

# **Pennsylvania Athletic Trainers' Society**



## **Continuing Education Program Development Operations Manual 2016**

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# Mission, Vision and Beliefs

## **Mission Statement**

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The mission of the Pennsylvania Athletic Trainers' Society is to:

**P** - Promote the profession of athletic training through public awareness and education.

**A** - Advocate the athletic trainer as recognized health care providers through continual legislative pursuits and stakeholder relationships.

**T** - Transact business on behalf of the Society's membership in a prudent, effective, and collaborative manner.

**S** - Serve the membership by providing educational, research, scholarship, leadership, and networking opportunities.

The mission of PATS Continuing Education is to provide our membership with quality educational opportunities that enhance the knowledge and skills of our healthcare practitioners. We will do this in an ethical manner and ensure that participants are satisfied with the level of instruction, content, facilities, and presenters.

## **Vision Statement**

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The Pennsylvania Athletic Trainers' Society is a progressive organization of health care professionals who work under the direction of a licensed physician. Licensed Athletic Trainers working in the Commonwealth protect and enhance the health and welfare of our clients through prevention, recognition, management, and rehabilitation of injuries. Further, the society's vision is to continue to promote our profession and to serve the needs of the membership; specifically through continued education.

## **Values Statement**

The Pennsylvania Athletic Trainers' Society believes that the strength of this society is derived from the membership and the values we uphold. These values include:

1. Possessing a deep passion for the athletic training profession
2. Holding athletic training to the highest professional standards by practicing moral and ethical behaviors
3. Encouraging the continuous improvement and advancement of the athletic training profession
4. Demonstrating empathy for our clients
5. Delivering current, quality, and evidence based health care
6. Valuing a strong sense of family, both personally and professionally
7. Recognizing and respecting diversity
8. Serving as a resource for the public
9. Valuing camaraderie and collaboration
10. Exhibiting adaptive, flexible, and creative solutions

## **Code of Ethics**

The Code of Ethics sets forth ethical standards, obligations, and responsibilities that an Athletic Trainer exercises in carrying out his/her professional responsibilities, including continuing education. The Code of Ethics also instills the member's obligation to promote the value and importance of Athletic Training and the Athletic Trainer. Related Standards of Practice further define those ethical standards and obligations as set forth in the Code of Ethics. The Standards of Practice serve as a guide for the individual Athletic Trainer in the everyday conduct of his/her professional duties. The PATS Code of Ethics is found at [www.gopats.org](http://www.gopats.org).

## **Provider Responsibilities**

The Pennsylvania Athletic Trainers' Society (PATS) participates in the BOC Approved Provider Program. BOC Approved Providers are responsible for providing continuing education (CE) programs to Athletic Trainers and complying with the *Standards for BOC Approved Providers and the BOC Approved Provider Handbook*.

- PATS is approved to offer continuing education (CE) activities to BOC Certified Athletic Trainers (ATs). These are Category A CEUs.
- Renewal consists of an annual renewal fee as set by the BOC

- The provider status is a blanket approval, which is granted annually and covers all Category A live events and home study programs offered by PATS.
- Evidence Based Practice (EBP) Category events are approved on an individual basis under a separate application.

There must be an Annual Report for all programs offered to ATs provided to the BOC at the end of each year.

### **Administration of Continuing Education**

As a BOC Approved Provider, PATS will:

- Comply with BOC guidelines
- The Chair of the Continuing Education Committee serves as the contact person who will be responsible for the communicating with the BOC and disseminating information to anyone who will provide instruction to ATs.
- The Chair will:
  - Read and maintain compliance with the Standards and Handbook
  - Be knowledgeable of the Domains of Athletic Training
  - Document changes in the Continuing Education Operations Manual
  - Ensure that all members involved with leadership with the organization understand and is in compliance with the continuing education standards.
  - Respond to all BOC staff inquiries and customer complaints within 2 business Days.
  - Notify the BOC of any organizational changes and update our online BOC Approved Provider Profile.

**The Chair of the Continuing Education Committee is also responsible for revising and updating this Policy & Procedure Manual on a yearly basis.**

Agreements clearly defining the working relationship between parties must be developed for co-sponsorship opportunities as outlined below. We cannot assign or transfer our provider number to another individual or organization.

### **Cosponsor Agreement**

In the event that PATS cosponsors a program, a written agreement that clearly defines the working relationship between parties shall be developed, agreed upon and documented.

The Cosponsor Agreement shall dictate which party is to complete the following tasks:

- Prior to the Event
  - Secure the date, location, and ancillary facilities
  - Determine audience
  - Determine topic and content development

- Secure speakers and forms
- Determine Level of Difficulty
- Create program schedule and assign CEUs
- Determine registration procedures
- Develop marketing strategies
- Create attendance roster
- Create Statement of Credit
- Create participation assessment
- Create program evaluation
- Post program to BOC Provider Directory
- During the Event
  - Collect registration and fees
  - Provide attendance roster
  - Provide participant assessments and program evaluations
  - Distribute Statements of Credit
- After the Event
  - Retain records
  - Process complaints
  - Participate in Annual Review

## **Business Practices**

### **Non-Discrimination**

The purpose of this policy is to ensure that no individual is denied participation in continuing education programs offered by PATS on the basis of race, color, national origin, religion, sex, disability, military status, sexual orientation or age. PATS also required to allow sole credentialed Athletic Trainers to attend programs. To prevent discrimination from occurring, PATS must:

- Promote equality and diversity at all times
- Recognize and respond to the needs and requirements of the participants who attend continuing education programs.
- Ensure that presenters are aware of the requirements and avoid discrimination during the administration of programs and activities. They should incorporate the following statement into their presentation:
  - **“No individual will be denied participation in PATS CE programs on the basis of race, color, national origin, religion, sex, disability, military status, sexual orientation or age”.**
- Address ADA requirements.

## Copyright

PATS uses a Speaker Release Form (Appendix A), leasing agreement and other documentation to identify the permission of use for protected program materials, PATS will ensure that copyright permission of material used by program developers, instructors or others are identified on program materials, including audio-visual and program related materials. Program instructors and sponsors will be required to complete a Release Form stating the use of copyrighted materials prior to participating in the program.

## Conflict of Interest

Conflict of Interest defined:

Conflicting interest or a conflict of interest occurs when a person's personal interest can influence his or her duties. A conflict of interest is defined as any social, professional or economic relationship with individuals or a matter at hand that could affect judgment and result in an outcome. Conflicts of interest can have negative consequences for tasks which require objectivity and fairness from those involved. Due to conflict, professional judgment may suffer, including conducting or reporting research. A conflict of interest exists even if no unethical or improper act results from it. A conflict of interest can undermine confidence in the presenter or profession. The failure of fiduciary responsibility is a key concept in defining conflict of interest situations. Conflicts of interest include, but are not limited to, financial interests and nonofficial relationships that may impact personal benefit.

**All individuals in a position to influence the content of a program to be offered for continuing education credits must disclose any relevant financial or nonfinancial relationship(s) that might affect independent involvement in the proposed program.**

Each speaker shall disclose any personal interest which he/she may have in any business which would be in conflict to the goals or objectives of PATS or BOC. This system could be as simple as filling out a speaker form and supplying it to PATS as well as declaring conflict at the beginning of their presentation. Declaring conflicting interest for sponsors may be disclosed by identifying any and all sponsors in printed program materials.

Any speaker or planning committee member who refuses to disclose financial or nonfinancial relationships will be disqualified from participating in the planning and implementation of the program.

Sponsors will be listed in the promotional materials. No registered, trademarked or copyrighted material, products or techniques will be used within the program. Eliminate product specific narrative from program. CEUs will not be given for time if products are mentioned, goods and services are promoted per the *BOC Approved Provider Handbook* and ACCME requirements.

PATS requires that all individuals in the development and deliverance of program content offered for continuing education credit to disclose relevant financial and non-financial relationship(s). All actions to identify and resolve conflicts of interest among the individuals developing and presenting the program will be documented and retained.

If a conflict is identified for any speaker or individual involved in the development of program content and cannot be resolved, further action must be taken to prevent the introduction of bias into the activity. Such actions may include:

- Removal of the speaker or individual involved in the development of program content from the program.
- Offering the program or session, but not for continuing education credits.

## **Program Type**

Live Event vs. Home Study defined:

Live events are programs that involve interaction between the instructor 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” is defined as an individually-completed course when content is contained in written, computerized or videotaped media. Home study programs do not have a live facilitator or presenter but may have an instructor 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.

## **Program Topics**

Topics are determined to address a needs analysis in the field of orthopedics, sports medicine and athletic training. Content is based on a knowledge, competency, or performance gap, to identify current, valid findings in the literature. Content must fall within the practice analysis for invited participants and be delivered at or above entry-level knowledge and skill for the associated profession.

## **Learning Objectives**

Learning objectives are the basis for an educational program. Once a topic has been determined, course outcomes/learning objectives that define the knowledge and/or skills that program participants are expected to gain through the completion of the course are created. Each program must have corresponding learning objectives. Learning objectives shall be formulated using Bloom’s Taxonomy.

## **Event Cancellation and Refund Policy**

Cancellations received at least 7 business days before the event are 100% refundable. There will be no refund for cancellations received later. If participants register and do not attend, they are still responsible for full payment. Participants will need to contact PATS Chair of Continuing Education via phone or email with a request for refund.

Telephone: 570-484-2294

Email: [continuingeducation@gopats.org](mailto:continuingeducation@gopats.org)

PATS will process the participant's refund within 5 business days from the day the request is received.

### **Grievance Policy**

PATS is committed to conducting all activities in strict conformance with accreditation agencies and boards. PATS will comply with all responsibilities to be nondiscriminatory in activities, program content, and in treatment of participants. PATS will provide participants with the ability to raise any complaints or concerns they may have.

When a participant, either orally or in written format, files a grievance/complaint, the Continuing Education Committee will evaluate the nature of the complaint. If it is meritorious, the Continuing Education Committee will instruct the Program Coordinator to implement any necessary change in the course. The complainant will receive a response from the Continuing Education Committee Chair within 5 working days.

Participants may file a complaint by telephone or email.

Telephone #: 570-484-2294

Email: [continuingeducation@gopats.org](mailto:continuingeducation@gopats.org)

For a complete list of program development requirements, adhere to the Sections 3,4,5, and 6 of the *Standards for BOC Approved Providers* and the *BOC Approved Provider Handbook*.

## **Procedures for Program Development**

### **Content**

Program instructors must submit their program content and materials to the Program Coordinator 1 month prior to the presentation for review. Once all content is submitted and reviewed, suggestions are made to the instructors (if warranted) to ensure they meet the goals of the program. Revisions are made and reviewed until the course learning objectives are appropriately met.

### **Instructor Qualifications**

Instructors are selected based upon their knowledge of the subject matter; experience and teaching ability; and ability to meet the educational needs of the course participants.

Instructors for any PATS sponsored CE event must provide the following documents prior to the provision of any course:

- Curriculum vitae
- Speaker Release Form (see Appendix A)
- Current bio
- Written statement declaring any conflicts of interest or lack thereof. This must also be included at the beginning of the course presentation.
- List of 10 references supporting course content. References must be from within the last 5 years and be from peer-reviewed sources.
- All presentations must be sent to the Program Coordinator in hand-out format at least 30 days prior to the course.
- Outline/Agenda of lecture must include:
  - Title of presentation and 5 learning objectives
  - Estimated time of each lecture (for CEUs)
  - Proposed method of instruction and any material requests

### **Determine Program Format and Size**

The format of the program will be determined based on the content created by the program instructors and the Program Coordinator. The inclusion of breaks such as breakfast, lunch and coffee breaks will also be determined by the program instructor and the Program Coordinator. The format is dependent on what will best achieve the program's chosen learning objectives.

The size of the program will be determined based on the format of the educational program as well as the number of available qualified instructors. Lab and hands-on programs beyond will be limited to 1 instructor per 12 participants. Lecture-based programs may be larger and would then be limited by the size of the venue.

### **Determine Program Date and Location**

Location will be chosen based on the following criteria:

- Comfortably accommodates the predetermined number of attendees
- Is accessible via all forms of transportation
- Provides appropriate space/facilities for the format of the program
- Has nearby access to food and drink options for programs for which lunch is not provided
- Access to A/V equipment (if needed)

## **Continuing Education Credits/Approval**

Every CE event will be accompanied by the following statement in both marketing and attendees certificate of completion:

**The Pennsylvania Athletic Trainers' Society (BOC AP# P319) is approved by the Board of Certification, Inc. to provide continuing education to Athletic Trainers. This program is eligible for a maximum of (#) Category A hours/CEUs. ATs should claim only those hours actually spent in the education program.**

PATS shall apply for EBP category continuing education approval when applicable. The appropriate format is found at:

**<http://www.bocatc.org/approved-providers/ebp>**

PATS shall utilize and adhere to the BOC Approved Provider Handbook and the 2016 Standards for BOC Approval Providers, when creating educational programming for Athletic Trainers (ATs).

## **Calculate Amount of Contact Hours and Level of Difficulty**

PATS utilizes guidelines provided by the BOC in order to calculate the appropriate amount of contact hours/CEUs available for a program. Credit shall not be awarded for educational programs that 1) do not fall into one of the 5 Domains of Athletic Training or 2) are presented below the level of an entry-level certified Athletic Trainer. Below are some of the guidelines available:

BOC Calculation for Live Programs:

For live Category I/Category A programs, one contract hour is equal to 1.0 CEUs, in which the contract hour is defined as 60 minutes of instructional time during which the participants are engaged in educational activities. Contact hours are rounded to the nearest quarter hour.

For Text Based and non-timed **Home Study** Programs, utilize the Mergener formula. (See BOC Approved Provider Handbook)

Based on the content of the program, a **Difficulty Level** will be determined using the categorization criteria developed by the NATA Professional Development Committee (PDC) (See BOC Approved Provider Handbook).

## **Program Logistics**

### **Prior to the Program**

#### **Create Online Registration Page**

The program's online registration page will be created, linked and posted to the main PATS web site ([www.gopats.org](http://www.gopats.org)) prior to the creation and distribution of any marketing materials related to the program. This will allow the attendees to electronically register and pay for the program.

## **Marketing**

All programs, including in-house events, must have corresponding promotional materials. Coordinate a marketing campaign with the PATS Webmaster that would be able to appropriately reach the chosen target audience in order to ensure optimal attendance. Target audience will be determined based on the topic and content offered by the program.

Brochures will be distributed via website, email, or both. Distribution method will be determined in conjunction with the marketing team. Distribution lists consisting of specific target audiences are on file with the PATs Membership Coordinator.

## **Program Material**

Course booklet/handouts will be created using the presentation materials created and submitted by the program instructor and/or by the Program Coordinator. These booklets/handouts may be compiled in either print or electronic format for delivery during or prior to the start of the program.

## **Submit Program to BOC Program Directory**

In accordance with the *Standards for BOC Approved Providers*, all continuing education programs aimed at ATs must be submitted to the BOC Program Directory.

### Procedures

- A completed electronic event form must be submitted to the BOC at least 10 business days prior to the program start date.
- The electronic form is available within the BOC Approved Provider Profile.
- Programs that are not posted to the directory 10 business days prior to the program date shall not be eligible for Category A continuing education.

## **During the Program**

### **Attendance Roster/Sign-in Sheet**

All program participants will be required to sign in at the beginning of all live programs (Appendix B).

### **Legal documents/agreements/consents**

Some programs may require that participants provide legal consent in order to participate in the programs labs/activities. In such event, the documents will be provided at the beginning of the

program so that the participants may read and sign the consent. A copy of the signed document may be provided upon the participant's request.

### **Conflict of Interest**

PATS program instructors, as well as program sponsors, are required to declare any and all potential or actual conflict of interest at the beginning of each program. No registered, trademarked or copyrighted material, products or techniques will be used within the program. Eliminate product specific narrative from program.

### **Participant Assessments**

PATS creates 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.

For lecture programs, a pre-and post-test will be used to determine each participant's mastery of the content. Lab, hands-on or other participation programs will require a rubric to assess mastery of the learning objectives. An example is found in Appendix C.

### **Program Evaluations**

Program evaluations must be developed and conducted for each educational program. See the Approved Provider Handbook for list of requirements, an example is found in Appendix D. Completed evaluations are reviewed and feedback is summarized for future program improvements. All Evaluations are kept on file with the Chair of Continuing Education for 5 years. The information collected from the program evaluations will be used to make improvements/adjustments to future programs as needed. Feedback about the program and its instructor may also be used to evaluate the instructor's performance.

### **After the Program**

#### **Distribute Statements of Credit**

Statements of Credit will be provided to all program participants after they have satisfied all of the following requirements:

- Signed in
- Completed the program
- Passed participant assessment
- Completed program evaluation
- Signed out (when applicable)

An example is found in Appendix E.

## **Program Feedback**

Date and feedback from program evaluations will be compiled, thoroughly evaluated and synthesized. A summary of all feedback will be provided to the Continuing Education Committee for later review. Feedback information will also be provided to all of the program instructors within 8-10 business days, so that they may make all necessary adjustments to their future program content.

## **Internal Program Review**

PATS Continuing Education Committee conducts an annual internal review of all of the program offerings each March. During this annual review, the Continuing Education Committee will evaluate the programs efficacy and will provide recommendations for improvements based on the available feedback. The Continuing Education Committee will also evaluate the program instructors and will provide them with feedback to help improve or refine their teaching and learning methods as well as their presentation materials.

## **Program Records**

The Chair of PATS Continuing Education will keep program records for a total of 5 years following the completion date of the program. Participants will be allowed to request a copy of their statement of credit at any point within that time period. The fee for replacement statements of credit is \$15.

## ***PATS Replacement CEU Policy***

To receive a replacement CEU form for a PATS symposium, please send \$15.00 per form to:

Jamie Mansell PhD, LAT, ATC  
PATS Treasurer  
Temple University Department of Kinesiology  
Pearson Hall 261  
1800 N. Broad St.  
Philadelphia, PA 19121  
(p): 215-204-2153  
(f): 215-204-4414  
jmansell@temple.edu

Once the Treasurer receives the check, she will email the Continuing Education Chair, who will then verify your attendance at the event in question and issue a replacement form. Please include a US mailing address so the certificate of attendance can be sent directly to you. If you have any questions, please contact Steve Streator, PhD, LAT, ATC, Chair of Continuing Education Committee at [sstreato@lhup.edu](mailto:sstreato@lhup.edu).

## **Process Complaints**

Any complaints or concerns raised by program participants will be addressed in a timely manner and in accordance with PATS Grievance Policy.

# Appendix A

PATS, Inc.

Annual Clinical Symposium

## Speaker Contract and Release



The Pennsylvania Athletic Trainers' Society is excited to offer you the opportunity to serve as a guest speaker at our annual clinical symposium at **(Insert Location Here)**. Presentation information is below:

**Topic Title:**

**Presentation Day:**

**Presentation Date:**

**Presentation Time:**

Please arrive at the site approximately thirty (30) minutes prior to your presentation. A speaker-ready room will be provided. *A seventy-two hour cancellation notice is required, and a suitable substitute speaker must be provided.*

I, **(Insert Speaker's Name Here)** hereby assign to the Pennsylvania Athletic Trainers' Society, Inc., all rights to video and sound recording made of me this **(Insert Date Here)** and hereby authorize the reproduction, sale, copyright, exhibition, broadcast, internet streaming and/or distribution of said video and sound recording as well as my associated support material without limitations. I hereby release PATS, Inc., from any liability concerning these matters. An electronic version of the speaker notes will be made available to conference attendees on the conference web page. Therefore, if any copyright information is to be reproduced it is the presenter's responsibility to obtain reprint permission and have the permission statement accompany the reprint information.

As speaker, I must also provide:

- Curriculum vitae
- Current bio
- Written statement declaring any conflicts of interest or lack thereof. This must also be included at the beginning of the course presentation.
- List of 10 references supporting course content. References must be from within the last 5 years and be from peer-reviewed sources.
- Outline/Agenda of lecture must include:
  - Title of presentation and 5 learning objectives
  - Estimated time of each lecture (for CEUs)
  - Proposed method of instruction and any material requests

The signing of this contract and release in no way prohibits you from using your own material in any way. Please print two copies and sign **BOTH** copies but **return only ONE copy** with the associated **Speaker Biographical and Audio-Visual Request Form** to the address below by **(Insert Date Here)**.

**Name**

**Signature**

**Date**

**Address**

**Phone**

**Fax**

**Email**



# Appendix C

## Program Assessment Pre/Post Test

### Example

1. A patient has suffered cardiac arrest, brain damage usually begins within:
  - A. 1 to 2 minutes.
  - B. 2 to 3 minutes.
  - C. 4 to 6 minutes.
  - D. 8 to 10 minutes.
  
2. By compressing a patient's sternum during CPR, you:
  - A. change pressure in the patient's chest and force blood through the body.
  - B. dramatically increase the amount of blood that is oxygenated in the lungs.
  - C. will often cause a spontaneous return of pulse after about 5 to 10 minutes.
  - D. can sustain his or her life indefinitely if compressions are of adequate depth.
  
3. When checking for a pulse in an adult patient, you should:
  - A. locate the brachial artery and feel for pulsations.
  - B. begin CPR if the pulse rate is less than 60 beats/min.
  - C. check for at least 5 seconds but no more than 10 seconds.
  - D. feel for the pulse on the inside of the upper part of the arm.
  
4. What is the proper location for performing chest compressions on a child or adult patient?
  - A. Upper third of the patient's sternum
  - B. Center of the chest, in between the nipples
  - C. Below an imaginary line beside the nipples
  - D. Lower part of the sternum, over the xiphoid process
  
5. Regardless of the patient's age, chest compressions should be:
  - A. followed by one fast rescue breath.
  - B. initiated after 9-1-1 has been called.
  - C. shallow in depth to avoid liver injury.
  - D. performed at a rate of 100 per minute.

6. When performing chest compressions on any patient, it is important to:
- A. compress the chest to a depth of 1 to 2 inches.
  - B. allow the chest to fully recoil between compressions.
  - C. deliver 2 rescue breaths after every 15 chest compressions.
  - D. rest your fingers on the chest wall to help support your hands.
7. The correct compression to ventilation ratio for adult CPR is:
- A. 5:1
  - B. 15:2
  - C. 30:2
  - D. 30:1
8. Which of the following statements regarding chest compressions on an infant is correct?
- A. Compress the sternum by using 2-3 fingers at a rate of 100 times per minute.
  - B. Use the heel of one hand and compress the chest at a rate of 100 times per minute.
  - C. Deliver two breaths after every 15 compressions if you are the only rescuer present.
  - D. More compression force is needed in the infant to ensure that blood is adequately circulated.
9. When performing chest compressions on a small child, you should:
- A. deliver at least 120 compressions per minute.
  - B. place the heel of one hand in the center of the chest.
  - C. compress the chest to a depth of approximately 2 inches.
  - D. use your middle and ring fingers to compress the sternum.
10. When performing CPR on an adult patient, you should recheck for a pulse:
- A. after every five cycles of CPR.
  - B. after 5 minutes of effective CPR.
  - C. if the patient's skin color improves.
  - D. after you have performed 100 compressions.



**Appendix E**  
**Statement of Credit**

# 2015 Annual PATS Symposium

June 11 to 13, 2015  
Gettysburg, Pennsylvania

The Pennsylvania Athletic Trainers' Society (PATS) is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers.

This program has been approved for a maximum of **17** hours of Category A continuing education. Certified Athletic Trainers are responsible for claiming only those hours actually spent participating in the CE activity.

**BOC Approved Provider Number: P319**



Number of  
hours actually  
participated:  
\_\_\_\_\_

<b>Participant Name:</b>	
<b>BOC #:</b>	

Handwritten signature of Elizabeth A. Evarts in black ink.

Elizabeth A. Evarts LAT, ATC  
PATS Convention Chair

Handwritten signature of Yvette Ingram in black ink.

Yvette Ingram PhD, LAT, ATC  
PATS Continuing Education Chair

# Appendix F

## CE Event Checklist

### **You must clearly state in your Promotional Materials:**

At least 3 Educational Objectives (At the conclusion, the attendee will be able to...)

A statement as to which of the 5 Domains of AT does this program fall

Target Audience (must state ATs, but may include others)

Detailed daily schedule for the event

Fee

Refund/Cancellation policy

Non-discrimination statement per this manual

Name/Credentials/Affiliation of the instructor(s) **(Appendix A)**

Number of contact hours (CEUs) (1 hour=1CEU)

Level of difficulty (Essential, Advanced, or Mastery)

**Post to PATS and BOC website.**

### **For the event itself:**

A program schedule including Registration Time, Instruction Time(s), Breaks, and total contact hours (Registration, lunch, breaks cannot be counted for CEUs, only instructional time)

Presenters must share include credentials and conflict of interests in presentation.

A detailed Attendance Roster including:

Name

BOC #

Date/Time in and out

Signature in and out **(Appendix B)**

Course Evaluation collected from each attendee - an example is found on the BOC website and in **Appendix D** of this manual.

Certificate of Attendance (Statement of Credit) for every attendee-which must include:

Title of activity

Date of event

Participant's name

Number of max CEUs

Signature of individual verifying attendance (Program Coordinator)

Provider name (PATS) and number (P319)

BOC Approved provider logo (on BOC website)

BOC statement as follows:

"The Pennsylvania Athletic Trainers' Society (PATS) is recognized by the Board of Certification, Inc. to offer continuing education for Certified Athletic Trainers. This program has been approved for a maximum of (###) hours of Category A continuing education. Certified Athletic Trainers are responsible for claiming only those hours actually spent participating in the continuing education activity."

Number of hours actually participated **(Appendix E)**

It is recommended to do a Pre/Post test for Assessment Purposes (EBP has to do it). 10 questions is suffice **(Appendix C)**.

### **After the event:**

Send the Attendance Roster, Course Evaluations, and Pre/Post Assessments to the PATS Continuing Education Chair to keep them on file for the required 5 years.

# APPENDIX G

## EXAMPLE OF CATEGORY A CEU APPLICATION

**Event:** Implementation of the Current Guidelines for the Pre-Hospital Care of the Spine Injured Athlete. A Peer-to-Peer Discussion

**Sponsor:** Pennsylvania Athletic Trainers' Society North West Region

**Date/Time:** March 22, 2016 7:00 pm – 8:00 pm

**Location:** Slippery Rock University

**Target**

**Audience:** Athletic Trainers, EMT/Rescue Personnel, Team Physicians

**Fee:** No fee will be charged

**CEUs:** 1 CEU (1 contact hour)

**Level of**

**Difficulty:** Essential

**Facilitator(s):**

Name & credentials:	Gary Hanna, LAT
Place of Employment	Edinboro University
Title:	Head Athletic Trainer/Assistant Professor
Address:	455 Scotland Road, Edinboro, PA 16444
Cell Phone Number:	(814) 434-7931
E-mail:	ghanna@edinboro.edu
Member of PATS (Y or N)?:	Yes

Gary Hanna joined the Edinboro University athletic department staff in 1990 and is now in his 22<sup>nd</sup> year. He took over as the Head Athletic Trainer in 2003. He came to Edinboro after previously working in the Department of Physical Therapy at St. Joseph's Riverside Hospital in Warren, Ohio. He has been a certified athletic trainer since 1978.

Hanna served as the Head Athletic Trainer at John Carroll University from 1981-87 and also worked with the Youngstown Pride professional basketball team in the World Basketball League during the 1988 season. He has extensive international experience, working as a member of the medical staff at the 1988 Olympic Games in Seoul, Korea. He also has worked at the USOC Training Center, the U.S. Olympic Festivals, and with USA Baseball and the National Sports Festival.

Hanna received his Bachelor of Science degree in Health and Physical Education at Indiana University of Pennsylvania and Master's Degree in Sports Science from the U.S. Sports Academy and a Master's of Science degree in Exercise Science and Health Promotions from California University of Pennsylvania. He is currently in the doctoral program for Educational Leadership at Indiana (Pa.)

An active member of the Pennsylvania Athletic Trainers' Society, he has held numerous positions, including the office of President.

**Educational Objectives:**

1. Attendees will be able to identify the changes in recommended protocols for restricting spinal motion and protective equipment removal.
2. Attendees will describe ways to coordinate with EMS on implementation of the new guidelines.
3. Attendees will be able to describe multiple approaches for educating staff on the new guidelines.
4. Attendees will be able to incorporate guidelines into their specific Emergency Action Plans.
5. Attendees will be able to summarize the current research on protective equipment removal that has prompted these guidelines.

**REMINDER:** The Peer to Peer format is primarily audience driven discussion, not lecture.

**Brief Abstract:**

The relative incidence of catastrophic cervical spine injury in sports is low compared with other injuries. However, cervical spine injuries necessitate delicate and precise management, often involving the combined efforts of a variety of health care providers. The outcome of a catastrophic cervical spine injury depends on the efficiency of this management process and the timeliness of transfer to a controlled environment for diagnosis and treatment.

There are new recommendations based on current evidence pertaining to prevention strategies to reduce the incidence of cervical spine injuries in sport; emergency planning and preparation to increase management efficiency; maintaining or creating neutral alignment in the cervical spine; accessing and maintaining the airway; stabilizing and transferring the athlete with a suspected cervical spine injury; managing the athlete participating in an equipment-laden sport, such as football, hockey, or lacrosse; and considerations in the emergency department.

**The purpose of this presentation** is to update the recommendations of the recent statements of the Task Force on the Appropriate Prehospital Management of the Spine-Injured Athlete. The Task Force believes that the positions taken foster a “best practices” approach for our patients. While many locations that have already begun training initiatives for equipment removal, the Task Force does appreciate that the implementation of this position will take time and dedication. There has been input to merit altering the wording of the statements to allow for greater flexibility.

**Domains:** (1 = Injury/illness prevention & wellness protection; 2 = Clinical evaluation & diagnosis; 3 = Immediate & emergency care; 4 = Treatment & rehabilitation; 5 = Organization & professional health & well-being): 1, 3, 5

**Presentation Outline:**

*Review of the existing literature including previous and current NATA Position Statements  
New research and 8/15 Executive Summary from the Task Force on the Appropriate Prehospital  
Management of the Spine-Injured Athlete.  
Football Helmet and Shoulder Pad Removal Demonstration  
Lacrosse Helmet and Shoulder Pad Removal Demonstration  
Hands on practice  
Discussion*

**Program Outcomes:**

- 1) Attendees will amend their EAPs to include new guidelines.
- 2) Each ATC will practice the new guidelines with their team and EMS to the point of becoming proficient in their use.
- 3) Attendees will use the guidelines when needed.

**Non-Discrimination Statement:**

No individual will be denied participation in this PATS CE program on the basis of race, color, national origin, religion, sex, disability, military status, sexual orientation or age. PATS has confirmed that this facility meets ADA requirements.

**Cancellation Policy:** There is no fee for this event but attendees are asked to register with the event facilitator at the contact information above. If participants register and do not attend, they are ineligible for CE credit.

**Program Schedule**

6:45 pm – 7:00 pm	Registration
7:00 pm – 7:05 pm	Welcome Dr. Rebecca Mokris, PATS NW Regional Representative
7:05 pm – 8:00 pm	Discussion and Demonstration Gary Hanna, Edinboro University
8:00 pm – 8:15 pm	Program Evaluation/Dismissal

# APPENDIX H

## EXAMPLE OF EBP CEU APPLICATION

### Speaker Qualifications:

**Alison Gardiner-Shires, Ph.D., ATC**

**West Chester University  
Department of Sports Medicine  
855 S. New Street Office 305  
610-436-2515  
agardiner@wcupa.edu**

### EDUCATION

**2006**

**University of South Carolina, Columbia, SC**  
Doctor of Philosophy in Physical Education/Developmental Foundations  
Dissertation: "Attractors to and Facilitators for Athletic Training and the High School Setting"

### ACADEMIC APPOINTMENTS

**2008-current**

Associate Professor/Preceptor, West Chester University, West Chester, PA.

- Tenured and promoted to Associate Professor; 2013
- Responsible for teaching undergraduate and graduate athletic training courses, including Therapeutic Modalities lab and a graduate seminar which trained students in the use of IASTM
- Responsible for providing athletic training services to various teams at the university
- Research/Thesis Advisor: "The Effects of Massage and Graston Technique on Delayed-Onset Muscle Soreness, 2013"

### PUBLICATIONS

- Gardiner-Shires, A. & Shires, M. (2015) IASTM: A Soft Tissue Treatment Option. *Training & Conditioning*, 25(3), 2015.

### PROFESSIONAL SERVICE

2015

- National Athletic Trainers' Association Manual Therapy Certificate Workgroup, member

2014 – current

- Co-developed a hands-on IASTM continuing education course for over 150 health care providers. Offered multiple dates in an online/face-to-face hybrid format.

### CONTINUING EDUCATION

2011

- Addressing the Myofascial Component of Musculoskeletal Pain, Pittsburgh PA (October 2011)
- Graston Technique M2 Training, Orlando FL (January 2011)

2009

- Graston Technique M1 Training, Charlotte NC

### PROFESSIONAL MEMBERSHIPS

1998-Current, National Athletic Trainers' Association

### PROFESSIONAL CERTIFICATIONS

- Certified Athletic Trainer - Certification # 040102101
- Pennsylvania Athletic Trainer License # RT003272

**Trista van Lier, MS, LAT, ATC**  
1973 Ryans Run - Lansdale, PA 19446  
[tvanlier@gmail.com](mailto:tvanlier@gmail.com) - (908) 963-0681

**PROFESSIONAL EXPERIENCE**

HawkGrips <i>Conshohocken, PA</i> Director of Education/Course Instructor	<i>December 2014 - present</i>
Holy Family University <i>Philadelphia, PA</i> Assistant Athletic Trainer	<i>August 2013 - November 2014</i>
West Chester University of Pennsylvania <i>West Chester, PA</i> Graduate Assistant Athletic Trainer	<i>August 2011 - May 2013</i>
West Chester East High School <i>West Chester, PA</i> Assistant Athletic Trainer	<i>March 2012 - May 2012</i>

**PROFESSIONAL SERVICE**

**Publication**

van Lier, T. (2013). *The effects of massage versus graston technique on delayed-onset muscle soreness* (unpublished masters thesis). West Chester University of Pennsylvania.

**National**

- Co-developed a hands-on Instrument Assistant Soft Tissue Mobilization continuing education course for over 150 health care providers. Offered multiple dates in an online/face-to-face hybrid format. Utilized Camtasia, Prezi, Blogger and Survey Monkey.
- Co-founder of continuing education company, Hands-On Education, LLC.  
[www.handsoned.com](http://www.handsoned.com)

**Continuing Education**

- Graston Technique Module 1, 12/2011
- Eastern Athletic Trainers Association Symposium – 2012, 2015
- National Athletic Trainers Association Symposium – 2011, 2013, 2015

**Cont. Ed. Courses Taught**

- Instrument Assisted Soft Tissue Mobilization, *Hands On Education, LLC* — various locations from January 2014 — Present
- Core Principles of IASTM, *HawkGrips*, various locations from Spring 2015 — Present
- Intro to IASTM, *HawkGrips*, various locations from Fall 2015 — Present

Trista van Lier has been utilizing IASTM in her daily practice since Fall 2010 after being exposed to it in a clinical rotation during her time at Boston University for her undergraduate work. As a graduate student at West Chester University of Pennsylvania, van Lier conducted her masters thesis on IASTM and fully immersed herself on the research to date. Since then, she has maintained up-to-date relevant knowledge on this subject due to her fascination with the topic and use of IASTM in her clinical practice. van Lier is a co-founder of a continuing education company which focuses on lab-based, hands on learning and has taught numerous courses on IASTM over the past 2 years.

## Qualifications Statements

### Alison Gardiner-Shires, Ph.D., ATC

As a tenured faculty member and practicing certified athletic trainer in a Department of Sports Medicine, I have been actively engaged in the didactic and clinical education of graduate and undergraduate students since 2008. In these roles (educator, researcher, clinician), Instrument Assisted Soft Tissue Mobilization techniques have been forefront.

### Trista van Lier, MS, ATC

Trista van Lier has been utilizing IASTM in her daily practice since Fall 2010 after being exposed to it in a clinical rotation during her time at Boston University for her undergraduate work. As a graduate student at West Chester University of Pennsylvania, van Lier conducted her masters thesis on IASTM and fully immersed herself on the research to date. Since then, she has maintained up-to-date relevant knowledge on this subject due to her fascination with the topic and use of IASTM in her clinical practice. van Lier is a co-founder of a continuing education company which focuses on lab-based, hands on learning and has taught numerous courses on IASTM over the past 2 years.

## **Appendix B – Course Purpose and Objectives**

**B-1: Identify the knowledge, competency and/or performance gap(s) to be addressed by this program. List the difference between available evidence and clinical practice. Provide references that support your position.**

- Soft tissue pathology plays a primary role in limiting mobility, often resulting in loss of function. Tendinopathies are commonly seen in the lateral elbow, patella and Achilles, and are very commonly seen in the physically active population. The literature related to the pathophysiology and management of tendons is ever-changing, so it is critical that clinicians are aware of best practices to ensure positive outcomes when treating patients. This course will 1) present the findings from the most recent International Scientific Tendinopathy Symposium (Vancouver, 2012), 2) present a critical synthesis of the best evidence for identifying and treating tendinopathies, and 3) in a hands-on laboratory, provide participants with the opportunity to apply their new knowledge. Specifically, we will focus on utilizing evidence-based rehabilitation and Instrument Assisted Soft Tissue Mobilization (IASTM) techniques, and provide recommendations for the use of other modalities commonly found in the athletic training facility.

**B- 2. Identify the appropriate practice domains addressed through this program. (i.e. BOC Role Delineation Study/Practice Analysis, Sixth Edition)**

- Domain 4: Treatment and Rehabilitation

**B- 3. State the learning objectives of this session. Objectives should reflect the evidence-based nature of the program, and should follow best practice for learning objective construction (i.e., “At the conclusion of the program, participants will be able to...”and use Bloom’s Taxonomy Action Verbs. Avoid “understand” and “appreciate”.)**

At the conclusion of this workshop, athletic trainers will be able to:

- List at least three (3) conservative treatment techniques effective in managing tendinopathies
- List at least four (4) of the precautions and contraindications for IASTM
- Identify and apply the appropriate IASTM treatment edge and strokes given a case study
- Demonstrate the integration of IASTM into a tendinopathy management strategy given a case study

**B- 4. Explain how you will verify the EBP learning objectives have been met upon completion of the session. Methods of evaluation must correspond with learning objectives. Evaluation should be participant focused and allow reflection for integrating program content into practice, not to provide speaker feedback. Survey evaluations are only accepted for audiences over 200 participants. (Review Assessment Methods for EBP Programs for assistance.)**

This objective will be determined through the knowledge quiz at the end of the course. To ensure attendees have the most accurate information and have closed the knowledge gap, answers will be

provided prior to dismissal from the course, though participants will not know this during completion of the quiz.

The last 2 learning objective will be evaluated through conduction of a case study with group discussion and demonstration. The instructors will visit small groups within the course to ensure they are on track, ask for groups to share their differentiations with the larger group, and then the instructors will review the entire case with appropriate feedback based upon responses provided by the group.

**B- 5. Explain how you will document EBP program attendance and participation. Include certificate**

Attendance will be documented through a sign-in/out scanning system. Participants will pre-register for the event. Upon arrival, participants will be scanned into the event – this will link their name, credentials, and time arrived. Upon departure, participants will be scanned out of the event which will indicate the time of departure. Attendees will have to show evidence of completion of the assessment methods (described previously) to receive their certificate, but will be able to keep their materials to try to promote use of the products they created during the course. The sample Attendance Certificate is attached at the end of this application. The approved provider will scan a copy of the course attendance record form and maintain these records in both a locked filing cabinet and within a password protected computer file.

## **Appendix C - Instructional Content**

### **C-1. Identify the primary clinical question(s) this program is intended to answer and the PICO/PIO components.**

Clinical Question 1: Can instrument assisted soft tissue mobilization (IASTM) reduce pain and improve function in individuals with tendinopathy?

P	Individuals with tendinopathy
I	IASTM
C	Physical modalities and rehabilitation exercises
O	Reduction in pain and improvement in functional mobility

Clinical Question 2: Can IASTM be integrated with other physical modalities and rehabilitation exercises to reduce pain and improve function in individuals with tendinopathy?

P	Individuals with tendinopathy
I	IASTM with physical modalities and/or rehabilitation exercises
C	ONLY Physical modalities and/or rehabilitation exercises (No IASTM)
O	Reduction in pain and improvement in functional mobility

#### References with current evidence in support of clinical question

Scott A, Docking S, Vicenzino B, et al. Sports and exercise-related tendinopathies: a review of selected topical issues by participants of the second International Scientific Tendinopathy Symposium (ISTS) Vancouver 2012. *British Journal of Sports Medicine*. 2013;47(9):536-544.

Larsson MEH, Käll I, Nilsson-Helander K. Treatment of patellar tendinopathy—a systematic review of randomized controlled trials. *Knee Surgery, Sports Traumatology, Arthroscopy*. 2012;20(8):1632-1646.

Wilson JK, Sevier TL, Helfst RH, Honing EW, Thomann AL. Comparison of rehabilitation methods in the treatment of patellar tendinitis. *J Sports Rehab*. 2000; 9 (4): 304-314.

Cullinane FL, Boocock MG, Trevelyan FC. Is eccentric exercise an effective treatment for lateral epicondylitis? A systematic review. *Clinical Rehabilitation*. 2013;28(1):3-19. doi:10.1177/0269215513491974.

Blanchette M-A, Normand MC. Augmented Soft Tissue Mobilization vs Natural History in the Treatment of Lateral Epicondylitis: A Pilot Study. *Journal of Manipulative and Physiological Therapeutics*. 2011;34(2):123-130. doi:10.1016/j.jmpt.2010.12.001.

O'Neill S, Watson PJ, Barry, S. Why are eccentric exercises effective for achilles tendinopathy? *International Journal of Sports Physical Therapy*. 2015; 10(4): 552-562.

Vardiman JP, Siedlik J, et al. Instrument-assisted soft tissue mobilization: effects on the properties on human plantar flexors. *Int J Sports Med*. 2014. doi: <http://dx.doi.org/10.1055/s-0034-138543>.

**C- 3. Identify how previous experience or clinician expertise will be integrated throughout this program.**

This program will target practicing athletic training clinicians and encourage them to draw on previous learning and clinical experience regarding treatment of tendinopathy and any exposure that they have had with any instrument assisted soft tissue mobilization. They will be encouraged, via discussion and answering questions, to relay common signs and symptoms they have heard/seen regarding these conditions and contribute to formulating a systematic approach to the identification and treatment of tendinopathy. Additionally, they will be offered the opportunity to ask questions and discuss the specific population they work with to develop treatment protocols to assist in symptom improvements. Specific to the presenters, Dr. Gardiner Shires and Ms. van Lier will draw upon their extensive clinical experience working with IASTM. All portions of the presentation and discussion will draw from the knowledge and clinical practice experience of both presenters.

**C- 4. Identify the preliminary conclusions that are supported by the evidence in terms of their relevance to the clinical question(s) identified in (C-1) above.**

In the management of tendinopathies, there is: moderate to strong evidence for the use of eccentric exercise, mild to moderate evidence for the use of IASTM, weak evidence for the use of therapeutic ultrasound, conflicting evidence to support the use of NSAIDs (references above contain key support for conclusions).

**C- 5. Identify the clinical bottom line for this program. (After your literature review, include the best answer to your clinical question. Provide clinical practice recommendations for the primary topic of this program. Recommendations may be made on issues such as financial implications, equipment needs, practicality of implementation, and applicability to various patient populations, etc.)**

- Clinicians should consider a multi-modal approach to managing tendinopathies
- Eccentric exercise has been studied extensively and continues to be a strong method for treating tendinopathies
- IASTM is an efficient form of manual therapy that can reduce pain and improve soft tissue function as well as proprioception.

- IASTM can be integrated with eccentric exercise in a complete treatment protocol.
- Therapeutic ultrasound is not effective in treating tendinopathies

**C- 6. Explain pedagogy, teaching and/or learning strategies that will be employed in the session and way(s) the program will close the participants' knowledge, competency and/or practice gap.**

This workshop will incorporate lecture via PowerPoint as well as hands-on laboratory skills and demonstrations. Speakers will review all concepts, provide insight from clinical/research experience, and facilitate discussion. Laboratory components will allow for active working by participants (in smaller groups) through a systematic approach to selection and utilization of IASTM techniques. Additionally, the ending summary/conclusion will provide clinical bottom line and conclusions provided within this application. All objectives and clinical questions will be addressed through this lecture/laboratory format and focus on the knowledge gap identified. Feedback on the assessment tools will be provided to attendees at either the completion of the discussion or during the summary phase of the course to also assist in closing the knowledge gap.

**Assessment Questions:**

10 Questions regarding content:

Please answer the following questions based on the research reviewed during this course:

1. Which of the following are effective treatments in the management of tendinopathy?
  - a) Reduction of load
  - b) mildly painful exercise
  - c) HSR
  - d) IASTM
  - e) **All of the above**
2. Which of the following interventions have low level evidence in the treatment of tendinopathy?
  - a) RICE, NSAIDs, eccentric exercise
  - b) Ultrasound, HSR, Cortisone injections
  - c) **Ice, NSAIDs, Ultrasound**
  - d) Cortisone Injections, PRP injections, HSR
3. True for False. According to the 2012 ISTS, there is a high presence of inflammatory cells in chronic tendinosis. **(False)**
4. Which of the following are all absolute contraindications to IASTM?
  - a) **hematoma, uncontrolled hypertension, open wounds**
  - b) edema, open wounds, mature scar tissue
  - c) tendinosis, hematoma, cancer
  - d) kidney disease, underlying infection, burn scar

5. The following are important things to consider when utilizing IASTM:
  - a) angle
  - b) pressure
  - c) speed
  - d) direction
  - e) **all of the above**
  
6. An effective strengthening exercise for patellar tendinopathy is to have the patient positioned in the following way while performing a squat:
  - a) **heel lift of 25 degrees, knees do not go beyond the toes**
  - b) toe lift of 25 degrees, knees do not go beyond the toes
  - c) feet abducted (duck position) to 45 degrees, knees do not flex more than 90 degrees
  - d) feet abducted (duck position) of 45 degrees, knees stay within 45-100 degree angles
  - e) all of the above are effective
  
7. True or False. When a patient is performing eccentric exercises is it acceptable to instruct them to tolerate up to a 6/10 pain. **(False)**
  
8. The patient's mechanical loading activities should be monitored in which of the following instances?
  - a) During rehabilitation
  - b) In sport activities
  - c) During activities of daily living
  - d) **All of the above**
  
9. True or False. The Tyler Twist is an effective exercise for treating lateral elbow epicondylagia. **(True)**
  
10. True or False. Performing heel drops, where the heel extends into maximal dorsiflexion, is more effective in managing insertional Achilles tendinopathies. **(True)**





5. Do you feel the following objectives were met?	Yes	No	Partially
Attendees will be able to list at least three (3) conservative treatment techniques effective in managing tendinopathies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendees will be able to list at least four (4) of the precautions and contraindications for IASTM.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendees will be able to Identify and apply the appropriate IASTM treatment edge and strokes given a case study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendees will be able to Demonstrate the integration of IASTM into a tendinopathy management strategy given a case study.			

6. Do you feel that the information presented was based on the best available evidence?  Yes  No

If no, please explain:

7. Were the following speakers/presenters knowledgeable, relevant and effective regarding the content of their presentation?	Knowledgeable		Relevant		Effective	
	Yes	No	Yes	No	Yes	No
Alison Gardiner-Shires, Ph.D., ATC	<input type="checkbox"/>					
Trista van Lier, MS, ATC	<input type="checkbox"/>					

If you answered no to any of the 3 categories, please explain:

8. Did you feel that there was commercial bias or influence in this activity?  No  Yes

If yes, please explain:

9. General Comments:

A summary of these responses will be posted on the PATS Continuing Education Website within 10 business days of the CE session.

# Integrated IASTM Protocols for Tendinosis-EBP

June 2-4, 2016

2016 PATS Annual Symposium

Gettysburg, PA

The Pennsylvania Athletic Trainers' Society (BOC AP# P319) is approved by the Board of Certification, Inc. to provide continuing education to Athletic Trainers. This program is eligible for a maximum of (4) hours of EBP Category CEUs. ATs should claim only those hours actually spent participating in the educational program.

**BOC Approved Provider Number: P319**



Number of hours  
actually  
participated:

\_\_\_\_\_

<b>Participant Name:</b>	
<b>BOC #:</b>	

Nicole Cattano, PhD, LAT, ATC  
PATS EBP Event Coordinator

Steve Streater, PhD, LAT, ATC  
PATS Continuing Education Chair