EXECUTIVE COMMITTEE FOR EDUCATION
QUICK STRIKE POLL (January 2012)
POTENTIAL TOPICS

1. Rate each of the following *Clinical Educators* items as to how interested you would be in attending a session(s) on this topic with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Developing the New Clinical Educator	11%	41%	48%	263
Developing the Experienced Clinical Educator	8%	33%	59%	261
Basic ACI/Clinical Educator Training	34%	44%	22%	262
Ongoing ACI/Clinical Educator Training: Beyond the Basics	7%	30%	63%	264
Difficult Conversations with Clinical Educators (poor student learning outcomes, personality conflicts)	7%	23%	70%	264

2. Rate each of the following *Clinical Education* items as to how interested you would be in attending a session(s) on this topic with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Promoting Clinical Decision Making	3%	36%	61%	252
Developing Autonomous Practitioners	5%	36%	59%	251
Promoting the Use of Evidence-Based Practice in Clinical Education	5%	21%	74%	249
Promoting the Use of Outcome Measures in Clinical Education	6%	30%	64%	251
Optimizing Translation from Education to Practice	6%	34%	60%	251
Balancing Didactic and Clinical Education	10%	41%	49%	249
Patient Privacy and Social Media	30%	52%	18%	251
Assessment of Clinical Proficiency in Clinical Education	8%	40%	52%	251
Assessment of Professional Behaviors in Clinical Education	11%	41%	48%	250

3. Rate each of the following *Didactic Education* items as to how interested you would be in attending a session(s) on this topic with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Promoting Clinical Decision Making	2%	39%	59%	246
Promoting Critical Appraisal and Thinking	2%	35%	63%	245
Strategies for Including EBP into Your Curriculum	4%	25%	71%	243
Integrating the 5th Edition of the Competencies	7%	30%	63%	244
Using/Developing Standardized Patients to Improve Interpersonal Skills/Clinical Skills	10%	41%	49%	246
Using Simulations to Develop Clinical Decision Making	5%	35%	60%	246
Engaging Students in Interdisciplinary Practice	9%	48%	43%	245
Foundational Knowledge for AT students: What should it be?	11%	39%	50%	245

4. Rate each of the following *Accreditation* items as to how interested you would be in attending a session(s) on this topic with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Creating Outcomes for Program Assessment	9%	30%	61%	248
Evaluating Outcomes for Program Assessment	8%	26%	66%	244
Preparing for a CAATE Site Visit	21%	39%	40%	246

5. Rate each of the following *Educational Technology* items as to how interested you would be in attending a session(s) on this topic with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Pod Casting – How To	28%	43%	29%	243
Web Development – How To	27%	43%	30%	244
Learning Management Systems / Courseware Applications / Distance Education	23%	40%	37%	244

6. Rate how interested you would be in attending each of the sessions described below with 1 being Not at All Interested and 10 being Extremely Interested.

	1 – 3	4 – 7	8 - 10	Number of Respondents
Question and answer session with CAATE	11%	35%	54%	245
Question and answer session open forum	12%	44%	44%	244

7. Please list any other session(s) you would be interested in attending that have not already been listed elsewhere in this poll.

"Tips from the field" - a roundtable discussion where participants are able to give tips on what they've found works for things from how to teach a specific technique or topic to how they track proficiencies, to what simulation models they find helpful etc. Pretty much what we do informally with the folks that we know personally, but with random colleagues.
ACI/CI supervision models
Additional Social Media
Addressing professionalism with the millennium student
Anything Technology!!
ATEP future, when is ELM exclusive going to happen
Basic and advanced sessions for the Classroom Instructor - focusing on didactic teaching and learning strategies, pedagogy, etc.
Best practices in clinical education, expand on the pre-session from last time.
CAATE explanation of Section H of the Standards
Converting an undergraduate program to ELM
Creating an Entry-Level master's degree program
developing and integrating better educational and clinical policies and procedures to develop young professionals
Developing Competency Based Assessment
EBP for teaching and assessment of student learning
forum on student autonomy, supervision, and travel
generating student engagement in clinical education
How to design and teach a course focused on significant learning experiences
I heard at least 50 ATCs say it was a bad idea to make rectal thermometer testing a proficiency, and yet, here it is. How do the "regular ole ATCs" get to CAATE and have a voice?
If the Educators' Conference will remain biennial, I think it would help us to have a conference in the "off years" that focuses on the profession's administrative, managerial, and leadership aspects. The annual NATA meeting focuses mostly on clinical issues and the Educators' Conference focuses on education, but we do not have a national conference that addresses the leadership and business aspects of the profession.
incorporating psychosocial strategies content from 5th edition
Integrating General Medicine in the Athletic Training
Interprofessional Education and Athletic Training (interdisciplinary is not best term)
obtaining rectal temperature--how to teach
Post Professional Education outcomes assessment
Professional development of the educator
Selecting the right students: what do we look for in potential students.
Student retention strategies
The iPad as a learning/instructional device
transitioning from BS to E-L Masters - Challenges, Pitfalls, and Successes
Using Smartboard technology for clinical education
What items are essential to maintain regarding students once graduated per CAATE?
Where do Junior Colleges fit into Athletic Training Education?
A session similar to what's been proposed via e-mail for the NATA Symposium, where folks give ideas on how they address teaching skills, collecting data, using equipment, etc. Maybe 4-5 people speak on the same topic but each gives his/her ideas or suggestions on how to accomplish the same thing.

Addressing autonomy with the mellinnium student / helicopter parent child
Balancing Institutional Mission with Professional Education
Best practices in didactic education, similar to above.
BOC explanation of ATEP Directors' Reports
Developing online courses within the AT curriculum (meeting standards)
discussion of ELM versus undergraduate routes to certification
five-year BS/MS degree programs
forum on moving to an entry-level masters only model for AT
How long must programs maintain student records per CAATE needs?
More on teaching and evaluating professional behaviors
Pro's and Con's of moving toward entry level at the master's degree
Strategies for finding non-traditional sites/instructors for clinical education
Using technology to assess clinical skills (practical exams, proficiencies, etc)
Best practices of clinical education
Encouraging professional involvment of ATS
How to effectively promote your ATEP (locally, regionally, nationally)
One size does not fit all - Differences in AT education based on institution type - Round table discussion
Student Response systems in the AT curriculum
Standardization in scenario's used in AT curriculum