



Crosswalk Comparing BOC Practice Analysis, 8th Edition and CAATE 2020 Standards for Accreditation of Professional Athletic Training Programs

Crosswalk Overview

The crosswalk overview serves to illustrate broadly that the content for the BOC exam is incorporated into accredited athletic training programs.

- The BOC “Practice Analysis, 8th Edition” (PA8) serves as the validated basis of knowledge and skills for an entry-level Athletic Trainer (AT) and is the blueprint for the BOC AT certification exam.
- The CAATE “2020 Standards for Accreditation of Professional Athletic Training Programs: Curricular Content” (Standards) define the educational content that is expected of students within an accredited athletic training program.
- Although these are two distinct documents, both hold a major role in the preparation and evaluation of entry-level ATs.

The PA8 task statements are listed below with the corresponding Commission on Accreditation of Athletic Training Education (CAATE) Standard. Visit the BOC website, BOCATC.org, to obtain a copy of the full PA8 and visit the CAATE website, CAATE.net, to obtain a copy of the Standards.

- For tasks to become entry-level, they must first be incorporated into athletic training programs – which stimulate the concepts to permeate into entry-level practice.
- It is not uncommon for there to be athletic training education competencies not included in the PA8. This illustrates that those competencies have not permeated entry-level practice as of yet.

DOMAIN I: Risk Reduction, Wellness and Health Literacy
Tasks:

1. Identify risk factors by administering assessment, pre-participation examination and other screening instruments, and reviewing individual and group history and surveillance data. (0101)	54*, 55^, 64, 77, 79, 80, 81, 83, 87, 92
2. Implement plans to aid in risk-reduction in accordance with evidence-based practice and applicable guidelines. (0102)	55^, 58, 59, 62, 79, 80, 92-94
3. Promote health literacy by educating patients and other stakeholders in order to improve their capacity to obtain, process, and understand basic health information needed to make appropriate health decisions. (0103)	56, 57, 59, 60, 62, 64, DEI-2
4. Optimize wellness (e.g., social, emotional, spiritual, environmental, occupational, intellectual, physical) for individuals and groups. (0104)	54*, 55^, 56, 57-59, 77, 82, 84, 87, 94, DEI-2
5. Facilitate individual and group safety by monitoring and responding to environmental conditions (e.g., weather, surfaces, work setting). (0105)	59, 70, 83, 85

DOMAIN II: Assessment, Evaluation and Diagnosis
Tasks:

1. Obtain a thorough and individualized history using observation and appropriate interview techniques to identify information relevant to the patient’s current condition. (0201)	54*, 55^, 60, 64, 71, 76, DEI-2
2. Perform a physical examination using diagnostic techniques. (0202)	54*, 55^, 70-72, 76, DEI-2
3. Formulate a clinical diagnosis by interpreting the information obtained during the history and physical examination. (0203)	55^, 70-72, 76, 77
4. Establish a plan of care based on the clinical diagnosis and evidence-based practice. (0204)	54*, 55^ 61, 64, 69-71, 73, 75, 76, 77, DEI-2
5. Educate the patient and stakeholders on the clinical diagnosis, prognosis and plan of care. (0205)	58-61, 69, DEI-2

DOMAIN III: Critical Incident Management
Tasks:

1. Implement Emergency Action (Response) Plans for all venues and events to guide appropriate and unified response in order to optimize outcomes. (0301)	55^, 59, 92-94
2. Triage the severity of health conditions. (0302)	54*, 55^, 66, 70, 77
3. Implement appropriate evidence-based emergent care procedures to reduce the risk of morbidity and mortality (e.g., c-spine, airway management, heat illness, pandemics, suicides, other emergent conditions). (0303)	54*, 70, 86, 92, 93
4. Assess the scene to identify appropriate courses of action. (0304)	70, 85

BOC Practice Analysis, 8th Edition Domains and Tasks	CAATE Curricular Content Standards (54-94, DEI 2)
DOMAIN IV: Therapeutic Intervention Tasks:	
1. Optimize patient outcomes by developing, evaluating and updating the plan of care. (0401)	55 [^] , 61-63, 69, 73, 75, 76, DEI-2
2. Educate patients and appropriate stakeholders using pertinent information to optimize patient-centered care and patient engagement throughout the therapeutic intervention process. (0402)	54*, 55 [^] , 57-59, 62, 69, 73, 74, 83, 84, DEI-2
3. Prescribe therapeutic exercises following evidence-based practices to address impairments and enhance activity and participation levels. (0403)	54*, 55 [^] , 57-59, 62, 69, 73, 74, DEI-2
4. Administer therapeutic modalities and devices using evidence-based procedures and parameters to address impairments and enhance activity and participation levels. (0404)	54*, 55 [^] , 57-59, 62, 69, 73, 74, 78, 86, DEI-2
5. Administer manual therapy techniques using evidence-based methods to address impairments and enhance activity and participation levels. (0405)	54*, 55 [^] , 57-59, 62, 73, 74, DEI-2
6. Determine patients' functional status using appropriate techniques and standards to inform decisions about the return to optimal activity and participation levels. (0406)	55 [^] , 60, 62, 69, 76, DEI-2
7. Manage general medical conditions to optimize activity and participation levels. (0407)	55 [^] , 57-59, 61, 62, 69-73, 75, 76, 79, DEI-2
DOMAIN V: Health Care Administration and Professional Responsibility Tasks:	
1. Assess organizational and individual outcomes using quality improvement analyses. (0501)	55 [^] , 56, 61, 63, 64, 67, 68, 88
2. Develop, review, and implement policies, procedures, and plans to address departmental and organizational needs. (0502)	63-66, 88, 91-94
3. Practice within federal, state, and local laws, regulations, rules and requirements and professional standards. (0503)	63-66, 75, 89, 90
4. Use standardized documentation procedures to ensure best practices. (0504)	63-66, 89

*The task statement includes one or more of the knowledge and/or skills found in Standard 54: The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

[^]The task statement includes one or more of the knowledge and/or skills found in Standard 55: Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

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