



Appendix G – PAC Annual Report

Accredited Athletic Therapy Program Annual Report

**Canadian Athletic Therapists Association
Program Accreditation Committee**

Documents are to be submitted to: pac_chair@athletictherapy.org

The purpose of this document is to provide a report regarding accredited Athletic Therapy program compliance with the educational practice standards of the CATA. The Annual Report must be submitted to the CATA Program Accreditation Committee by May 15th annually.

PLEASE TYPE OR PRINT INFORMATION CAREFULLY

Name of Sponsoring Institution

SPONSORING INSTITUTION'S OFFICIALS

President	Degree/Credentials	Date
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VP Academic	Degree/Credentials	Date
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Dean (or Comparable Administrator)	Degree/Credentials	Date
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Signature		Date
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PROGRAM INFORMATION

Degree Name and Credential

Major, where applicable

PROGRAM OFFICIALS

Program Director Degree/Credentials

Area Code & Telephone Number

Length of Program/Degree Degree Granted (Specify – BA, BSc, BKin, etc.)

Average annual tuition for full-time students: Domestic International

Number of students: Within province Out of province International

Maximum first year enrollment capacity

Expiration of Current Accreditation (Month/Year)

INTRODUCTION:

Each **Standard** must be assigned a compliancy benchmark.

- (C) Compliant** Fully Meets the Standard
- (PC) Partial-Compliance** Partially Meets the Standard
- (NYC) Not Yet Compliant** Does Not Yet Meet Any Components of the Standard

The purpose of this annual report is for your accredited institution to self-identify your program’s current status of each standard for accreditation. Include copies of faculty workload allocation, current program maps, Programmatic Evaluation Plan, and any proposed curriculum changes. Please identify your program’s current benchmark for each standard, adding any additional commentary regarding standards undergoing change or explanation for any standards identified as PC or NYC.

STANDARDS FOR ACCREDITATION

A. POST-SECONDARY INSTITUTION STANDARDS

1. Educational programs are eligible for accreditation if the post-secondary institution is Association of Colleges and Institutes Canada (CICan) or Universities Canada accredited and meets the standards for education in athletic therapy as stated in the CATA Standards for Accreditation.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.1		
C	PC	NYC

2. For programs in which academic and clinical instruction and supervised practice are provided by two or more institutions, responsibilities for program administration, instruction, supervision, and other functions of the sponsoring institutions and of each affiliate must be clearly documented in a formal affiliation agreement or memorandum of understanding among the parties.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.2		
C	PC	NYC

3. Accredited educational programs must be established in a degree-granting post-secondary academic institution which meet standards for education in athletic therapy.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.3		
C	PC	NYC

4. Post-secondary institutions assume primary responsibility for student admission, curriculum planning as per Association curriculum standards, selection of course content, co-ordination of classroom teaching and supervised practicum experiences, appointment of faculty, and granting the credential documenting satisfactory completion of the educational program.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.4		
C	PC	NYC

5. The institution must ensure full liability protection for students during field and clinical practicums.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.5		
C	PC	NYC

6. The institution must be authorized under applicable provincial law and statute to provide a program of post-secondary education.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.A.6		
C	PC	NYC

B. RESOURCES

1. Personnel Resources

a) Program Leadership/Athletic Therapy Education Program Direction

Qualifications: The Director of the program is to be a full-time paid employee of the institution. The Director of the program must also be a current certified athletic therapist of the Association for a minimum of 10 years. The Director of the program should have a strong academic orientation and should have demonstrated an interest and have experience in the professional preparation of students.

Academic qualifications for the Program Director are PhD preferred, thesis-based Master's required

Responsibilities: For each institution, the title of the individual(s) responsible for program direction, leadership, day-to-day operation, coordination, and supervision of the athletic therapy education program may vary. Notwithstanding their title, this individual is responsible for overseeing the curriculum of the program, inclusive of programmatic and course changes, evaluation plan for core athletic therapy competencies and for working

with core athletic therapy faculty in effective planning and implementation of student academic and practicum experience in the athletic therapy program. The Program Director will also serve as the institutional representative with the Committee of Accredited Institutions of the Association.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.a		
C	PC	NYC

b) Core Athletic Therapy Teaching Faculty

Qualifications: The full-time core athletic therapy teaching faculty must be a current certified athletic therapist of the Association for a minimum 3 years. Academic qualifications for the core athletic therapy teaching faculty are PhD preferred, thesis-based Master’s required.

Number: There must be a minimum of two full-time core athletic therapy teaching faculty. The number of core athletic therapy teaching faculty must also be sufficient to maintain student-to-faculty ratios that allow for effective instruction and evaluation. The qualitative metrics for evaluating the appropriate full-time complement for an institution will include: 1) the ability to deliver a competency-based education curriculum, and 2) effectively evaluating students. PAC will rely on faculty interviews, student interviews, and practicum agency interviews to gather data to evaluate curriculum delivery and student evaluation. The recommended full-time faculty complement is one that maintains a ratio of one (1) core athletic therapy faculty member per eight (8) athletic therapy students, based on the program’s first year intake.

Responsibilities: Faculty members responsible for teaching required athletic therapy core subject matter, must be a certified athletic therapist of the Association.

Athletic therapy education is interdisciplinary in nature. Therefore, 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, nutrition, health, and kinesiology/physical education.

All faculty members teaching within the accredited athletic therapy program must be familiar with the athletic therapy competencies.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.b		
C	PC	NYC

c) Instructional Support Staff

c1) Teaching / Instructional Assistants/Laboratory Demonstrators

Qualifications: Any individual assisting with the instruction of core athletic therapy courses must be a current certified athletic therapist of the Association.

Responsibilities: As per institutional position responsibilities.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.c1		
C	PC	NYC

c2) Practicum Coordinator

Qualifications: The practicum coordinator must be a current certified athletic therapist of the Association. This individual may also be a part of the teaching faculty.

Responsibilities: A practicum coordinator provides administration of the field and clinical practicum experiences. This includes but is not limited to engagement with program curriculum, orientation of the clinical educators and site suitability.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.c2		
C	PC	NYC

c3) Practicum Instructor

Qualifications: The Practicum Instructor must be a current certified athletic therapist of the Association. This person is typically a faculty member (e.g., contract or full-time). There are many titles for this position at various institutions including, but not limited to: faculty member, instructor, professor, clinical mentor, and clinical supervisor.

Responsibilities: The Practicum Instructor is the primary person responsible for the final grade allocation from the accredited program but must work closely with the clinical educator to determine the grade. This person is responsible to liaise with both the clinical educator and the student placed at the clinical educator's field or clinic environment. This person helps build the clinical educator's capacity for student evaluation and feedback with the ultimate goal of student's becoming competent professionals in athletic therapy. Moreover, formative and summative feedback and capacity building for the clinical educators is the responsibility of the Institution-Faculty Liaison

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.c3		
C	PC	NYC

d) Administrative Support Staff

Sufficient clerical and other support staff should be readily available to the athletic therapy program.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.d		
C	PC	NYC

e) Clinical Educators

Qualifications: A clinical educator should be a current certified athletic therapist of the Association. Allied healthcare professionals may act as clinical educators provided that it is not the student’s only experience throughout their program. This individual is not required to be an institutional employee.

Responsibilities: A clinical educator provides supervision and education of students in the practicum aspects of the athletic therapy education program. This includes but is not limited to engagement with program curriculum, orientation, training, and student evaluations. They work with the Institution-Faculty Practicum Liaison to complete student evaluation and provide feedback that optimizes student progress and competency development.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.1.e		
C	PC	NYC

2. Professional Development

Where collective agreements are silent on professional development, all full-time athletic therapy faculty teaching athletic therapy core curriculum should be afforded professional development opportunities by the sponsoring institution.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.2		
C	PC	NYC

3. Financial Resources

The financial resources for the athletic therapy educational program must be ensured to fulfil obligations for program ongoing development and delivery.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.3		
C	PC	NYC

4. Physical Resources

a) Facilities

The classrooms, laboratories, clinical and other facilities, faculty, and administrative offices must ensure adequate experiential learning opportunities for all students enrolled within the athletic therapy program to support the knowledge, skills and aptitudes needed for a competent entry-level athletic therapist.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.4.a		
C	PC	NYC

b) Equipment and Supplies

There must be appropriate and sufficient equipment, supplies, and storage space to ensure adequate experiential learning opportunities to support the knowledge, skills, and aptitudes needed for a competent entry-level athletic therapist.

There must be appropriate instructional and audio-visual aids included, but not limited to, clinical specimens, anatomical models, modalities, tables, tape, emergency care and rehabilitation tools to support the applied learning experiences delineated by the educational components of the curriculum.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.4.b		
C	PC	NYC

b1) Therapeutic Modalities and Rehabilitation

There must be a wide range of contemporary therapeutic modalities and rehabilitation tools available for instructional and practice purposes.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.4.b1		
C	PC	NYC

b2) First Aid and Emergency Care Equipment

There must be a range of contemporary equipment and supplies in emergency care for instructional and practice purposes.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.4.b2		
C	PC	NYC

c) Learning Resources

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

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.B.4.c		
C	PC	NYC

C. STUDENTS

1. Admission Policies and Procedures:

The specific academic and technical standards for admission of students must be made in accordance with clearly defined and published policies of the institution.

The policies and standards regarding advanced placement, transfer of credit and credit for experiential learning must be available to students.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.C.1		
C	PC	NYC

2. Evaluation of Students:

a) Programmatic Evaluation Plan

Programs should have an overall evaluation plan for the program that aligns with the competency development model. Student evaluation should be frequent, regular, formative, and summative to facilitate competency development. Programs should have a student remediation policy and procedures. Evaluation of students should assess the acquisition of knowledge, problem identification and problem-solving skills, and psychomotor, behavioral, clinical, and on-field competencies. To help describe the programmatic evaluation plan, a template has been provided in Appendix H.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.C.2.a		
C	PC	NYC

b) Student Course Evaluation Methods

The criteria for successful completion of each course of the curriculum shall be given in advance to each student. Evaluation methods shall include content related to the objectives

and competencies described in the curriculum for both didactic and supervised clinical education. Students must document appropriate learning experiences and curriculum sequencing to develop the competencies necessary for graduation, including appropriate instructional materials, classroom presentations, discussions, demonstrations, supervised clinical and on-field practica, and other practical evaluations.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.C.2.b		
C	PC	NYC

c) Frequency and Level of Competency Evaluation

The program must identify the frequency to which competencies are evaluated at levels of introduction, applied, and entry level competence.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.C.2.c		
C	PC	NYC

d) Graduation Requirements

The program specific graduation requirements must be made available to each student

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.C.2.d		
C	PC	NYC

D. OPERATIONAL POLICIES

1. Fair Practices:

a) The program marketing and advertising must accurately reflect the program offered.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.a		
C	PC	NYC

b) Student admission, faculty and staff recruitment, and faculty and staff employment practices shall be non-discriminatory.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.b		
C	PC	NYC

- c) The program must accurately publish academic credit and full program costs to the student.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.c		
C	PC	NYC

- d) The program shall have a defined and published policy and procedure for processing student and faculty grievances.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.d		
C	PC	NYC

- e) The policies and procedures for students' withdrawal, and for refunds of tuition and fees, shall be published.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.e		
C	PC	NYC

- a) The programs must submit a student code of conduct which clearly outlines the program expectations. This code of conduct must ensure that students are not substituted for regular staff in an experiential learning environment or practicum.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.1.f		
C	PC	NYC

2. Student Records:

Satisfactory records shall be maintained for student admission, attendance, and evaluation. Grades and credit for courses shall be recorded on the student transcript and permanently maintained by the post-secondary institution in a safe and accessible location. In partnership with the Office of the Registrar, a process must be known for accessing and/or verifying student records when required.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.D.2		
C	PC	NYC

E. PROGRAM EFFECTIVENESS

The program must:

1. Systematically obtain and provide substantial and accurate information on its educational effectiveness especially as measured by student achievements, including metrics such as CATA certification rates, graduation rates, employability, attrition, and student satisfaction.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.E.1		
C	PC	NYC

2. Maintain a clearly articulated curriculum map.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.E.2		
C	PC	NYC

3. Ensure that there is a process in place for adequately documenting degree progression and completion. Also, verify that degrees are conferred on the basis of educational achievement assessed and documented through appropriate measures.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.E.3		
C	PC	NYC

4. Each Institution must have a policy regarding minimum passing grades for all AT core courses.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.E.4		
C	PC	NYC

F. CURRICULUM REQUIREMENTS

Competency Framework: programs will design curriculum to include the competency framework and competencies. Two guiding definitions of competency-based education and standards should help provide an overarching guide to program design and development:

Competency-based education is a strategy that progressively exposes students to a continuum of learning that fosters the development of general and specific knowledge, skills, and dispositions. CBE requires a combination of instruction, experiential learning, and assessment.

National Standards of Practice are performance benchmarks that Certified Athletic Therapists are expected to achieve in accordance with the Competencies as defined by the Canadian Athletic Therapists Association

1. Description of the Program:

- a. Faculty and students shall be provided with a clear written description of the program and its content including learning goals, course objectives, supervised practicum assignments and competencies required for graduation.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.1.a		
C	PC	NYC

- b. The program articulates a student competency framework that coincides with the overall program delivery and curriculum and CATA competencies.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.1.b		
C	PC	NYC

- c. Learning and scholarship must be demonstrated in the following subject matter areas:

- (1) concussion assessment and management*
- (2) prevention of athletic injuries/illness*
- (3) assessment of athletic injuries/illness*
- (4) emergency care*
- (5) therapeutic modalities*
- (6) rehabilitation principles*
- (7) taping and bracing*
- (8) ethics, professionalism, and cultural competence*
- (9) patient education and advocacy*
- (10) therapeutic exercise*
- (11) strength and conditioning
- (12) business of athletic therapy
- (13) human anatomy
- (14) human physiology
- (15) exercise physiology
- (16) biomechanics
- (17) food and nutrition
- (18) sport and exercise psychology
- (19) pharmacology
- (20) pathology
- (21) research methods and statistics

- (22) health
- (23) adapted physical activity
- (24) motor control and learning
- (25) Indigenization and decolonization
- (26) equity, diversity, and inclusion
- (27) leadership and communication

* = Core Athletic Therapy Course, must be delivered by core athletic therapy teaching faculty

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.1.c		
C	PC	NYC

- d. Clinical and field practica should be integrated and sequenced simultaneously with other theoretical and experiential learning in the curriculum. The curriculum shall include provision for clinical and field experiences under a clinical educator in an acceptable clinical and field setting.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.1.d		
C	PC	NYC

2. The athletic therapy curriculum is to include provision of practicum courses that provide students with opportunity for field and clinical experience under the supervision of a qualified clinical educator. Programs must have a field and clinic practicum course in every semester in the last two years of a program at a minimum. Practicum courses must have two aspects to them: **1) Classroom with an instructor:** In this aspect of the course, instructors can debrief on the experiential components of practicum and provide an opportunity for students to practice clinical and field skills in a safe environment. **2) A practicum (aka internship) component** where the student is assigned a clinical educator to supervise and evaluate student competency development. The clinical educator will work with both the practicum instructor and the practicum coordinator on course specific duties and administrative duties, respectively.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.2		
C	PC	NYC

3. Practicum experiences should be initiated early in the student's program and should be designed to provide the student with sufficient opportunity to develop specific competencies pertaining to the practice of athletic therapy. These experiences should assist the student to develop their knowledge and skill set that progresses from introduction, to application, to entry-level competence.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.3		
C	PC	NYC

- Practicum experiences must provide each student with exposure to a variety of sports, genders, clinical educators, and clinical and field environments.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.4		
C	PC	NYC

- Supervised clinical practicums must ensure that the clinical educator is readily accessible to students for instruction and guidance. A ratio which does not exceed four students to one clinical educator during the student’s practicum at a single time.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.5		
C	PC	NYC

- Supervised field practicums must ensure that the clinical educator is readily accessible to students for instruction and guidance. A ratio which does not exceed eight students to one clinical educator during the student’s practicum at a single time.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.6		
C	PC	NYC

- Entrustable Professional Activities (EPAs)**

Supervision of students should be based on levels of entrustment that have been designed by the program and communicated by the practicum instructor and/or practicum coordinator. Clinical educators will work the programs to ensure they are aware of EPAs and if the students have achieved the required levels of entrustment. The evaluation of EPAs is an important variable that needs to be considered with the amount of direct versus indirect supervision. This evaluation must occur in both a field and clinic environment regularly.

According to Englander et al (2017), “an entrustable professional activity (EPA) is an essential task of a discipline that an individual can be trusted to perform without direct supervision in a given health care context, once sufficient competence has been demonstrated.” Programs need an EPA plan that works closely with the Programmatic Evaluation Plan (PEP) to ensure that students are prepared to work independently with more or less supervision based on their competency development and the programmatic curricular map. One example of an EPA is that students should not work autonomously in a field practicum environment unless they have achieved minimal competence in pre-

hospital care standards such as Canadian Red Cross First Responder first.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.7		
C	PC	NYC

8. Interprofessional educational opportunities should be part of practica.

SUMMARY OF COMPLIANCE WITH STANDARD 4.2.F.8		
C	PC	NYC