



Statistical Report: 2023 Practical Exam Candidate Survey

Prepared for:



Prepared by:



Tammy J. Trierweiler, PhD
Laila Issayeva, MSc

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CCSP® and DACBSP® Practical Exam

The CCSP® and DACBSP®

The American Chiropractic Board of Sports Physicians™ (ACBSP™) provides two certifications to the field: Certified Chiropractic Sports Physician® (CCSP®) and Diplomate of the American Chiropractic Board of Sports Physicians® (DACBSP®). After the practical exam of 2023, a satisfaction survey was provided to allow examinees to share their thoughts regarding different aspects of the program.

Survey Results

This section will present the survey results. In the following figures, the y-axis represents the response options and includes the number of candidates responding to that option; the x-axis reflects the percentage of the total number of candidates. Note, the x-axis scale changes from figure to figure.

Registration

The items tapping into the registration process included the candidates' rating of their online registration experience, the communication post-registration they received through emails and/or the website, and the exam candidate Zoom information meeting. Candidates were generally happy with the registration process. Figures 1 and 2 present the results for the registration survey questions.

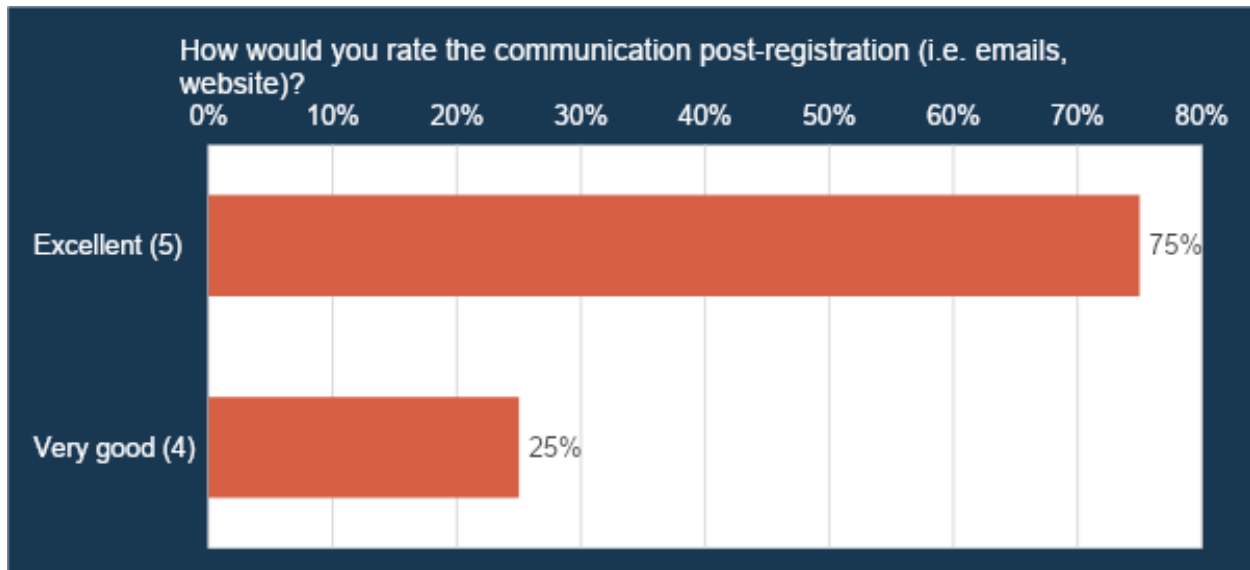
Figure 1

Online registration experience



Figure 2

Post-registration communication



Examination room setup & equipment

When asked about their awareness of the new station format in the examination, 91% of the candidates responded that they knew about it (Figure 3). Table 1 highlights the comments given by the candidates regarding how they learned about the new station format: orientation video, test plan, ACBSP™ website, and post-registration emails.

When responding to questions about their expectations regarding the examination room setup and equipment, most of the candidates (66% and 91%, respectively) confirmed that their expectations had been completely satisfied (Figure 4 and Figure 5).

Figure 3

New station format awareness

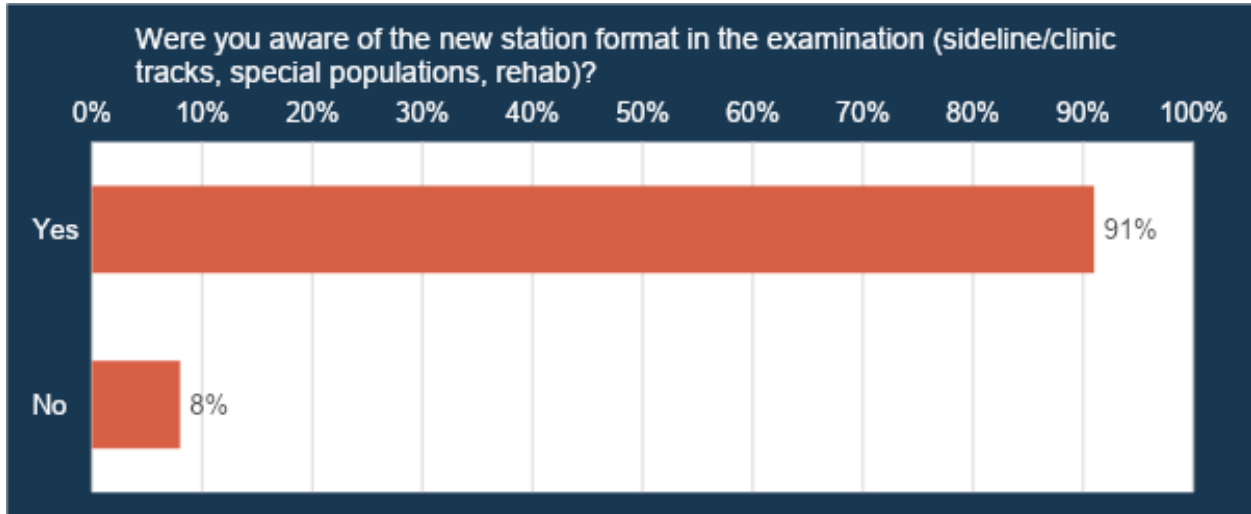


Table 1

New station format awareness open response feedback

If you answered yes to the previous question, how did you learn about the new station format?
The orientation video and test plan
ACBSP website and Orientation
From the post-registration emails

Figure 4

Examination room setup

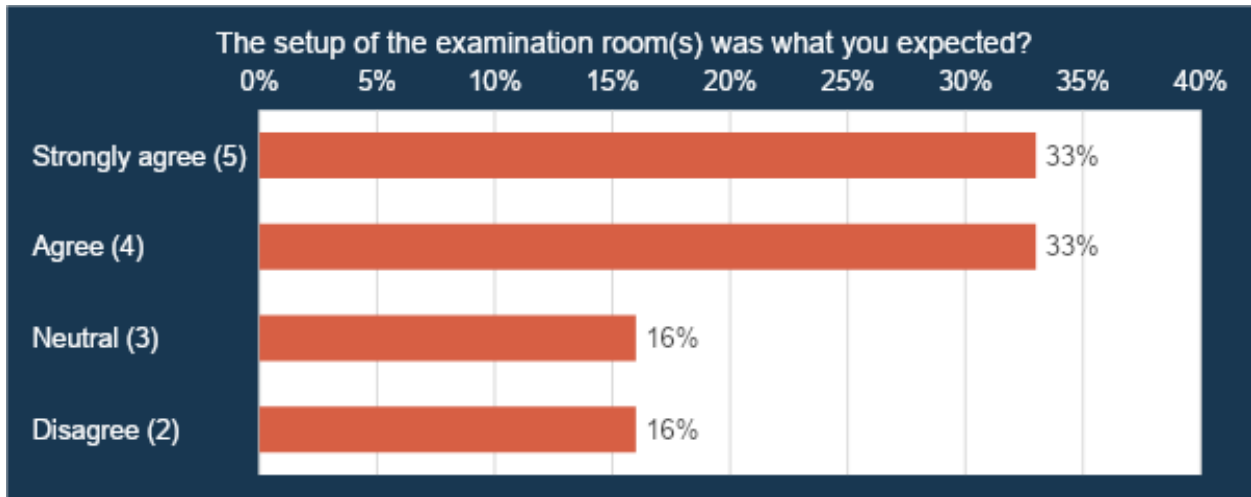
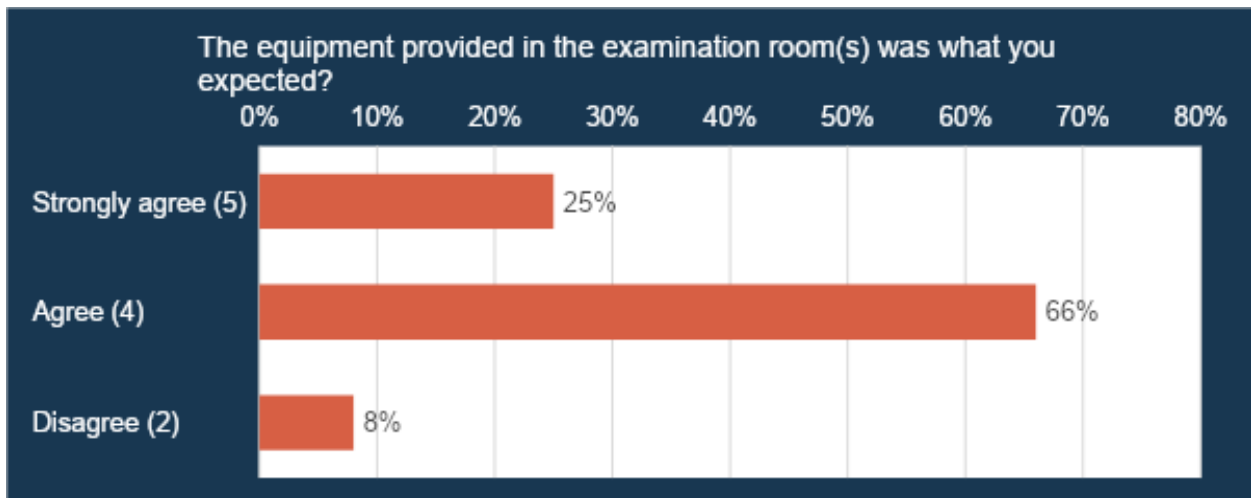


Figure 5

Examination room equipment



SCAT6 feedback

Candidates were asked about their awareness of the utilization of SCAT6, and they unanimously confirmed that they were aware of it (Figure 6). Evaluation of open-response feedback from the candidates (Table 2) indicated that, in general, they were quite comfortable using it.

Figure 6

SCAT6 utilization awareness

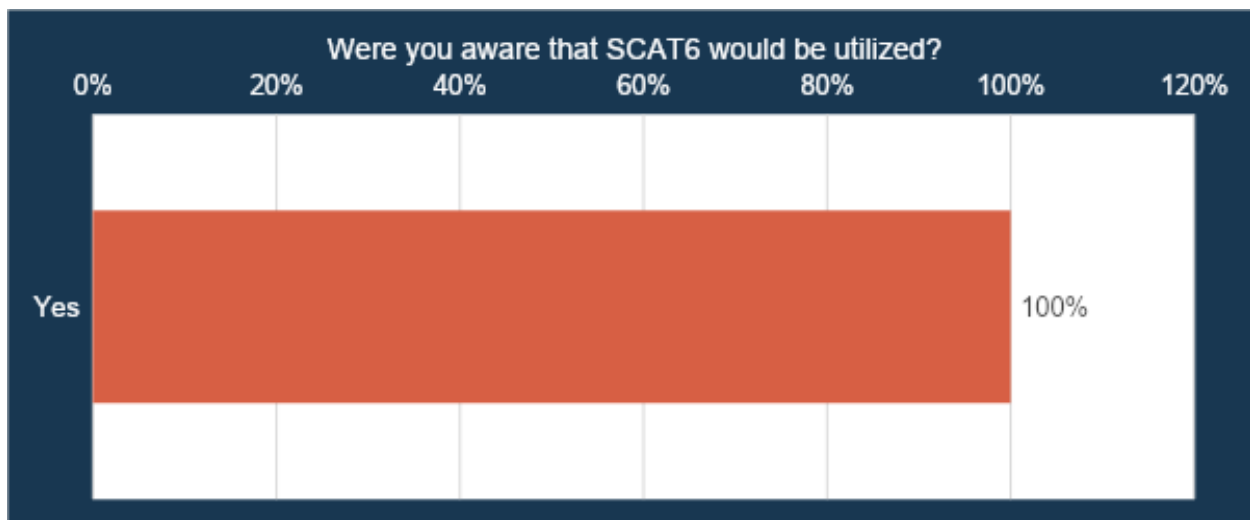


Table 2

SCAT6 utilization awareness open response feedback

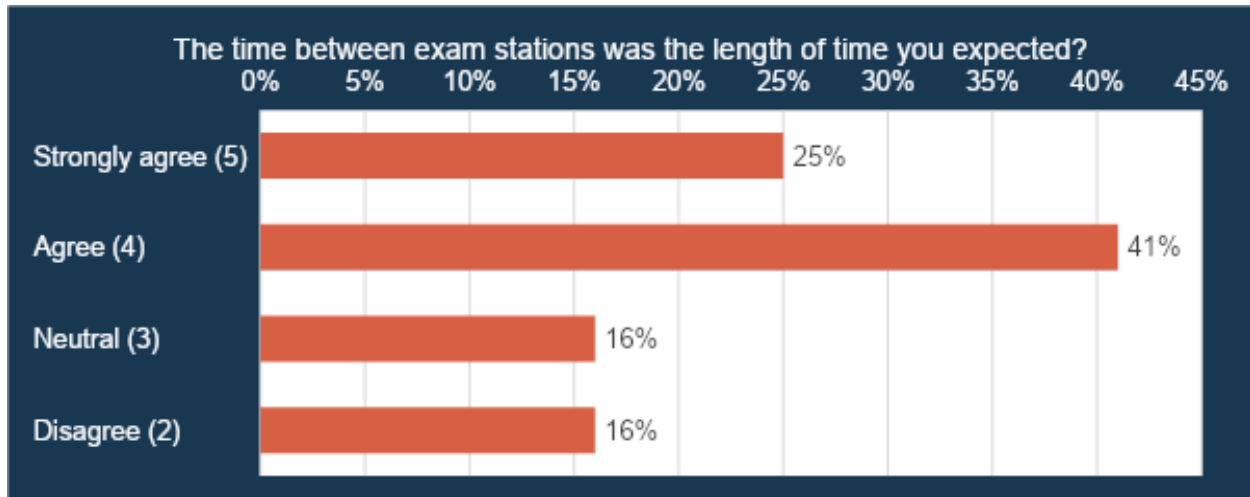
Please share why you thought you DID or DID NOT understand the SCAT 6 enough to be tested on it.
I mean I know if I was ready if I pass but I do not feel there was anything majorly different on the Scat 6 compared to the scat 5 that was a concern.
I understood the SCAT 6 and was able to perform with some confidence. I was asked a question about the office SCAT 6 for child and was not familiar with that information. I only prepared for SCAT 6 since that was the only form listed on Website and mentioned in Orientation.
I did know that we would be tested on SCAT 6, but only 4 weeks prior to the practical exam. I had been prepping for the exam for quite some time prior to that using SCAT 5. Honestly, I was frustrated at the change at first, but ultimately regrouped with the SCAT 6 and felt pretty comfortable with it prior to exam day.

Examination timing

Regarding survey questions about the time length between exam stations, most candidates (66%) responded that it aligned with their expectations (Figure 7).

Figure 7

Time length expectation



Pre-examination information

Survey results regarding whether candidates were provided with necessary information prior to the examination indicated that the candidates' perception was strongly positive, with 83% of them responding 'Yes' (Figure 8). However, open-response feedback revealed that one candidate had not been informed in advance because they had never been tested by ACBSP™ before (Table 3).

More than half of the candidates, specifically 58%, responded positively when asked if the information provided on the website, including the recommended reading list and position papers, adequately prepared them for the examination (Figure 9).

Figure 8

Pre-examination information

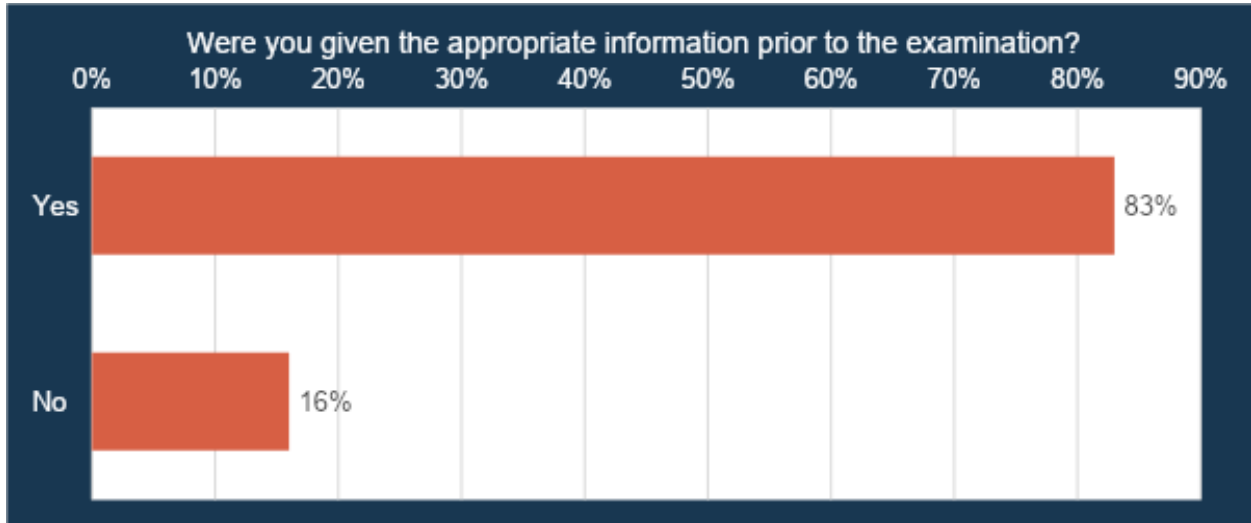


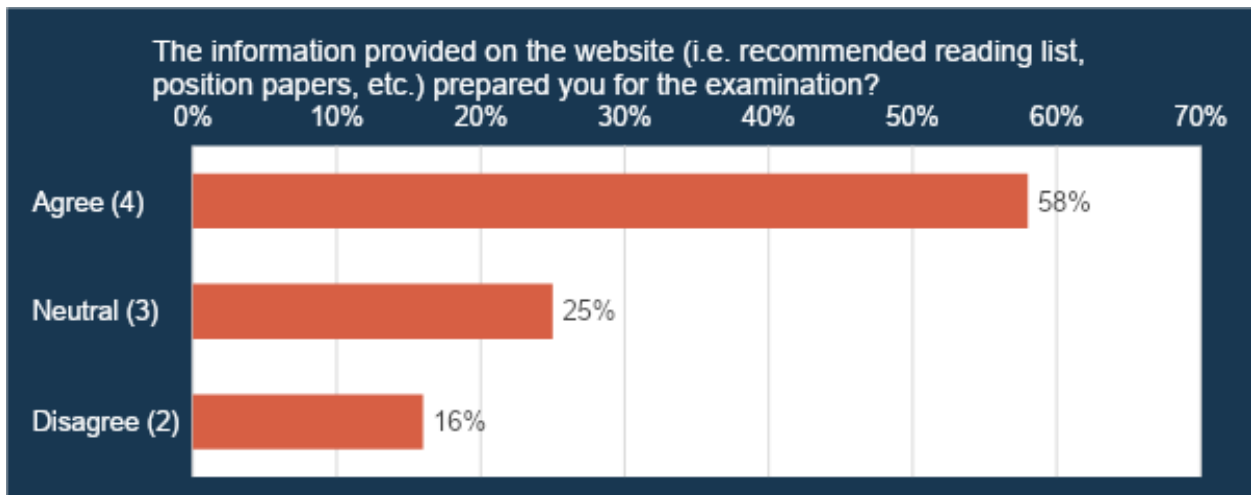
Table 3

Pre-examination information open response feedback

If you answered no the previous question, what information was not provided prior to the examination?
There was no way to know the information, because we were never tested or evaluated by the ABCSP.

Figure 9

Pre-examination information on the website



In-person & online preparation courses

Survey questions that asked candidates about their experiences with online and in-person preparation courses indicated that the former ones were more helpful than the latter ones (49% against 41% in Figures 10 and 11). It is worth mentioning that 41% of the candidates decided to stay neutral towards both types of the courses.

Figure 10

Helpfulness of in-person courses

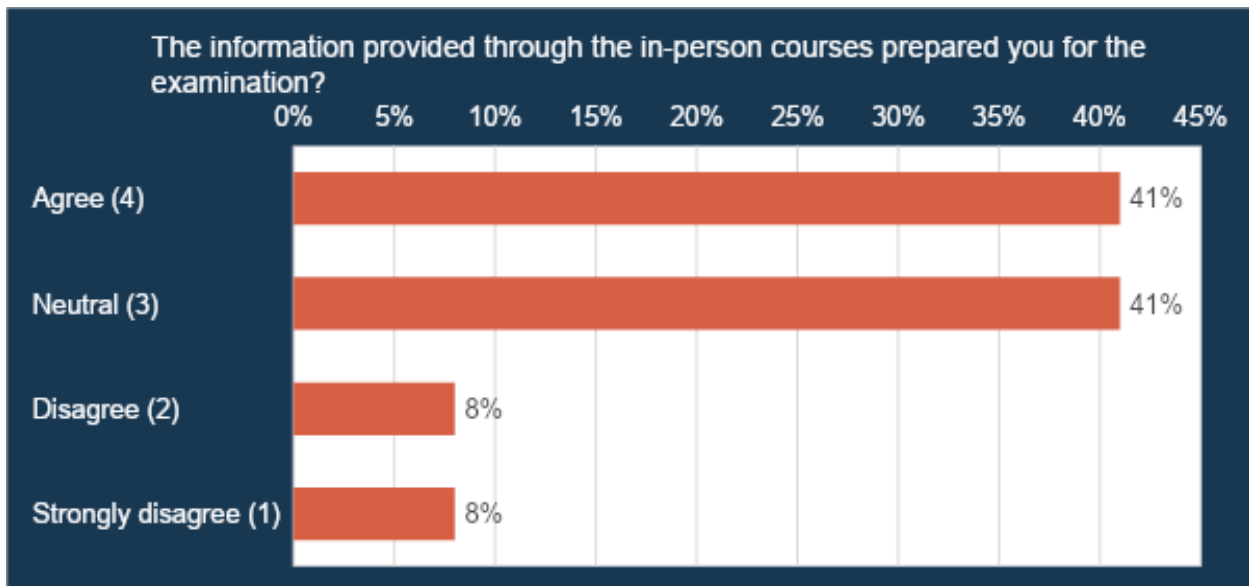
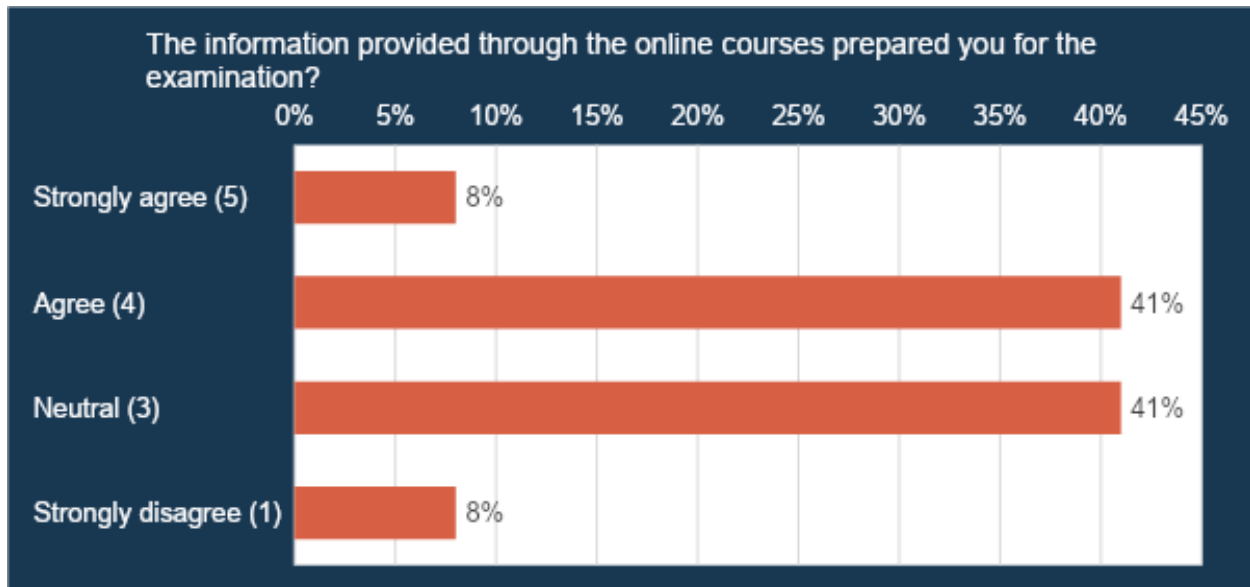


Figure 11

Helpfulness of online courses



Stress & overall experience

When asked about the candidates' stress levels, approximately two thirds of the candidates indicated that there were external factors which caused them stress (Figure 12). According to the open response feedback outlined in Table 4, the following stress factors were identified as the most affecting ones: (a) being sequestered before the exam, with concerns raised about potential advantages for those who went first; (b) delays and extended waiting times; (c) the timing of the practical exam, scheduled when candidates were most tired and least focused at the end of the day; (d) the absence of a defined end time for the exam; (e) stations lacking identified gender information for patients.

When asked about their overall experience, 65% of the candidates shared that they were mainly satisfied with the process whereas 8% considered their experience to be poor (Figure 13). Tables 5 and 6 highlight candidate feedback to open-ended questions about their overall experience and any suggestions they may have to make their testing experience more enjoyable.

Figure 12

Experience with external stress factors

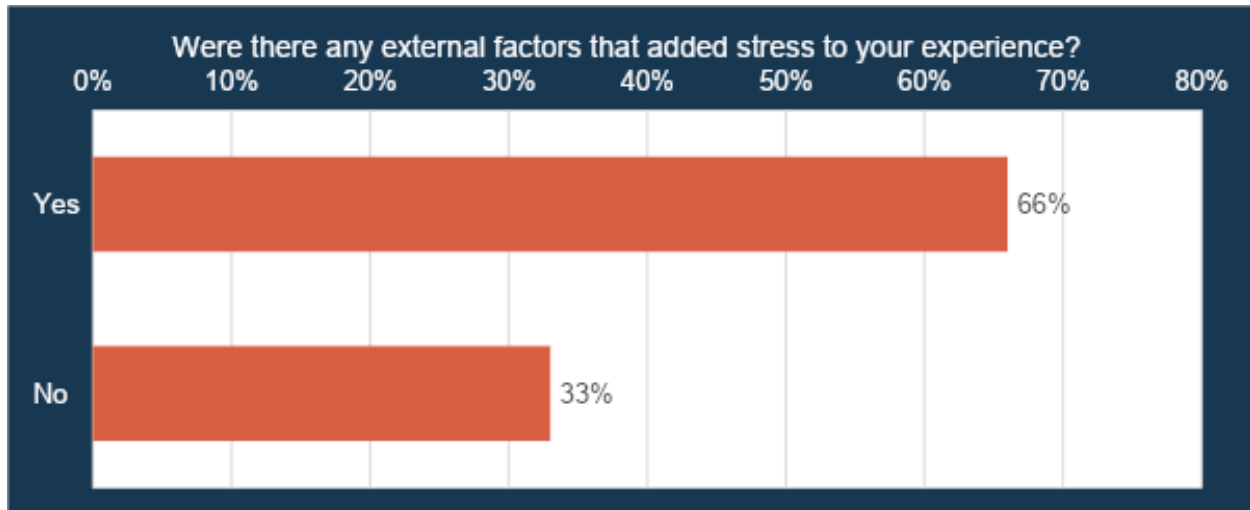


Table 4

Open response feedback regarding experience with external stress factors

What external factors added stress to your exam experience?
Have to show up at the same time in the morning then be sequestered prior to the exam vs being sequestered after like part 4 increased the stress of the day. I felt those that went first were at an advantage.
Group 3 was delayed by 2 hrs and had to wait longer than expected.
Being sequestered for 10 hours.
Taking the practical exam when you are the most tired and least focused at the end of the day.
No set/exact end time.
Stations with no identified gender for the patient.

Figure 13

Overall experience

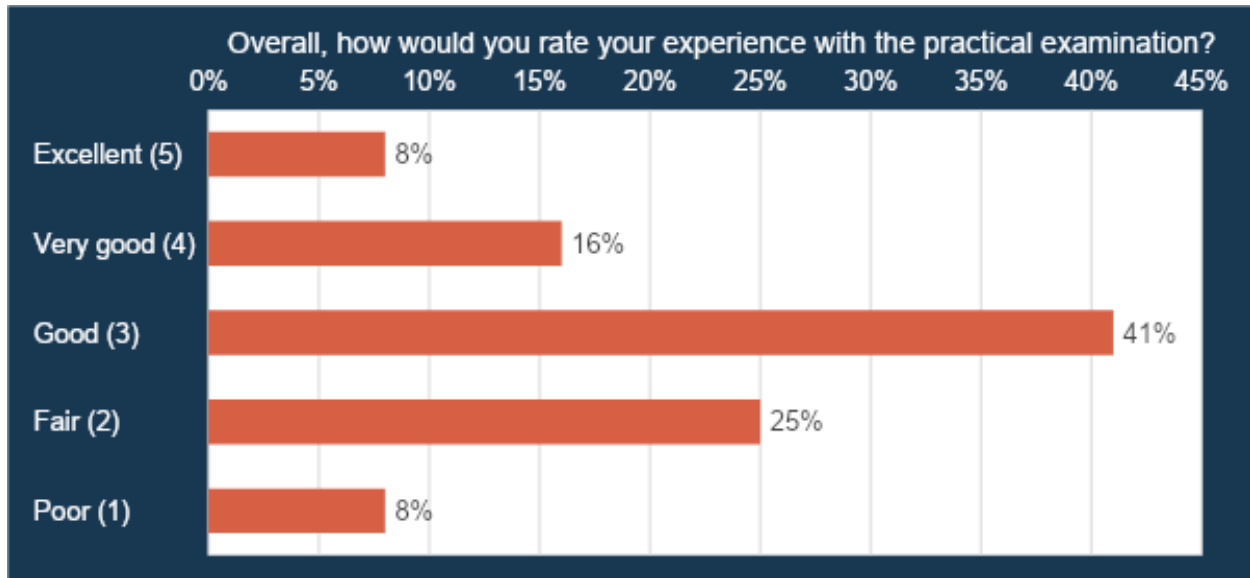


Table 5

Open response feedback regarding possible improvements

How could your practical exam experience have been better?
Not having us all check in at the same time
I was not prepared to answer questions after almost all the stations. There were time management issues for me that did not allow for questions to be answered.
It seemed that the examiners in the side-line extremity and clinical extremity were unfamiliar with the scenario and spent time flipping through their notes to get answers back to me, or they were not keeping up with the pace of the history and exam as it was unfolding.

Table 6

Overall experience open response feedback

Would you like to provide any additional feedback concerning your practical exam experience?
<p>The first group has an advantage to their test compared to the later groups that have been kept in a time our all day. It may be beneficial to flip the script to put everyone on the same foot by keeping testers after the test vs before.</p>
<p>Over all it was what I expected. I felt material to study and outline was indicative of what was tested. It was a well-rounded exam.</p>
<p>I REALLY appreciated that the examiners allowed us to tour each examination room prior to taking the exam. This was unexpected, and really allowed us to visualize what we were walking into which calmed the nerves a bit!</p> <p>There could have been more emphasis placed on the fact that the 3 questions were included in the 14 minutes. I assumed we had 14 minutes followed by 3 questions.</p> <p>I also really appreciated the zoom meeting 4 weeks prior to the practical exam! This was a huge help!</p>

Summary

Overall, results from this survey indicated that most candidates had a positive experience during their testing experience, from the beginning to the end. Below is a summary of the key points of the user survey for the exam that should be considered for future administration decisions.

- Consistency in Exam Format Communication:
 - Ensure clear and timely communication about the specific exam format (e.g., SCAT6) to prevent confusion and align candidate preparation.
- Advance Notice on Exam Changes:
 - Provide candidates with sufficient notice about any changes to the exam format to allow for adequate preparation.
- Stress Management:
 - Evaluate and address stress factors related to the exam day schedule, such as sequestration duration, delays, and timing of the practical exam.
- Standardized Check-In:
 - Consider implementing a standardized check-in process for all candidates to create a level playing field.
- Time Management and Question Expectations:
 - Emphasize time management during the exam and clearly communicate expectations, including the inclusion of questions within the allocated time.
- Examiner Preparedness:
 - Ensure examiners are adequately familiar with scenarios to maintain a smooth flow during the evaluation.
- Equal Opportunities for All Groups:
 - Explore options to provide equal advantages to all candidate groups, such as adjusting the order of sequestration.
- Comprehensive Orientation:
 - Continue offering thorough orientations, including opportunities for candidates to tour examination rooms, enhancing their comfort and confidence.

- Clarity on Timing and Components:
 - Clearly communicate the timing and components of the exam, ensuring candidates are well-informed about the structure.
- Appreciation for Pre-Exam Meetings:
 - Acknowledge the positive impact of pre-exam Zoom meetings, considering their continued incorporation for future exams.