BOC Approved Provider
Maintenance Requirements

Effective January 2018
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PART 1

Requirements to be a BOC Approved Provider

Whether you offer live events, home study or both, compliance with the following are required to maintain an active BOC Approved Provider status.

- Standards for BOC Approved Providers
- Athletic Trainer Audience Policy
- Continuing Education Unit Assignment Policy
- Program Directory Policy
- Annual Renewal
Standards for BOC Approved Providers

BOC Approved Providers and continuing education (CE) programs must align with the Standards for BOC Approved Providers. The Standards are available on page 5.

Athletic Trainer Audience Policy

The target audience must include Athletic Trainers (ATs) as sole credential holders. Programs must be intended for the credentialed healthcare and/or wellness provider. Programs with other credentialed healthcare participants are acceptable to create common knowledge across disciplines and promote interdisciplinary education, but cannot require ATs to be credentialed as a physician assistant, physical therapist, chiropractor, etc. to attend CE programs. Programs targeted at non-credentialed fitness or wellness professionals and lay persons – such as patients, parents, coaches, administrators or educators – do not meet BOC requirements.

Continuing Education Unit Assignment Policy

The BOC uses the term “continuing education units” or “CEUs” to define program credits. CEUs are based on contact hours. A contact hour is the time actually spent in the educational portion of the program. One contact hour equals 1 CEU. The number of CEUs that can be offered for each Category A program will be determined by the BOC Approved Provider and the BOC will assign CEUs for EBP programs. Please see page 25.

Program Directory Policy

BOC Approved Providers are required to enter all CE programs offered to ATs into the Program Directory. Programs include all live events, webinars and home study programs that meet the Standards and CE eligibility requirements for ATs. Providers offering employee-only events are able to identify the program as such. Program information must be provided through your online BOC Approved Provider profile a minimum of 2 weeks prior to the event start date.

Annual Renewal

Providers must renew annually to maintain their elite BOC Approved Provider status and continue to provide Category A or EBP programs to ATs. Renewal consists of an Annual Renewal Fee and Annual Report. The Annual Renewal Fee is due by December 31 of each year, and the Annual Report must be submitted by March 31 of the following year. The Annual Report will consist of program outcomes offered to Athletic Trainers during the previous year.

Failure to comply with the BOC Approved Provider Maintenance Requirements will result in expiration of your BOC Approved Provider status. The BOC Approved Provider Non-Compliance Policies and Procedures on page 30.
Continuing education and professional development providers ("providers") and their activities/courses/programs ("programs") must align with the Standards for BOC Approved Providers ("Standards") and the BOC Approved Provider Maintenance Requirements. Each Standard defines the required responsibilities of BOC Approved Providers.

### Administration

1. **Establish processes for developing, administering and documenting programs.**
   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.
   1.1.1 Incorporate programs that promote the use of current, valid and/or evidence based practices.
   1.1.2 Identify and provide a supportive learning environment with the physical, technical and educational materials necessary to support the program.
   1.1.3 Maintain documentation of the processes used to develop, administer, deliver, conduct and assess the program and participants.
   1.1.4 Maintain cumulative records with appropriate security for a period of 5 years.

2. **Develop co-sponsor 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.

3. **Ensure that commercial support does not interfere with the independence and objectivity of program faculty.**
   1.3.1 Providers and program faculty must adhere to the standards for declaring conflicts of interest as defined in Standard 2.5.
   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” or “promote” particular services or products or “product-specific narrative”) shall be excluded in the determination of contact minutes/hours.

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

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 program faculty chosen to lead programs are qualified by education and/or experience to provide instruction in the relevant subject matter as defined in Standard 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.

### Business Practices

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

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

2.5 Make public potential and actual conflicts of interest and financial gain associated with any programs, program faculty 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 If a fee is charged for programs, a policy must address cancellations and refunds. This policy shall be clearly indicated to potential participants.

### Content

3.1 Identify the professional practice gap and/or educational need the content addresses.

3.2 Utilize educational methods that are appropriate to the:

- **3.2.1** Stated objectives for the program.
- **3.2.2** Characteristics or composition (especially skill level) of the intended audience.
- **3.2.3** Facilities and instructional medium (e.g., video, lecture) used for the program.
3.3 For participation programs (beyond 30% of program time) group size must be considered appropriate to ensure adequate interaction with program faculty.

3.4 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:

3.4.1 Knowledge based: Participants gain factual knowledge.
3.4.2 Activity based: Participants apply information learned in the time frame allotted.
3.4.3 Practice based: Participants systematically acquire specific knowledge, skills, attitudes and performance behaviors that expand or enhance practice competencies.

3.5 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.

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 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 a program faculty’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 program faculty.

4.2 Program faculty:

4.2.1 Must have documented experience, education and/or training to allow attendees to meet the learning objectives.

4.2.2 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.

Assessment

5.1 Each learning objective (see Standard 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 must use formal techniques for assessment of learning.
5.3.1 Formal techniques, such as tests and quizzes, and self-reports are typically individualized, written and assessed. Formal data synthesis will be required to complete the annual report.

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

### Evaluation and Review

6.1 Evaluation of the program.
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 program 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 of the program.
6.2.1 Data collected is thoroughly evaluated and used to make improvements in future presentations.
6.2.2 Program faculty 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.
**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.

**Copyright** - Copyright is a form of protection provided by the laws of the United States (title 17, U. S. Code) to the authors of “original works of authorship,” including literary, dramatic, musical, artistic, and certain other intellectual works. This protection is available to both published and unpublished works. Visit www.copyright.gov for more information.

**Domains of Athletic Training** - There are 5 domains of athletic training. The content of each program must fall within at least one of these content areas:

1. Injury and Illness Prevention and Wellness Promotion
2. Examination, Assessment and Diagnosis
3. Immediate and Emergency Care
4. Therapeutic Intervention
5. Healthcare Administration and Professional Responsibility

**Educational Need** - The education or learning necessary to address the professional practice gap to enhance knowledge and skills.

**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.

**Professional Practice Gap** - The difference between healthcare processes or outcomes observed in practice, and those potentially achievable on the basis of current professional knowledge (http://www.accme.org/ask-accme/criteria-on-2-what-meant-professional-practice-gap). What isn’t the AT doing that they should be doing? What doesn’t the AT know that this program will provide them? What is the patient’s unmet need?

**Program Faculty** - Refers to the instructor, presenter, evaluators or author of a program/activity.
What is an Athletic Trainer?

Definition
Athletic Trainers (ATs) are healthcare professionals who render service or treatment, under the direction of or in collaboration with a physician, in accordance with their education and training and the states’ statutes, rules and regulations. As a part of the healthcare team, services provided by ATs include injury and illness prevention, wellness promotion and education, emergent care, examination and clinical diagnosis, therapeutic intervention, and rehabilitation of injuries and medical conditions. Athletic training is recognized by the American Medical Association (AMA) as a healthcare profession.

Purpose of Continuing Education
The purpose of CE is to promote continued competence, develop current knowledge and skills and enhance professional skills and judgment. CE activities must be intended for healthcare providers and focus on increasing knowledge, skills and abilities related to the practice of athletic training. CE is meant to ensure ATs continue to:
- Stay on the cutting edge in the field of athletic training
- Obtain current professional development information
- Explore new knowledge in specific content areas
- Master new athletic training related skills and techniques
- Expand approaches to effective athletic training
- Further develop professional judgment
- Conduct professional practice in an ethical and appropriate manner
- Improve patient outcomes

Continuing Education Requirements
ATs are required to complete a minimum number of BOC Approved EBP CEUs during the certification maintenance period. The current certification maintenance period ends December 31, 2019.

ATs certified in 2017 or before must complete a total of 50 CEUs, including 10 EBP CEUs

ATs certified in 2018 must complete a total of 25 CEUs, including 5 EBP CEUs
Injury and Illness Prevention and Wellness Promotion
Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness

Examination, Assessment and Diagnosis
Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients’ plan of care

Immediate and Emergency Care
Integrating best practices in immediate and emergency care for optimal outcomes

Therapeutic Intervention
Rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts using the applications of therapeutic exercise, modality devices and manual techniques

Healthcare Administration and Professional Responsibility
Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being

Healthcare Education Clarification
If the program or activity content incorporates tasks from PA7 in a substantive manner or has a focus of healthcare education, it may qualify for CEUs. If the content of the program or activity addresses pedagogy or improving the skill of teaching, or assessing participant learning outcomes, it does not qualify for CEUs. For example, programs related to teaching a clinical skill, documentation or communication involve tasks in the PA7 and qualify for CEUs. Curriculum design, however does not represent tasks incorporated in the PA7 and does not qualify for CEUs.

AP Standard 1
BOC Approved Provider Introduction
BOC Approved Providers (APs) are qualified to offer Level I continuing education activities to ATs. The BOC approves individuals, companies and organizations to provide CE activities to ATs. The BOC Approved Provider status is a blanket approval, which is granted annually and covers all Category A live events and home study programs offered by the provider that comply with the BOC Approved Provider Maintenance Requirements. Evidence Based Practice (EBP) Category programs are approved on an individual basis under a separate application. A sample Operations Manual is available on the BOC website.

FAQ
Is there a difference between an event host and the provider?
Answer
The host of the event is considered the organization that provides the venue. The provider of the program is the organization that supplies marketing materials, tracks registration, collects fees, distributes CE certificates and maintains documentation. The provider of the program must be a current BOC Approved Provider in order to provide Category A CEUs to ATs.

BOC Approved Provider Introduction
As a BOC Approved Provider, you must:
- Comply with the BOC Approved Provider Maintenance Requirements
- Identify 1 individual as a contact person who will be responsible for communicating with the BOC and disseminating information to anyone who will provide instruction to ATs
- Respond to all BOC staff inquiries and customer complaints
- Notify the BOC of any organizational changes
- Not assign or transfer your provider number to another individual or organization. Agreements clearly defining the working relationship between parties must be developed for co-sponsorship opportunities
AP Standard 2

Appropriate Language
Respect for your organization, administrators, instructors and participants is important. Be sure to use language that does not show personal or professional bias or cultural insensitivity. Also, be sure your terminology is correct. Commonly confused terms include the following:

AT and ATC
An AT is a person, 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).

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.

BOC and NATA
The BOC is the credentialing agency that certifies ATs and approves organizations to offer continuing education. The National Athletic Trainers’ Association (NATA) is the professional membership association for Certified Athletic Trainers and others who support the athletic training profession.

Non-Discriminatory Practices
No individual should be denied participation in CE programs offered by BOC Approved Providers on the basis of race, color, national origin, religion, sex, disability, military status, sexual orientation or age.

Copyright
BOC Approved Providers must ensure copyright permission of materials used by program faculty are identified on all program materials. Audio-visual and program related materials should not be excluded. Information may be obtained through a Program Faculty Release Form, leasing agreement or other documentation to identify the permission of use for protected program materials.

The statement on the left is provided for inclusion in education program materials including, but not limited to, mailings, brochures and websites. The non-discrimination statement is available on the BOC website.

Non-Discrimination Statement
Company name does not discriminate on the basis of race, color, national origin, religion, sex, disability, military status, sexual orientation or age. Company Name is committed to accessibility and non-discrimination in all aspects of its continuing education activities. Participants who have special needs are encouraged to contact program organizers so that all reasonable efforts to accommodate these needs can be made.

Program Faculty Release Form Sample
A sample can be found on the BOC website.

Program Faculty Release Form

Program Faculty Release Form Sample
A sample can be found on the BOC website.

PART 3 - Applying AP Standards to Your Program
BOC Approved Providers shall follow an effective and responsible conflict of interest policy that clearly specifies:

- Acceptable relationships and activities
- Prohibited relationships and activities
- Clear guidelines on how to make certain all such arrangements are transparent
- A transparent system where potential and actual conflicts of interest for providers, program faculty or sponsors are declared

Examples of conflict of interest include:

- Healthcare providers and medical organizations pursuing private financial gain may compromise their professional responsibilities
- A person is paid to promote uses of products
- A researcher or family member participating in research owned by a business in which the faculty member holds a financial interest
- A researcher participating in research developed by that researcher
- A researcher who wishes to recruit a subject who is also a student, an employee, a colleague or a subordinate of the researcher
- A sponsor who pays program faculty to promote their products
| Ensure that commercial support does not interfere with the independence and objectivity of program faculty (1.3) | Commercial support should not interfere with CE program  
Support should not dictate program faculty or content | Disclose any personal interest with any business that would conflict with the goals or objectives of the provider or program | Sponsors should not interfere with CE program  
Support should not dictate program faculty or content |
| --- | --- | --- | --- |
| Providers and program faculty must adhere to the standards for declaring conflicts of interest (1.3.1)  
Make public potential and actual conflicts of interest and financial gain associated with any programs, program faculty or providers. Disclosure of potential conflict for program sponsors must be addressed (2.5) | Declare publicly, potential and actual conflicts of interest, financial gain and commercial support  
Provide and collect a Program Faculty Release Form  
Review presentation to ensure a disclosure slide is at the beginning of the slide deck | Declare publicly, potential and actual conflicts of interest, financial gain and commercial support associated with any programs with the provider and participants  
Complete and return a Program Faculty Release Form  
Use a disclosure slide at the beginning of each presentation | Identify all sponsors in printed program materials  
In addition to print materials, providers may choose to publish program sponsors online or through presentation slides |
| The purpose of a program cannot be the promotion of goods and services to the participants (1.3.2) | Confirm program addresses knowledge, competency or performance gap  
Provide best evidence that is accepted by healthcare professionals. Evidence/studies should not be paid for by manufacturer  
Assure that participants gain factual knowledge, apply information learned, and acquire knowledge, skills, attitudes and performance behaviors to expand or enhance professional competencies  
Review presentation to confirm the purpose of the program is not to promote goods or services to participants |  |  |
| 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 (1.3.3) | Avoid using brand names of products or techniques. Refer to generic products  
If a sample is used, state that other products are available on the market outside of the products used for demonstration purposes  
Subtract contact minutes and hours for time discussing branded products from total CE eligibility | Avoid using brand names of products or techniques  
Refer to generic products, if needed  
If a sample is used, state that other products are available on the market outside of the products used for demonstration purposes |  |
Cancellation/Refund Policy
Programs that require a registration fee must also include a cancellation/refund policy. The BOC does not regulate the content of the cancellation policy; however, the policy shall be clearly indicated to potential participants on promotional and registration materials. Programs that are free of charge should be identified as such. Free programs are not required to supply a cancellation/refund policy.

Logos

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<th>Compliant</th>
<th>Non-Compliant</th>
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<tr>
<td>The BOC Approved Provider logo may not be used on or in conjunction with resale items, products or clothing.</td>
<td>The BOC corporate logos and the BOC name may NOT be used in conjunction with marketing materials, resale items, products or clothing.</td>
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“Compliance and consistency promote the highest quality programming for ATs.”

- Denise Fandel, BOC Executive Director
# Program Development Checklist

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<th>Description</th>
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<tr>
<td><strong>Plan Ahead</strong></td>
<td>Program Directory information is required and must be entered in your online profile a minimum of 2 weeks prior to the program start date.</td>
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<tr>
<td><strong>Determine CE Category</strong></td>
<td>Category A CEUs versus EBP Category CEUs - If requesting EBP Category CEUs, submit separate EBP application and allow extra time for processing.</td>
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<tr>
<td><strong>Determine Program Type</strong></td>
<td>Live Event versus Home Study Program - Program logistics are different depending on the program type.</td>
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<tr>
<td><strong>Determine Audience</strong></td>
<td>The target audience must include ATs. Programs must be intended for the credentialed healthcare or wellness provider.</td>
</tr>
<tr>
<td><strong>Determine Practice Gap and Educational Need</strong></td>
<td>Identify the knowledge, competency or performance gap for the program. What is it that ATs don’t know or what aren’t they doing in practice?</td>
</tr>
<tr>
<td><strong>Determine Topic and Content</strong></td>
<td>Ensure the program content aligns with the <em>Practice Analysis, 7th Edition</em> and is offered at or above entry level knowledge and skill for ATs.</td>
</tr>
<tr>
<td><strong>Identify Qualified Program Faculty</strong></td>
<td>Contact subject matter experts who have previous experience in the program content. Obtain a curriculum vitae or résumé to document their qualifications.</td>
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<tr>
<td><strong>Develop Measurable Learning Objectives</strong></td>
<td>Use Bloom’s Taxonomy to create an educational skeleton for the program and define the knowledge or skills the participants are expected to acquire.</td>
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<tr>
<td><strong>Determine Level of Difficulty</strong></td>
<td>NATA’s Professional Development Committee has developed 3 education levels: Essential, Advanced and Mastery.</td>
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<td><strong>Create Participant Assessments</strong></td>
<td>Participant assessments must measure the participants’ mastery of the program content.</td>
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<tr>
<td><strong>Create Program Evaluations</strong></td>
<td>Program evaluations measure the administrative components of your program. Use them to gather information and make future program improvements.</td>
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* A sample is available online at [www.bocatc.org](http://www.bocatc.org).
Program Development Overview

Plan Ahead
Program Directory information is required and must be entered in your online profile a minimum of 2 weeks prior to the program start date.

Determine CE Category
As a BOC Approved Provider, you are authorized to offer Category A CE programs to ATs through live events and home study programs. Programs with the EBP category designation are reviewed on an individual basis under a separate application process.

A. Category A: BOC Approved Provider Programs
The BOC does not approve individual Category A programs. Once BOC Approved Provider status is obtained, the provider status is a blanket approval for all Category A CE programs the BOC Approved Provider may offer, as long as the programs comply with all facets of the BOC Approved Provider Maintenance Requirements.

B. Evidence Based Practice Category: BOC Approved Provider Programs
ATs are required to complete a minimum number of BOC Approved EBP programs each certification maintenance period. All EBP category programs, including live events and home study programs, will undergo review for BOC pre-approval.

All CE programs wishing to use the label “BOC Approved EBP Programs” must be pre-approved through an application process. Approved Clinical EBP programs expire after 2 years unless the provider discontinues the program prior to expiration. Approved Foundations of EBP programs expire after 5 years unless the provider discontinues the program prior to expiration. Course expiration is always on December 31. BOC Approved Providers must notify the BOC of additional dates and locations where approved EBP programs are presented.

Diversity among topics is encouraged in order to provide appropriate content for all clinicians relative to their level of expertise with EBP. The BOC will post all BOC Approved EBP courses on the website as a resource for ATs. The number of CEUs that can be offered for each course will be determined by the BOC based on the application content. Please allow extra time for processing.

Types of EBP Programs

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<th>Foundations of EBP programs</th>
<th>Clinical EBP programs</th>
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<td>Enhance a clinician’s ability to understand EBP methodology, find and evaluate evidence, and apply it to clinical practice</td>
<td>Are organized around a clinically appraised topic – such as evaluation, treatment and rehabilitation following the 5-step EBP process</td>
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Determine Program Type

Live Events
Live events are programs that involve interaction between the program faculty and participant in real time. Programs may be in person or online. Conferences, conventions, grand rounds, labs, symposiums, webinars and workshops are acceptable methods of instruction for live events.

Home Study Program
Home study is a self-paced, individually-completed program whose content is contained in written, computerized or videotaped media. Home study programs do not have a live facilitator or presenter, but may have a program faculty via video, CD or web recording. Home study programs must meet the same standards as any other CE program. BOC Approved Providers must use specific criteria when determining the number of CEUs for recorded and text-based or non-timed courses.
Determine Audience

Programs with other credentialed healthcare participants are acceptable to create common knowledge across disciplines and promote multidisciplinary education. Programs targeted at non-credentialed fitness or wellness professionals and lay persons – such as patients, parents, coaches, administrators or educators would not meet BOC Standards. The Athletic Trainer Audience Policy is available on page 4.

Determine Professional Practice Gap and Educational Need

Professional practice gap is the difference between the current state of “what is” and the desirable or achievable state “what should be” in regards to competency, performance and/or patients outcomes. Educational need is defined as the need for education on a specific topic identified by a gap in professional practice. This is the foundation of developing compliant CE programs under BOC requirements.

To identify a Professional Practice Gap, ask:

<table>
<thead>
<tr>
<th>What is the problem?</th>
<th>What data do you have to validate the problem?</th>
<th>What is the reason the problem exists?</th>
</tr>
</thead>
</table>

The goal of any CE activity is to change Competence and/or Performance and/or Patient Outcomes

<table>
<thead>
<tr>
<th>Professional Practice Gap/Educational Need IS</th>
<th>Professional Practice Gap/Educational Need IS NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify the professional practice gap in Competence and/or Performance and/or Patient Outcomes with the use of Data Sources including Quality Assurance Meetings, Patient Care Review/Audit, Survey/Self Assessment, Scientific/Medical Advances, Mortality/Morbidity Statistics Peer Review, etc.</td>
<td>“I need CE hrs for my certification.”</td>
</tr>
<tr>
<td>“Work says we need to complete it.”</td>
<td>“We need to save money. Let’s do CE here.”</td>
</tr>
<tr>
<td>“We need to save time. Let’s do CE here.”</td>
<td>“We have always done it this way.”</td>
</tr>
<tr>
<td>“The brace rep will provide lunch.”</td>
<td>“Sounds like a good topic.”</td>
</tr>
<tr>
<td>“Who wants to talk about what?”</td>
<td></td>
</tr>
</tbody>
</table>

To identify Professional Practice Gap/Educational Need, answer:

What isn’t the AT doing that they should be doing? What doesn’t the AT know that this program will provide them? What is the patient’s unmet need?

Determine Topic and Content

During program development, ensure the program content aligns with the Practice Analysis, 7th Edition. The study defines the current knowledge, skills and abilities required for practice in the athletic training profession. Match the content of the program description and educational objectives to at least 1 of the task statements. BOC staff are available to assist in making this determination.

CE programs must focus on increasing knowledge, skills and abilities related to the practice of athletic training and be delivered at or above entry level knowledge and skill for ATs.

Utilize educational methods appropriate for the stated program objectives, skill level of the intended audience, and facilities and communication platform used for the program. Structure the transfer of knowledge, application and/or practice needs of the AT. Content must be based on evidence that is generally accepted by healthcare professionals. Participation programs should have limited group size to ensure adequate interaction with program faculty. Common practice is 1 instructor per 16 participants for hands-on programs.
Developing a Clinical EBP Program

Clinical Evidence Based Practice (EBP) programs are organized around a clinically oriented topic and must be designed in a way that reflects the basic principles of EBP. Examples of appropriate clinical topics include glenohumeral assessment, ACL rehabilitation and sport-related concussion. Use the following steps to formulate a clinical question.

<table>
<thead>
<tr>
<th>EVALUATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask a searchable clinical question (Most important catalyst)</td>
<td></td>
</tr>
<tr>
<td>• A well-built question should direct an answer that is focused on patient-centered outcomes. This question will not only improve the quality of care, but will also help the practitioner increase patient satisfaction</td>
<td></td>
</tr>
<tr>
<td>• Clinical application requirement: Question C-1</td>
<td></td>
</tr>
<tr>
<td>• Resource: Formulating a Clinical Question</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIND</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Find the best evidence to answer the question (Sometimes time intensive)</td>
<td></td>
</tr>
<tr>
<td>• Requirement: 5 current references</td>
<td></td>
</tr>
<tr>
<td>• Resource: PubMed Central, Google Scholar, other databases</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>READ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Review the literature</td>
<td></td>
</tr>
<tr>
<td>• Answer:</td>
<td></td>
</tr>
<tr>
<td>- What are the results of the study and are they reliable?</td>
<td></td>
</tr>
<tr>
<td>- Can they be reproduced if the same study was conducted again?</td>
<td></td>
</tr>
<tr>
<td>- Are the results of the study valid?</td>
<td></td>
</tr>
<tr>
<td>- Are the findings of the study clinically relevant to the clinical question?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply the findings</td>
<td></td>
</tr>
<tr>
<td>• Combine the clinician’s expertise and best evidence found in literature, and take into consideration the patient’s values when applying findings/new techniques</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Evaluate the effectiveness and patient results</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHARE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Share findings through production of continuing education programs</td>
<td></td>
</tr>
</tbody>
</table>

Completing the Clinical EBP Course Application

Use the following checklist to guide you through the BOC Clinical EBP Application process.

Clinical question
- ✔ What is the clinical question used to drive your research/program development?
- ✔ Does the clinical question focus on patient-centered outcomes?
- ✔ Is the clinical question in PICO format (defines Patient/Population, Intervention, Comparison and Outcome)?

Reference
- ✔ Minimum of 5 current journal articles answering the clinical question

Clinician experience
- ✔ How is the program faculty’s past experience integrated throughout the program?
- ✔ How do clinicians use their own experience to make informed decisions about the clinical topic?

Preliminary conclusions
- ✔ What conclusions are supported by the evidence/literature in response to the clinical question?

Clinical bottom line
- ✔ What are the clinical recommendations related to this topic?
- ✔ Do the recommendations address the following aspects of patient care?
  - ✔ Financial implications
  - ✔ Equipment needs
  - ✔ Practicality of implementation
  - ✔ Applicability to various patient populations
Identify Qualified Program Faculty

Program developers should identify potential program faculty of educational programs who demonstrate documented experience, education and/or training to allow attendees to meet the learning objectives. Program faculty 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.

Program faculty must provide a curriculum vitae or résumé identifying their qualifications to the BOC Approved Provider.

Develop Measurable Learning Objectives

Development of Measurable Learning Objectives creates an educational skeleton for the program and defines the knowledge and/or skills the participants are expected to acquire through the completion of the program.

Bloom’s Taxonomy is a classification of learning objectives. It contains 6 levels of interaction, each building on the previous (see pyramid to the right). By creating learning objectives with verbs that show measurement, you can use appropriate program assessments to measure participant learning. Avoid using the following terms for objective construction: appreciate, comprehend, experience, know, learn or understand.

To promote student thinking at various levels of Bloom’s Taxonomy, use the diagram below to structure questions and assessments. Use the inner ring to identify the level of thinking you want to teach. These levels, also shown in the pyramid diagram, are Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. After choosing a level, select a verb from the middle ring. Finally, combine the verb from the middle level with a product in the outer ring to construct questions and assessments.
Create Participant Assessments

BOC Approved Providers create participant assessments to measure participants’ mastery of the program content. The assessment allows participants to explain how they plan to incorporate the new skill and/or knowledge into their clinical practice to improve patient outcomes.

Assessments must reflect the educational methods, measure the learning objectives of the program and provide participant feedback. Formal techniques must be utilized to assess participant learning. Examples include pre- and post-tests, scoring rubrics and surveys, to name a few. Use Example Assessment Methods for Programs to develop appropriate participant assessments and review Standard 5 for a complete list of assessment requirements.

“According to the education levels described by the PDC, the following continuing education course is considered to be Essential/Advanced/Mastery Level.”

The BOC and the PDC encourage all BOC Approved Providers to use the 3 levels of education in program descriptions and marketing materials. Please use the following statement when referring to education levels:

“According to the education levels described by the PDC, the following continuing education course is considered to be Essential/Advanced/Mastery Level.”

Determine Level of Difficulty

NATA’s Professional Development Committee (PDC) developed a system of education levels for programming. The PDC has developed 3 education levels: Essential, Advanced and Mastery. The knowledge and skill content of each level builds upon previously-learned theory, concepts and applications.

Mastery

Includes the highest level of theory, concepts and applications of knowledge of technique within a specific area.

Advanced

Includes in-depth theory, concepts and applications of information and/or techniques that are presented beyond the Essential Level.

Essential

Includes core theory, concepts and applications.

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Includes core theory, concepts and applications.
Create Program Evaluations

BOC Approved Providers gather information for future program improvements through program evaluations. A program evaluation is an appraisal tool that allows participants to provide feedback on the program’s effectiveness and/or administration. Completed evaluations are reviewed and feedback is summarized for future program improvements. Standard 6 outlines all of the required components that must be addressed in program evaluations.

How do I know if program content falls within the domains of athletic training?

Answer

Review the Practice Analysis, 7th Edition. If necessary, contact the BOC for assistance in determining if an event is applicable to the athletic training profession.
FAQ

Do I have to seek approval for each program after I become a BOC Approved Provider?

Answer

The BOC approves providers of CE activities. Approval is granted annually for Category A programs and covers courses offered by the provider that comply with all components of the Standards for BOC Approved Providers and BOC Approved Provider Maintenance Requirements. Providers must list all programs, live or home study, private or open registration, on the Program Directory a minimum of 2 weeks prior to the start date. Programs not listed on the directory are not eligible for Category A CEUs. EBP Category programs are individually reviewed through a separate application process.

“Well developed live events engage your audience and help generate discussion.”
Program Implementation Checklist

1. Planning Your Program
   - Create Program Schedule and Assign CEUs
   - Market Your Event
     - Program Directory - Program information is required and must be provided through your online profile a minimum of 2 weeks prior to the program start date.
     - Promotional Materials - Include all items listed in the BOC Approved Provider Maintenance Requirements.
     - Advertising Opportunities* - Includes Mailing List Rentals, Email Blast Service, Website Advertising, Cert Update Advertising and Sponsorship Opportunities.
   - Create Attendance Roster*
   - Create Statement of Credit*
   - Collect Program Faculty Documentation - Collect a curriculum vitae, résumé or biography for each program faculty and a completed Program Faculty Release Form* identifying copyright and conflict of interest information.

2. Event Administration
   - Attendance Roster* - Keep a record of attendance.
   - Declare Conflicts of Interest*
   - Participant Assessments* - Provide and collect completed assessments.
   - Program Evaluations* - Provide and collect completed evaluations.

3. Evaluation and Review
   - Distribute Statements of Credit*
   - Review Program Evaluations*
   - Provide Feedback to Program Faculty
   - Conduct Internal Program Review
   - Retain Records - Keep all documents for 5 years following the program date.
   - Process Complaints

* A sample is available online at www.bocatc.org.

PART 3 - Applying AP Standards to Your Program
Create Program Schedule and Assign CEUs

The BOC uses the term “continuing education units” (CEUs) to define program credits. CEUs are based on contact hours. A contact hour is the time actually spent in the educational portion of the program. One contact hour equals 1 CEU. The Continuing Education Unit Assignment Policy is available on page 4.

Planning Your Program

1. **Live Events - Assign CEUs**

   When calculating contact hours, credit may not be given for time spent in registration, breaks, exhibits, business meetings and social activities. Meal functions must also be deducted except for the actual time of a content speaker. Content determined as sales or promotion orientated must be excluded from CE credit. Portions of a full hour must be rounded to the nearest quarter hour. See the example below.

<table>
<thead>
<tr>
<th>Continuing Education Course Schedule</th>
<th>Contact Hours</th>
<th>CEUs Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-8:30 Registration</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8:30-10:00 Lecture</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>10:00-10:15 Break</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>10:15-12:30 Lecture</td>
<td>2.25</td>
<td>2.25</td>
</tr>
<tr>
<td>12:15-1:00 Lunch</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>1:00-2:00 Exhibits</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2:00-5:00 Lecture</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6.75 hours</strong></td>
<td><strong>6.75 hours</strong></td>
</tr>
</tbody>
</table>

2. **Home Study Programs - Assign CEUs**

   BOC Approved Providers must use the following criteria when determining the number of CEUs for home study programs:
   - Recorded video, audio, CD-ROM, DVD and web presentations are based on time (1 hour = 1 CEU and time will be rounded to the nearest quarter hour)
   - Text-based and non-timed courses will be based on word count, level of difficulty and the number of assessment questions; will be inserted into the following Mergener formula; and will be rounded to the nearest quarter hour
   - The Mergener formula provides an a priori method for assigning credit, based on estimated minutes required to complete the home study materials. The formula is:
     
     \[ .9 \times [-22.3 + (0.00209 \times \text{word count}) + (2.78 \times \text{number of questions}) + (15.5 \times \text{level of difficulty}^\wedge)] \]

   Use this online calculator for easy determination:

   **MERGENER FORMULA - TOUCHCALC**

   \(^\wedge\)Level of difficulty will use the following rating scale:
   - 2-Essential Level
   - 3-Advanced Level
   - 4-Mastery Level
Program information is required and must be provided through your online profile a minimum of 2 weeks prior to the program start date. Programs should include all live events, webinars and home study programs that meet the Standards and CE eligibility requirements for ATs. The Program Directory Policy is available on page 4.

Promotional Materials

Promotional material must be developed for each educational program. Whether the promotional material is a flyer, email blast, website advertising, post card, etc. the material for each program must clearly indicate the following:

1. Learning objectives
2. Schedule and format
3. Credentials of the program faculty
4. Cancellation/refund policy
5. Number of contact hours/CEUs that will be available
6. Fee(s)
7. Target audience
8. Sponsors

When advertising your BOC Approved Provider status, use the BOC Approved Provider logo, which can be found on the Resources page in your BOC Central™ Approved Provider Profile with guidelines for use, in addition to the following statement:

Company Name is approved by the Board of Certification, Inc. to offer continuing education to Certified Athletic Trainers.
Advertising Opportunities

The BOC is excited to share exclusive advertising opportunities with you to support your marketing efforts. As the worldwide leader in credentialing and the only Athletic Trainer certifying body, the BOC can help you promote your products and services to athletic training professionals through a variety of print and electronic opportunities. Whether you are a researcher, employer, educational provider, retail vendor or BOC Approved Provider, we will make it easy and affordable for you to reach BOC Certified Athletic Trainers (ATs) in the United States and Internationally.

See the BOC media kit for more information. Contact Mindy Lindquist, Sales and Marketing Manager, to assist with any marketing and advertising needs at (402) 559-0091 ext. 119 or MindyL@bocatc.org.

Create Attendance Roster

BOC Approved Providers must maintain a roster of participants for each CE activity.

Attendance Roster Sample
A sample can be found on the BOC website.
Create Statement of Credit

Each participant must receive documentation to verify participation in and completion of a program. The Statement of Credit should be provided at the conclusion of the program. BOC Approved Provider’s must print the following on the documentation:

1. Participant’s name
2. Title of the activity
3. BOC Approved Provider name
4. Date of event
5. Signature of individual verifying attendance
6. BOC Approved Provider logo
7. Number of contact hours/CEUs
8. BOC Approved Provider continuing education statement:

Statement of Credit

This certificate is presented to:

1. Participant Name
2. Title of the Activity
3. BOC Approved Provider Name
4. Event Date
5. BOC Approved Provider continuing education statement:

Statement of Credit Sample

A sample can be found on the BOC website.

Live Events

Company Name (BOC AP#: PXXXX) is approved by the Board of Certification, Inc. to provide continuing education to Certified Athletic Trainers. This program is eligible for a maximum of (#) (select one: Category A/Evidence Based Practice Category) hours/CEUs. ATs should claim only those hours actually spent in the educational program.

Home Study Programs

Company Name (BOC AP#: PXXXX) is approved by the Board of Certification, Inc. to provide continuing education to Certified Athletic Trainers. This program is eligible for a maximum of (#) (select one: Category A/Evidence Based Practice Category) hours/CEUs.

Collect Program Faculty Documentation

Collect a curriculum vitae, résumé or biography for each program faculty and a completed Program Faculty Release form identifying copyright and conflict of interest information.

Event Administration

Attendance Roster

Participant attendance must be documented for each CE activity. Live events should require each participant to sign in at the beginning of the CE activity. Home study programs should retain registration and program completion data.

Declare Conflicts of Interest

BOC Approved Providers, program faculty and sponsors must declare any and all potential or actual conflicts of interest. A conflict of interest slide must be included at the beginning of the presentation.
Participant Assessments
Provide assessments to each participant for completion. Collect, score and provide participants feedback in an appropriate, timely and constructive manner.

Program Evaluations
Attendees should complete a program evaluation form after each event. Evaluations may be paper or electronic.

Evaluation and Review

Distribute Statements of Credit
Each attendee who signed in, completed the program, passed the participant assessment and completed a program evaluation must receive a statement of credit after the conclusion of the event.

Review Program Evaluations
Program organizers must review feedback provided on program evaluation forms. The data collected should be thoroughly evaluated and synthesized. Providers should use the summary of program feedback to make improvements for future programs.

Provide Feedback to Program Faculty
Share feedback from the completed participant evaluation forms with program faculty. Program faculty must be informed of feedback to help improve their teaching and learning methods, as well as to determine quality and effectiveness of presentations.

Conduct Internal Program Review
BOC Approved Providers conduct an independent or internal review no less than annually to determine the effectiveness of a program. Standard 6 identifies the components that must be discussed by the organization to identify and implement future program improvements.

Retain Records
The information must be made readily available to the BOC upon request when it is necessary to verify an AT’s participation in an activity or to provide a replacement statement of credit to attendees.

Process Complaints
Any concerns or complaints raised by ATs should be addressed by the BOC Approved Provider. Complaints received by the BOC will be investigated. The BOC will notify the BOC Approved Provider of the complaint and follow the BOC Approved Provider Non-Compliance Policies and Procedures.

FAQ

Do I have to send BOC attendance record after each program?

Answer
No. BOC Approved Providers do not have to submit materials to the BOC immediately after each event. However, please retain them for your records for 5 years. Use them to verify attendance should an AT request a replacement certificate and complete the Annual Report.
Introduction

The BOC Approved Provider Non-Compliance Policies and Procedures are intended to inform BOC Approved Providers, BOC Certified Athletic Trainers, and members of the public of the policies and procedures used to manage non-compliance matters by BOC Approved Providers. Compliance with the items on the right are required to maintain an active BOC Approved Provider status and are outlined on page 4.

Non-Compliance Policies

Failure to comply with the Standards, Athletic Trainer audience policy or CEU assignment policy
- Providers who are found to be non-compliant shall be placed on Probation for a specified period of time
  - Failure to comply with the terms of Probation will result in an Expired status

Failure to comply with the Program Directory policy
- Providers who fail to post all eligible programs to the Program Directory shall be provided 1 opportunity to post past program(s)
- Providers who fail to post all eligible programs to the Program Directory a second time, shall be placed on Probation for a specified period of time
  - Failure to comply with the terms of Probation will result in an Expired status

Failure to pay Annual Renewal Fee (due December 31)
- Providers who do not remit payment by the deadline shall have their status expire on January 1

Failure to submit compliant Annual Report (due March 31)
- Providers who do not submit an Annual Report shall have their provider status expire on April 1
- Providers who are found to be non-compliant with the Annual Report, shall be placed on Probation for a specified period of time
- Providers who are found to be non-compliant with a second Annual Report, shall have their provider status expire

Non-Compliance Procedures

Filing a Complaint
- The BOC may initiate an investigation in the event it receives or discovers information indicating that a violation of the Requirements may have occurred
- The public may also submit a complaint. Individuals shall report possible violations of the Requirements in a written and signed statement addressed to the BOC. This statement shall identify the provider alleged to be involved and the facts concerning the alleged conduct in as much detail as possible and should include any available documentation. Complaints may be filed on the BOC website or by contacting the BOC
Investigation Procedures
• All complaints will be preliminarily reviewed by the BOC
• An investigation will be initiated if the preliminary review determines that the information and allegations, if true, describe facts that would constitute a violation of the Requirements
• The BOC shall notify providers of a program audit and will require a response within 15 calendar days from the date notification is sent. The BOC may extend this period up to an additional 15 calendar days upon request
  - The notification shall provide instruction on the materials needed from the provider to conduct the program audit
  - The BOC shall review all materials and providers shall be notified of the outcome within 30 calendar days of receipt

Outcome
Non-compliance with the Requirements may result in one or more of the actions listed below.

Probation
The BOC may place a BOC Approved Provider on Probation. Probation may include the setting of conditions that must be met in a specific period of time.
  • While on Probation, the BOC Approved Provider’s status is considered Active
  • Probation may be noted publicly
  • Terms of Probation will be outlined in the form of written notification
  • Failure to comply with probation terms will result in Expired status

Expiration
The BOC ends approval of a BOC Approved Provider.
  • Status is Expired
  • Expired providers must immediately cease:
    - Offering EBP Category or Category A continuing education units to Athletic Trainers
    - Representing themselves in any way as a BOC Approved Provider
  • Using BOC intellectual property, including but not limited to trademarks and logos
  • Using the BOC approval statements and unique provider ID

Notice and Service
In general, the giving of notice and/or service shall be given in writing. However, the giving of notice shall be sufficient when made either personally or by US regular mail. Electronic delivery of notice may also be sent by the BOC to the last known mailing or email address of the BOC Approved Provider.

Future Participation as a BOC Approved Provider
To become an active BOC Approved Provider:
  • Log in to BOC Central™ for Approved Providers
  • Complete the required forms and/or fees as directed
  • Demonstrate and maintain compliance with the Requirements
BOC VISION
The BOC exists so that healthcare professionals worldwide have access to globally recognized standards of competence and exceptional credentialing programs that support them in the protection of the public and the provision of excellent patient care.

BOC MISSION
To provide exceptional credentialing programs for healthcare professionals to assure protection of the public.

BOC VALUES
Integrity, Professionalism, Fairness, Transparency, Service

The BOC, a national credentialing agency, has been certifying Athletic Trainers and identifying, for the public, quality healthcare professionals with certainty since 1969.