

Resources

PERSONNEL RESOURCES

Program Leadership/Athletic Therapy Education Program Direction

The program must have adequate leadership and management. These officials must have necessary academic credentials (MSc, MA or PhD (preferred)) and professional qualifications (Certified Athletic Therapists) to perform the functions identified in documented job descriptions.

Responsibilities: For each institution, the title of the individual(s) responsible for the future program direction, day-to-day operation, co-ordination and supervision of the athletic therapy education program may vary. Notwithstanding the title, close co-operation between the director of the program and the athletic therapy staff is necessary for effective planning and implementation of student clinical experience in the athletic therapy program.

Qualifications: The director of the program is to be a full-time paid employee of the institution and must be a member of the teaching faculty as defined by the institution. The director of the program must also have current Canadian Athletic Therapists Association (Association) recognition as a Certified Athletic Therapist or possess equivalent qualifications and have appropriate experience, as such, (as decided by Association) in the clinical supervision of students of athletic therapy or Certification Candidates.

The director of the program should have a minimum of three years experience as an Association Certified Athletic Therapist. The director of the program should have a strong academic orientation and should have demonstrated a sincere interest in the professional preparation of students of athletic therapy or Certification Candidates. Demonstrated involvement in athletic therapy and sports medicine through publications, public speaking, research, and membership in related professional organizations is highly desirable.

Teaching Faculty

Responsibilities: The teaching faculty members (MSc, MA or PhD (preferred)) of the athletic therapy education program are identified in two areas: the professionally based courses and the discipline-based courses. Faculty members responsible for teaching professionally based courses (i.e., prevention of athletic injuries/illnesses, assessment of athletic injuries/illness, first aid and emergency care, therapeutic modalities and therapeutic exercise) and other courses in the institution's athletic therapy curriculum, must have the credentials listed in [“Standards Applicable to Faculty” in Standards, #4-20](#).

Because of the interdisciplinary nature of the athletic therapy education program, the teaching faculty for the discipline-based courses may be comprised of individuals from various academic

units and disciplines including medicine, biology, chemistry, physics, psychology, education, home economics, health and physical education.

Qualifications: Faculty members responsible for teaching required subject matter must be qualified as defined by the institution through professional preparation and experience in their respective academic areas.

Number: There must be sufficient faculty to provide students with adequate attention, instruction, and supervised practice, to acquire knowledge and competence needed for entry to the occupation.

To better develop the new athletic therapy professionals, all faculty members assigned to teach the academic core courses (see [Curriculum Requirements, #4-80](#), points “6” and “7”) must be familiar with the competencies an athletic therapist needs. In addition, faculty members teaching course work included in the athletic therapy curriculum must demonstrate a sincere interest in assisting students in development of the athletic therapy competencies.

Clinical Instructional Staff

Responsibilities: A clinical instructor is a faculty or staff member as defined by the institution who provides direct supervision and instruction of students in the clinical aspect of the athletic therapy education program.

Qualifications: A clinical instructor must have current Association recognition as a Certified Athletic Therapist or possess equivalent qualifications and have appropriate experience, as such, in the clinical supervision of students of athletic therapy or Certification Candidates.

Clinical instructors should have a minimum of one year experience as an Association Certified Athletic Therapist. A clinical instructor should have a strong academic orientation, demonstrated clinical teaching skills, and a sincere interest in the professional preparation of students of athletic therapy or Certification Candidates. Demonstrated involvement in athletic therapy and sports medicine through publications, public speaking, research, and membership in related professional organizations is highly desirable.

Medical and Allied Health Personnel

The athletic therapy education program must provide adequate opportunity for athletic therapy students to become familiar with the roles and responsibilities of various medical and allied health personnel comprising the sports medicine team.

There should be involvement of various medical and allied health personnel (e.g., physiotherapists, occupational therapists, massage therapists, physicians, chiropractors, and emergency medical technicians) in both classroom and clinical instruction. These medical and allied health personnel may or may not hold formal appointments to the instructional staff. Nevertheless, their involvement on a planned, regular and continuing basis is highly desirable.

Team Physician(s)

The team physician(s) should be involved in the athletic therapy education program.

The team physician should have a sincere interest in the professional preparation of students of athletic therapy or Certification Candidates, and should be willing to share his/her knowledge through on-going informal discussion, clinics, and other in-service educational sessions. Involvement of the team physician as a full-time or part-time classroom instructor or guest lecturer is encouraged.

Additional Medical and Allied Health Personnel

There should be involvement of a variety of medical specialists and allied personnel as full-time or part-time classroom instructors, guest lecturers, or clinical instructors.

Physiotherapists, occupational therapists, massage therapists, chiropractors, dentists, nurses, and specialists in family practice, orthopaedics, neurology, cardiology, paediatrics, internal medicine, ophthalmology, and physical medicine and others should be utilized to enhance and diversify the curriculum offerings and clinical experiences.

Clerical and Support Staff

Adequate clerical and other support staff should be available.

Professional Development

Programs are to encourage program staff and faculty to pursue continuing professional growth to assure that program faculty and officials can fulfil their responsibilities.

FINANCIAL RESOURCES

Resources to operate an educational program must be ensured to fulfil obligations to matriculating and enrolled students.

PHYSICAL RESOURCES

Facilities

Adequate classrooms, laboratories, clinical and other facilities, and administrative offices are to be provided for students, program staff and faculty. The athletic therapy room provides the primary facility in which the clinical aspect of the athletic therapy education program is conducted. Athletic therapy rooms must provide adequate space for effective learning experiences for all athletic therapy students enrolled in the clinical aspect of the program. Space requirements depend not only upon the number of athletic therapy students to be supervised at any one time, but also upon the daily therapy room case load associated with health care services to student athletes and/or the public.

Equipment and Supplies

Appropriate and sufficient equipment, supplies, and storage space is to be provided for student use, and for teaching and supervising the clinical practice components of the curriculum. Instructional aids such as clinical specimens, documents and related materials, reference materials, equipment, and demonstration aids must be provided when required by the types of learning experiences delineated for the clinical education components of the curriculum.

Therapeutic Modalities and Rehabilitation

A wide range of contemporary therapeutic modalities and rehabilitation equipment must be available for instructional purposes.

Such equipment should include commonly used cryotherapy, thermotherapy, hydrotherapeutic and electrotherapeutic agents, assorted exercise (isometric, isotonic and isokinetic) and other contemporary devices.

First Aid and Emergency Care Equipment

Equipment and supplies necessary for the appropriate initial management of the acute athletic injuries/illness must be available in order to provide the athletic therapy student with instruction in first aid and emergency care procedures.

Basic equipment should include stretchers, spine boards, appropriate cardiopulmonary resuscitation equipment, assorted splints, bandages, dressings and taping/strapping supplies.

Learning Resources

Library

Students are to have ready access in time and location to an adequate supply of current books, journals, periodicals, and other reference materials related to the curriculum.

Resource materials may be housed in the university library and/or department library. Reference material may also be available in the clinical setting and/or the offices of the teaching/clinical faculty.

Instructional Aids

Adequate audio-visual and other appropriate instructional aids must be available for use by athletic therapy education program instructors. Clinical subjects, specimens, athletic injury management records and forms, computer hardware and software, and audio and visual resources must be available in sufficient number and quality to enhance student learning.