as well as quality and effectiveness of presentations.
   6.2.3 An independent or internal review shall be conducted no less than annually to determine the effectiveness of the program. The review should evaluate:
       6.2.3.1 Achievement of the overall goals of the program
       6.2.3.2 The extent to which the evaluation effectively and appropriately assesses:
           6.2.3.2.1 Educational objectives
           6.2.3.2.2 Quality of the instruction process
           6.2.3.2.3 Participants’ perception of enhanced professional effectiveness
       6.2.3.3 Appropriateness of evaluation methods and consistency with the scope of the program
GLOSSARY

**Assessment** (learning) – A tool that allows the participant to demonstrate or confirm his or her learning relative to stated program objectives. In addition, assessment allows participants to explain how they plan to incorporate the new skill and/or knowledge into their clinical practice to improve patient outcomes.

**Conflict of Interest** - A situation in which social, professional, or financial considerations have the potential to compromise or bias objectivity. An apparent conflict of interest is one in which a reasonable person would think that the provider’s objectivity is likely to be compromised. A conflict of interest exists whether or not decisions are affected by a personal interest; a conflict of interest implies only the potential for bias, not a likelihood.

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**Domains of Athletic Training** - There are five domains of athletic training. The content of each program must fall within at least one of these content areas:
1. Injury/Illness Prevention and Wellness
2. Clinical Evaluation and Diagnosis
3. Immediate and Emergency Care
4. Treatment and Rehabilitation
5. Organization and Professional Health and Well-Being

**Evaluation** (program) – An appraisal tool that allows the participant to provide program feedback to help the provider determine the effectiveness of a program and/or the administration of a program.

**Evidence Based Practice** - The most common definition of EBP is taken from Dr. David Sackett, a pioneer in evidence based practice. EBP is “the conscientious, explicit and judicious use of current best evidence in making decisions about the care of the individual patient. It means integrating individual clinical expertise with the best available external clinical evidence from systematic research.” EBP is the integration of clinical expertise, patient values, and the best research evidence into the decision making process for patient care.

**Participation Programs** – A program that requires active participation by the attendee, such as a hands-on workshop or a learning lab.
Dos and Don’ts for A Successful Audit

The purpose of an audit is to ensure quality and verify compliance with the BOC Approved Provider Guidelines. The audit system is designed to ensure consistency and guideline adherence. Failure to comply with an audit can result in the loss of status as a BOC Approved Provider. Here are a few tips to help you be successful in the event of an audit. For more information, see the BOC Approved Provider Guidebook.

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use proper terminology on all materials: AT, Athletic Trainer, BOC</td>
<td>Use incorrect terminology: ATC, trainer, NATA, NATABOC</td>
</tr>
<tr>
<td>Use the current BOC logo to identify your program for athletic training CE</td>
<td>Use old logo or no logo</td>
</tr>
<tr>
<td>Assign CEUs appropriately. Contact BOC staff to Be Certain.™ you’re awarding proper CE credit</td>
<td>Give credit for registration, breaks or meal time</td>
</tr>
<tr>
<td>Promote your events on the BOC website</td>
<td>Invite coaches, parents or athletes to a CE event. Audience should be healthcare providers</td>
</tr>
<tr>
<td>Include the CE statement on your certificate of attendance</td>
<td>Share your BOC Approved Provider ID</td>
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