



Athletic Training for Sports Medicine Field Experience

College of Education
Department of Sport Science & Wellness Education

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Department of Sport Science & Wellness Education

College of Education
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Clinical Education Faculty:

Thank you for your affiliation with The University of Akron Athletic training for Sports Medicine Program. We are fortunate to have your continued support in the clinical education of our athletic training students.

I anticipate a rewarding clinical experience for our students as they enhance their education by your state of the art facilities, varied professional staff, and on-on-one clinical education with general population patients.

I will be visiting the student periodically at your facility. If you should have any questions or problems, please feel free to contact me at (330) 972-7475 or by email at buser@uakron.edu.

Thank you again for all your continued support.

Sincerely,
Stacey Buser M. S. A.T.C./LAT
Program Director
Clinical Instructor



Athletic Training for Sports Medicine

Field Experience Syllabus

3 credit hours

5550:395

Description of Assignment: clinical educational experience with a certified athletic trainer and ACI. The experience will be conducted with general population patients of various orthopedic and general medical conditions in a sports medicine facility.

Course Description

This course is designed for the student in athletic training for sports medicine to demonstrate his/her practical applications and psychomotor skills in an athletic training related work setting.

Course Objectives

- Student must meet pre-field experience requirements
- Student must complete assigned hours documented by ACI
- Student will demonstrate proficiency of NATA psychomotor skills. [see attached packet]
- Student will demonstrate professionalism with site patients/clients
- Student will demonstrate competency with communication skills and interaction among patients/clients, clinicians, ACI's, physicians, athletes and other professionals
- Student will demonstrate professionalism when dealing with confidential patient/client medical records
- Student will complete all tasks required by the facility

Pre-Field Experience Requirements

1. Proof of liability insurance

Student must have own personal policy or University purchased policy
policy may be purchased by contacting:
University Purchasing
extension 7340
the cost is \$14.50 and the policy is good for one year

2. Proof of TB test

Student must visit own physician or Morley Health Center
177 South Broadway Street
(330) 375-2510
the cost is \$15.00

3. Proof of Physical Examination

NATA Competencies

See attached packet

Content Criteria

Field Experience paper (see paper grading rubric)

1. Contain 3 case studies of patients/clients including the following case study information:
 - Diagnosis
 - Diagnostic tests used for diagnosis
 - Surgical procedure or other treatment (ie. Injections)
 - Treatment plan
 - Rehabilitation plan
 - Progress
 - Complications
2. Include a summary of treatment for each session athletic training student worked with patient/client including date and time
3. Must contain the impressions/insights of the student with information relating to the chosen area of concentration
4. A detailed description of one surgical procedure (select from one above) with references.
5. Pictures, charts, graphs to enhance explanation of progress/procedures (arthroscopic pictures, isokinetic table, exercises, etc)
6. Paper must be a **minimum** of 15 pages in length
7. Paper must be typewritten and grammatically correct
8. Paper must be presented in a professional manner

Grading Criteria

- Paper 200 points
- Field Experience paper graded using content criteria requirements
- Evaluation 100 points
- Student will be evaluated by the on site ACI. Student will meet with the ACI to determine areas of strength and weakness on a midterm and final basis.
- Student will complete a self-evaluation regarding his/her performance during the field experience
- Student will evaluate the ACI and the field experience site.
- Competency Completion 100 points
- Student will show documentation of successful completion of the NATABOC competencies associated with the field experience course. The documentation will include the signature of the ACI.
- Pre-Field Experience requirements 50 points
- Student will provide documentation of completion of requirements outlined above.

Grading Scale is as follows:

93-100% = A	73-77% = C
90-92% = A-	70-72% = C-
88-89% = B+	68-69% = D+
83-87% = B	63-67% = D
80-82% = B-	60-62% = D-
78-79% = C+	<60 = F

Paper Grading Rubric

Content criteria	3	2	1	Total
Case study information				
Treatment summary				
ATS impressions				
Surgical procedure research				
Pictures/charts/graphs				
Paper length				
Spelling/grammar				
Professional presentation				

The University of Akron Athletic Training for Sports Medicine

Field Experience Code of Conduct

The NATA has established a Code of Ethics that was written to make the membership aware of the principles of ethical behavior that should be followed in the practice of athletic training. The primary goal of the Code of Ethics is the assurance of high quality health care. The Code presents standards of behavior that all members should strive to achieve. A copy of this Code of Ethics can be is available online and can be viewed at www.nata.org.

The Athletic Training Code of Conduct within The University of Akron Athletic Training for Sports Medicine Education Program (ATEP) is being implemented so that athletic training students understand the importance of, and expectations for, honesty and integrity in their relationships between athlete, coach, physician, allied health practitioner, and athletic trainer. This policy is applicable to staff and students in the athletic training program and acceptance of the Athletic Training Code of Conduct is a condition of admission into the program.

It is a privilege to learn and experience athletic training related skills, practice, and administration under valuable allied health practitioners in our affiliated sites. The UA faculty and staff of the Athletic Training for Sports Medicine program has prepared the student for experience in off campus settings. As such, you are a representative of The University of Akron, the Department of Sport Science and Wellness Education, and Athletic Training for Sports Medicine program. We expect athletic training students to act in a professional manner as an extension of UA.

General Guidelines

Athletic trainers are allied health professionals. As such, they are expected to conduct themselves professionally whenever performing job-related tasks. Athletic training staff and students should follow these guidelines for professionalism:

- a. Complying with the dress code
- b. Using professional terms when conversing with fellow professionals
- c. Refraining from vulgar language and topics of conversation
- d. Being on time
- e. Informing your ACI/supervisor if you will be late
- f. Being free from the influence of drugs, alcohol, and tobacco products

Appropriate dress code

The clinical experience is performed in a respected high school setting. The appropriate dress is very important in displaying a professional image. The athletic training student is a representative of The University of Akron and should project a positive and professional appearance at all times. The following guidelines are to be followed at all times in the clinical setting:

Appropriate types of dress:

- Long pants, Capri pants
- Skirts (fingertip length)
- Long-sleeved or short-sleeved dress shirts
- Sleeveless shirts (dressy)

Dress that is not appropriate:

- Bare belly or navel
- Visible piercing other than ears
- Flip-flops
- Hats
- t-shirts
- shorts
- jeans
- tank-tops
- tennis shoes

If there are questions, or doubts if clothing is appropriate, ask the field experience supervisor at the affiliate facility.

Disciplinary action for violating any of the above policies may include any of the following:

1. Academic written warning, or probation from the Athletic Training for Sports Medicine Education Program.
2. Suspension for a period of time from the Athletic Training Education for Sports Medicine Program or clinical rotation site.
3. Expulsion from the Athletic Training for Sports Medicine Education Program and/or The University of Akron.
4. Refer to the Disciplinary Policy located on the UA Athletic Training for Sports Medicine webpage and in the Academic Education Manual.

Field Experience Proficiencies

Clinical Proficiencies – Field Experience

Student Name _____

Term _____

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
	PROFICIENCIES TAUGHT PROFICIENCIES EVALUATED						
	General Medical Conditions and Disabilities						
1 - 1 :	Obtain a basic medical history that includes the following components: a. previous medical history d. current medication history b. previous surgical history e. relevant social history c. pertinent family medical history f. chief medical complaint						
	Health Care Administration						
1 - 1B :	The student will demonstrate appropriate communication skills. b. effectively communicate and work with physicians, emergency medical technicians (EMTs), and other members of the allied health care community and sports medicine team c. appropriately communicate with athletic personnel and family members						
3 - 1 :	The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.						

Clinical Proficiencies – Field Experience

Student Name _____

Term _____

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
Cognitive Domain	ASSESSMENT AND EVALUATION						
9 -	Demonstrates knowledge of a systematic process that uses the medical or nursing model to obtain a history of an injury or illness that includes, but is not limited to, the mechanism of injury, chief complaint, and previous relevant injuries or illnesses.						
11 -	Describes the use of myotomes, dermatomes, and reflexes (deep tendon, superficial) including manual muscle-testing, range-of-motion testing, and distinguishes between primary, cortical, and discriminatory forms of sensation.						
12 -	Defines the measurement and grading of dermatomes, myotomes, and reflexes and their relationships in a neurological examination.						
13 -	Describes active, passive, and resisted range-of-motion testing and differentiates the significance of the findings of each test.						
14 -	Explains the role of special tests, testing joint play, and postural examination in injury assessment.						
15 -	Explains how to measure resistive range of motion (or strength) of major muscles using manual muscle testing or break tests.						
16 -	Differentiates the use of diagnostic tests (x-rays, arthrograms, MRI, CAT scan, bone scan, ultrasound, myelogram) based on their applicability in the assessment of an injury or illness when prescribed by a physician.						
26 -	Uses the terminology necessary to communicate the results of an athletic training assessment to physicians and other health professionals.						
27 -	Describes components of medical documentation (e.g., subjective, objective, assessment, plan [SOAP] and history, inspection, palpation, special tests [HIPS])						

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
Psychomotor Domain							
3 -	Demonstrates active, passive, and resisted range-of-motion testing of the toes, foot, ankle, knee, hip, shoulder, elbow, wrist, hand, thumb, fingers, and spine.						
4 -	Measures active and passive joint range of motion with a goniometer.						
5 -	Performs appropriate manual muscle-testing techniques and/or break tests, including application of the principles of muscle/muscle group isolation, segmental stabilization resistance/pressure, and grading, to evaluate injuries incurred by athletes and others engaged in physical activity.						
6 -	Administers static and dynamic postural evaluation and screening procedures, including functional tests for postural deformities and muscle length assessment.						
7 -	Applies appropriate stress tests for ligamentous or capsular instability based on the principles of joint positioning, segmental stabilization, and force.						
8 -	Measures the grade of ligamentous laxity during a joint stress test and notes the quality and quantity of the end point.						
9 -	Applies appropriate and commonly used special tests to evaluate athletic injuries to various anatomical areas.						
12 -	Palpates bony and soft tissue structures to determine normal or pathological tissue(s).						
13 -	Performs and interprets appropriate palpation techniques and special tests of the abdomen, chest, cranium, and musculoskeletal system.						
17 -	Uses appropriate terminology in the communication and documentation of injuries and illnesses.						
Affective Domain							

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
2 -	Appreciates the importance of documentation of assessment findings and results.						
5 -	Appreciates the practical importance of thoroughness in a clinical evaluation.						
Cognitive Domain	ACUTE CARE OF INJURIES AND ILLNESSES						
4 -	Interprets standard nomenclature of athletic injuries and illnesses.						
5 -	Recognizes appropriate written medical documentation and abbreviations.						
16 -	Recommends the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.						
44 -	Recognizes the proper technique for using ambulatory aids, including selecting an aid appropriate for the injury and person.						
45 -	Recommends ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles, and evaluates the patient's technique in using the aids.						
Psychomotor Domain							
19 -	Demonstrates the proper techniques for using ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles.						
Cognitive Domain	PHARMACOLOGY						
4 -	Identifies appropriate terminology and pharmaceutical abbreviations used in the prescription and dispensation of medications.						

Psychomotor Domain	THERAPEUTIC MODALITIES					
9 -	Formulates progress notes and treatment outcomes that are relevant to the selection and application of therapeutic modalities.					

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
Cognitive Domain	THERAPEUTIC EXERCISE						
13 -	Interprets physician notes, post-operative notes, and physician prescriptions as they pertain to a rehabilitation or reconditioning plan.						
14 -	Describes rehabilitation, functional, and reconditioning progress using follow-up notes, progress notes, SOAP notes, etc.						
15 -	Compares the effectiveness of taping, wrapping, bracing, and other supportive/protective methods for facilitation of safe progression to advanced therapeutic exercises and functional activities.						
Psychomotor Domain							
3 -	Records rehabilitation or reconditioning progress (e.g., follow-up notes, progress notes).						
4 -	Demonstrates the appropriate application of contemporary therapeutic exercises including the following: a. isometric, isotonic, and isokinetic exercise, b. eccentric vs concentric exercise, c. open- vs closed-kinematic chain exercise, d. elastic, mechanical, and manual resistance exercise, e. joint mobilization exercise, f. plyometrics-dynamic reactive exercise, g. proprioceptive neuromuscular facilitation (PNF) for muscular strength/endurance, muscle stretching, and improved range of motion, h. exercises to improve neuromuscular coordination and proprioception, i. passive, active, and active-assisted exercise, j. cardiovascular exercise, including the use of stationary bicycles, upper-body ergometer, treadmill, and stair climber, k. aquatic therapy, l. functional rehabilitation and reconditioning, m. sport-specific activity, n. soft tissue mobilization						
Psychomotor Domain	GENERAL MEDICAL CONDITIONS AND DISABILITIES						

5 -	Recognizes and applies the appropriate treatments for diabetic coma and insulin shock.						
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Skill Grading Rubrics

General Medical Conditions and Disabilities

1-1

Obtain a basic medical history that includes the following components:

- a. previous medical history
- b. previous surgical history
- c. pertinent family medical history
- d. current medication history
- e. relevant social history
- f. chief medical complaint

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
History	0 1 2		
Student identifies chief complaint	0 1 2		
Identifies time of injury	0 1 2		
Identifies exact mechanism of injury (acute or chronic)	0 1 2		
Identifies the location of the injury	0 1 2		
Identifies the history of any previous relevant injury and when	0 1 2		
Asks if any previous surgical procedures at injured site	0 1 2		
Asks if any previous surgical procedures systemic	0 1 2		
Asks if patient is currently taking medications (if so, makes a note in the chart)	0 1 2		
Identifies any previous medical history or conditions	0 1 2		
Asks questions regarding pertinent family history questions (inherited diseases, systemic conditions)	0 1 2		

Asks questions regarding social situations (life partner, addictions, habits, living arrangements, mental illness, etc)	0 1 2		
	24		

Health Care Administration

1-1B

The student will demonstrate appropriate communication skills;

- b. student will effectively communicate and work with physicians, EMTs, and other members of the allied health care community and sports medicine team
- c. appropriately communicate with athletic personnel and family members

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Athletic training student uses appropriate terminology and language when communicating with a physician	0 1 2		
Athletic training student uses appropriate tone when communicating with a physician	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating with a physician	0 1 2		
Athletic training student uses appropriate terminology and language when communicating with an EMT	0 1 2		
Athletic training student uses appropriate tone when communicating with an EMT	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating with an EMT	0 1 2		
Athletic training student uses appropriate terminology and language when communicating	0 1 2		

with an allied health practitioner			
Athletic training student uses appropriate tone when communicating with an allied health practitioner	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating with an allied health practitioner	0 1 2		
Athletic training student uses appropriate terminology and language when communicating with athletic personnel	0 1 2		
Athletic training student uses appropriate tone when communicating with athletic personnel	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating with athletic personnel	0 1 2		
Athletic training student uses appropriate terminology and language when communicating with student athlete or family members	0 1 2		
Athletic training student uses appropriate tone when communicating with student athlete or family members	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating with student athlete or family members	0 1 2		
Athletic training student uses empathy in communication with student athlete or family members	0 1 2		
	32		

Health Care Administration

3-1

- d. The student will demonstrate the ability to perform record keeping skills with sensitivity to patient confidentiality.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Athletic training student uses appropriate terminology and language when communicating with a patient	0 1 2		
Athletic training student articulates an understanding of the record keeping procedure at clinical setting	0 1 2		
Athletic training student articulates an understanding of confidentiality; in particular medical information confidentiality	0 1 2		
Athletic training student articulates an understanding of HIPPA regulations	0 1 2		
Athletic training student uses articulates an understanding of policies and procedures of clinical setting in regards to confidentiality	0 1 2		
	10		

Assessment & Evaluation

Cognitive 9

Demonstrates knowledge of a systematic process that uses the medical or nursing model to obtain a history of an injury or illness that includes, but is not limited to the mechanism of injury, chief complaint, and previous relevant injuries or illnesses.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Systematic process using medical model to obtain history</i>			
Identifies Medical/Nursing Model components	0 1 2		
1. Assessment	0 1 2		
2. Problem Identification	0 1 2		
3. Planning	0 1 2		
4. Implementation/Intervention	0 1 2		
5. Evaluation	0 1 2		
Chief complaint	0 1 2		
Time of injury	0 1 2		
Exact mechanism of injury (acute/chronic)	0 1 2		
Location of the injury	0 1 2		
History of previous injury, surgeries (if so, when)	0 1 2		
Sensations felt/heard (locking, popping, giving away)	0 1 2		
What did he/she do immediately following injury (continue/cease activity)	0 1 2		
Status post injury (limp, inability to ambulate)	0 1 2		
When and if swelling occurred	0 1 2		

Type of pain (shooting, dull ache, sharp, numbness, tingling)	0 1 2		
Can be altered (better/worse, how)	0 1 2		
General medical health (including medications)	0 1 2		
	36		

Assessment & Evaluation

Cognitive 11

Describes the use of myotomes, dermatomes, and reflexes (deep tendon, superficial) including manual muscle-testing, range-of-motion testing, and distinguishes between primary, cortical, and discriminatory forms of sensation.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Manual Muscle testing</i>			
Athletic training student is in appropriate position for testing	0 1 2		
ATS uses appropriate patient position	0 1 2		
ATS uses correct directions/prompting for patient	0 1 2		
ATS articulates which muscle(s) are being tested	0 1 2		
ATS displays correct technique for testing upper quarter musculature	0 1 2		
ATS displays correct technique for testing lower quarter musculature	0 1 2		
ATS can articulate the test results correctly	0 1 2		
<i>Dermatome testing</i>			
ATS uses appropriate patient position	0 1 2		
ATS uses correct examiner position	0 1 2		
ATS uses thumb to tap with the reflex hammer	0 1 2		
ATS displays the correct technique for dermatomes C5-C7	0 1 2		

ATS displays the correct technique for dermatomes L4-S1	0 1 2		
ATS can articulate the test results correctly	0 1 2		
<i>Range of Motion</i>			
ATS can select the appropriate goniometer for joint being measured (size, shape)	0 1 2		
ATS positions the joint in its starting position	0 1 2		
ATS can identify the center of the joint's axis of motion	0 1 2		
ATS can locate the proximal and distal landmarks running parallel to joint's axis of motion	0 1 2		
ATS can align the goniometer's fulcrum over the joint axis	0 1 2		
ATS aligns the stationary arm along the proximal body segment and the movement arm along the distal segment	0 1 2		
ATS can read and record the starting values from the goniometer	0 1 2		
ATS can move the distal joint segment through its ROM	0 1 2		
ATS can read and record the ending values from the goniometer	0 1 2		
ATS can differentiate the difference between primary, cortical, and discriminatory forms of sensation	0 1 2		
	46		

Assessment & Evaluation

Cognitive 12

Defines the measurement and grading of dermatomes, myotomes, and reflexes and their relationships in a neurological examination.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Dermatome</i>			
ATS can define appropriate use for dermatome testing as part of a neurological examination	0 1 2		
ATS can describe the grading of dermatome and discuss the relationship to a neurological examination	0 1 2		
ATS can define appropriate use for myotome testing as part of a neurological examination	0 1 2		
ATS can describe the grading of myotomes and discuss the relationship to a neurological examination	0 1 2		
	8		

Assessment & Evaluation

Cognitive 13

Describes active, passive, and resisted range-of-motion testing and differentiates the significance of the findings of each test.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
ROM			
ATS can describe AROM	0 1 2		
ATS can discuss the significance of the findings of AROM	0 1 2		
ATS can describe PROM	0 1 2		
ATS can discuss the significance of the findings of PROM	0 1 2		
ATS can describe resisted ROM	0 1 2		
ATS can discuss the significance of the findings of resisted ROM	0 1 2		
	12		

Assessment & Evaluation

Cognitive 14

Explains the role of special tests, testing joint play, and postural examination in injury assessment.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Special Tests</i>			
ATS can define a special test	0 1 2		
ATS can explain the role of special test in injury assessment	0 1 2		
ATS can define joint play	0 1 2		
ATS can explain the role of testing joint play in injury assessment	0 1 2		
ATS can define postural examination	0 1 2		
ATS can explain the role of postural assessment in injury assessment	0 1 2		
	12		

Assessment & Evaluation

Cognitive 15

Explains how to measure resistive range of motion (or strength) of major muscles using manual muscle testing or break tests

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Manual Muscle Testing</i>			
ATS can explain resistive range of motion for major upper quarter muscle groups	0 1 2		
ATS can explain resistive range of motion for major lower quarter muscle groups	0 1 2		
	4		

Assessment & Evaluation

Cognitive 16

Differentiates the use of diagnostic tests (x-rays, arthrograms, MRI, CAT scan, bone scan, ultrasound, myelogram) based on their applicability in the assessment of an injury or illness when prescribed by a physician.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Diagnostic Testing</i>			
ATS can define an x-ray	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an x-ray	0 1 2		
ATS can define an arthrogram	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an arthrogram	0 1 2		
ATS can define an MRI	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an MRI	0 1 2		
ATS can define a CAT scan	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an CAT scan	0 1 2		
ATS can define a bone scan	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an bone scan	0 1 2		
ATS can define an ultrasound	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an	0 1 2		

ultrasound			
ATS can define a myelogram	0 1 2		
ATS can describe the applicability in the assessment of an injury or illness of an myelogram	0 1 2		
	28		

Assessment & Evaluation

Cognitive 26

Uses the terminology necessary to communicate the results of an athletic training assessment to physicians and other health professionals.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Communication			
ATS uses correct terminology when discussing the athletic training assessment results with a physician and/or health professional	0 1 2		
ATS uses correct tone and body language when discussing the athletic training assessment results with a physician and/or health professional	0 1 2		
	4		

Assessment & Evaluation

Cognitive 27

Describes components of medical documentation (e.g., subjective, objective, assessment, plan [SOAP] and history, inspection, palpation, special tests [HIPS])

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
SOAP			
ATS describes the components of subjective such as questions regarding immediate injury history and long-term medical history related to the injury	0 1 2		
ATS describes the components of objective such as PE, ROM assessment, Gait assessment, pain pattern recognition, edema/ecchymosis, special tests, MMT, neurological assessment	0 1 2		
ATS describes components of assessment such as medical prognosis, severity of the injury, and primary/secondary causes of injury	0 1 2		
ATS describes components of the plan such as immediate treatment and management procedures, medical referral, follow-up dates, short/long term rehabilitation overview	0 1 2		
HIPS			
ATS describes questions regarding the history of the injury such as where, when, how, what, etc	0 1 2		

ATS describes appropriate areas of inspection such as gait, posture, local injured area, radiating or referred pain/swelling areas, etc	0 1 2		
ATS describes appropriate structures to be palpated (soft tissue, bony landmarks, etc)	0 1 2		
ATS describes the appropriate special tests to be used in the injury assessment	0 1 2		
ATS describes correct special test procedure	0 1 2		
ATS can interpret the results of the special test in relation to the HIPS examination	0 1 2		
	20		

Assessment & Evaluation

Psychomotor domain 3

Demonstrates active, passive, and resisted range-of-motion testing of the toes, foot, ankle, knee, hip, shoulder, elbow, wrist, hand, thumb, fingers, and spine.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
ROM			
ATS can select the appropriate goniometer for joint being measured (size, shape)	0 1 2		
ATS positions the joint in its starting position	0 1 2		
ATS can identify the center of the joint's axis of motion	0 1 2		
ATS can locate the proximal and distal landmarks running parallel to joint's axis of motion	0 1 2		
ATS can align the goniometer's fulcrum over the joint axis	0 1 2		
ATS aligns the stationary arm along the proximal body segment and the movement arm along the distal segment	0 1 2		
ATS can read and record the starting values from the goniometer	0 1 2		
ATS can move the distal joint segment through its ROM	0 1 2		
ATS can read and record the ending values from the goniometer	0 1 2		
Joints			
ATS can assess ROM for the toes	0 1 2		

ATS can assess ROM for the foot	0 1 2		
ATS can assess ROM for the ankle	0 1 2		
ATS can assess ROM for the knne	0 1 2		
ATS can assess ROM for the hip	0 1 2		
ATS can assess ROM for the shoulder	0 1 2		
ATS can assess ROM for the elbow	0 1 2		
ATS can assess ROM for the wrist	0 1 2		
ATS can assess ROM for the hand	0 1 2		
ATS can assess ROM for the thumb	0 1 2		
ATS can assess ROM for the fingers	0 1 2		
ATS can assess ROM for the spine	0 1 2		
ATS can assess ROM for the toes	0 1 2		
	44		

Assessment & Evaluation

Psychomotor Domain 4

Measures active and passive joint range of motion with a goniometer.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
AROM/PROM			
ATS can demonstrate AROM	0 1 2		
ATS can demonstrate PROM	0 1 2		
Joints	0 1 2		
ATS can demonstrate AROM of the ankle joint	0 1 2		
ATS can demonstrate PROM of the ankle joint	0 1 2		
ATS can demonstrate AROM knee joint	0 1 2		
ATS can demonstrate PROM of the knee joint	0 1 2		
ATS can demonstrate AROM of the shoulder joint	0 1 2		
ATS can demonstrate AROM of the hip joint			
ATS can demonstrate PROM of the hip joint			
ATS can demonstrate PROM of the shoulder joint	0 1 2		
ATS can demonstrate AROM of the cervical spine	0 1 2		
ATS can demonstrate PROM of the cervical spine	0 1 2		
ATS can demonstrate AROM of the lumbar spine	0 1 2		
ATS can demonstrate PROM of the lumbar spine	0 1 2		
	36		

Assessment & Evaluation

Psychomotor Domain 5

Performs appropriate manual muscle-testing techniques and/or break tests, including application of the principles of muscle/muscle group isolation, segmental stabilization resistance/pressure, and grading, to evaluate injuries incurred by athletes and others engaged in physical activity.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Manual Muscle Testing</i>			
Athletic training student is in appropriate position for testing	0 1 2		
ATS uses appropriate patient position	0 1 2		
ATS uses correct directions/prompting for patient	0 1 2		
ATS articulates which muscle(s) are being tested	0 1 2		
ATS uses correct resistance/pressure	0 1 2		
ATS displays correct technique for testing upper quarter musculature	0 1 2		
ATS displays correct technique for testing lower quarter musculature	0 1 2		
ATS can articulate the test results correctly	0 1 2		
	16		

Assessment & Evaluation
Psychomotor Domain 7

Applies appropriate stress tests for ligamentous or capsular instability based on the principles of joint positioning, segmental stabilization, and force.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ligamentous/Instability Testing</i>	0 1 2		
ATS uses correct examiner position	0 1 2		
ATS guides patient into correct placement for joint testing	0 1 2		
ATS uses correct hand placement for joint being tested	0 1 2		
ATS uses correct force(s) for joint being tested	0 1 2		
ATS uses correct cuing to patient	0 1 2		
ATS tests bilaterally	0 1 2		
ATS can interpret results appropriately to other practitioners	0 1 2		
<i>Joints</i>	0 1 2		
ankle	0 1 2		
knee	0 1 2		
Shoulder	0 1 2		
Wrist	0 1 2		
elbow	0 1 2		
	28		

Assessment & Evaluation

Psychomotor Domain 8

Measures the grade of ligamentous laxity during a joint stress test and notes the quality and quantity of the end point

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ligamentous laxity</i>			
ATS can perform a joint laxity stress test	0 1 2		
ATS can interpret the grade of laxity (I-III)	0 1 2		
ATS can evaluate the quality and quantity of the endpoint using soft (soft tissue approximation), firm (muscular, capsular, ligamentous stretch), or hard (bone-bone) end feels	0 1 2		
<i>Joints</i>			
Ankle	0 1 2		
Knee	0 1 2		
Hip	0 1 2		
Shoulder	0 1 2		
Elbow	0 1 2		
Wrist	0 1 2		
	18		

Assessment & Evaluation

Psychomotor Domain 9

Applies appropriate and commonly used special tests to evaluate athletic injuries to various anatomical areas.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Special Tests</i>			
<i>Ankle</i>			
Anterior drawer	0 1 2		
Talar tilt	0 1 2		
Thompson Test	0 1 2		
<i>Knee</i>	0 1 2		
Anterior Drawer	0 1 2		
Lachman's	0 1 2		
McMurray's	0 1 2		
Valgus Stress Test	0 1 2		
Varus Stress Test	0 1 2		
Posterior Sag Test	0 1 2		
Apprehension Sign	0 1 2		
<i>Hip</i>			
Trendelenburg Sign	0 1 2		
Thomas Test	0 1 2		
Kendall Test	0 1 2		
Ober's Test	0 1 2		
<i>Shoulder</i>			
Apprehension Sign	0 1 2		
Jobe's Test	0 1 2		
<i>Elbow</i>			
Valgus Stress Test	0 1 2		
Varus Stress Test	0 1 2		

Tinel's Sign	0 1 2		
Spine			
Slump Test	0 1 2		
Sitting Root Test	0 1 2		
Straight Leg Raise Test	0 1 2		
Well's Straight Leg Raise Test	0 1 2		
Stork Test	0 1 2		
	50		

Assessment & Evaluation

Psychomotor Domain 12

Palpates bony and soft tissue structures to determine normal or pathological tissue(s).

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Palpation bony</i>			
ATS uses appropriate force/pressure in palpation	0 1 2		
ATS can identify the bony structure by name	0 1 2		
Palpation Soft tissue	0 1 2		
ATS uses appropriate force/pressure in palpation	0 1 2		
ATS uses correct cuing for patient	0 1 2		
ATS palpates for point tenderness of structures	0 1 2		
ATS palpates for trigger points	0 1 2		
ATS palpates for changes in tissue density	0 1 2		
ATS palpates for symmetry	0 1 2		
ATS palpates for tissue temperature	0 1 2		
ATS palpates bilaterally	0 1 2		
	22		

Assessment & Evaluation

Psychomotor Domain 13

Performs and interprets appropriate palpation techniques and special tests of the abdomen, chest, cranium, and musculoskeletal system

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Palpation Abdomen/Chest</i>			
Upper Right Quadrant	0 1 2		
Upper Left Quadrant	0 1 2		
Lower Right Quadrant	0 1 2		
Lower Left Quadrant	0 1 2		
<i>Special Tests Chest</i>			
A/P Compression	0 1 2		
Lateral Compression	0 1 2		
<i>Palpation MS system</i>			
ATS uses appropriate force/pressure in palpation	0 1 2		
ATS can identify the bony structure by name	0 1 2		
ATS uses appropriate force/pressure in palpation	0 1 2		
ATS uses correct cuing for patient	0 1 2		
ATS palpates for point tenderness of structures	0 1 2		
ATS palpates for trigger points	0 1 2		
ATS palpates for changes in tissue density	0 1 2		
ATS palpates for symmetry	0 1 2		
ATS palpates for tissue temperature	0 1 2		
ATS palpates bilaterally	0 1 2		
	32		

Assessment & Evaluation

Psychomotor Domain 17

Uses appropriate terminology in the communication and documentation of injuries and illnesses.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Athletic training student uses appropriate terminology and language when communicating and documenting an injury/illness with a physician	0 1 2		
Athletic training student uses appropriate tone when communicating and documenting injury/illness	0 1 2		
Athletic training student uses appropriate eye contact and body language when communicating and documenting an injury/illness	0 1 2		
	6		

Assessment & Evaluation

Affective Domain 1

Appreciates the importance of a systematic assessment process in the management of injuries and illness.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Systematic assessment understanding</i>			
ATS comprehends and can communicate the importance of using a systematic assessment tool in the management of injury/illness	0 1 2		
ATS values the systematic assessment process	0 1 2		
	4		

Assessment & Evaluation

Affective Domain 2

Appreciates the importance of documentation of assessment findings and results.

Directions:

Identify the athletic training students ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Documentation appreciation</i>			
ATS can communicate the importance of documentation of assessment findings and results	0 1 2		
	2		

Assessment & Evaluation

Affective Domain 5

Appreciates the practical importance of thoroughness in a clinical evaluation

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Clinical Evaluation thoroughness</i>			
ATS can communicate the importance in being thorough during any clinical evaluation	0 1 2		
	2		

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain 4

Interprets standard nomenclature of athletic injuries and illnesses.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Standard Nomenclature</i>			
ATS can communicate to allied health practitioner common and universally accepted medical terminology and abbreviations	0 1 2		
ATS can review a clinical patient chart and communicate knowledge of terminology and abbreviations	0 1 2		
ATS and communicate standard injury/illness nomenclature to patients	0 1 2		
	6		

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain 5

Recognizes appropriate written medical documentation and abbreviations

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Medical Documentation</i>			
ATS can show recognition of written medical documentation notes to allied health practitioner	0 1 2		
ATS can show recognition of written medical abbreviations to allied health practitioner	0 1 2		
ATS can differentiate between appropriate and inappropriate written medical documentation and abbreviations	0 1 2		
	6		

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain 16

Recommends the appropriate use of aseptic or sterile techniques, approved sanitation methods, and universal precautions for the cleansing and dressing of wounds.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Universal precautions</i>			
ATS can communicate the process of universal precautions in cleansing and dressing wounds	0 1 2		
ATS can communicate the process of approved sanitation methods, sterile techniques, or aseptic techniques	0 1 2		
ATS can make Universal precaution recommendations based on the wound presentation	0 1 2		
	6		

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain 44

Recognizes the proper technique for using ambulatory aids, including selecting an aid appropriate for the injury and person.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ambulation aids</i>			
ATS can select the appropriate ambulatory aid for the injury and person			
<i>Crutch fitting</i>	0 1 2		
ATS selects correct size	0 1 2		
ATS correctly measures the patient	0 1 2		
ATS can correctly adjust the crutches using appropriate technique and measurements	0 1 2		
ATS can articulate use for the patient in general walking	0 1 2		
ATS can demonstrate/instruct in appropriate manner in ascending stairs with crutches	0 1 2		
ATS can demonstrate/instruct in appropriate manner in descending stairs with crutches	0 1 2		
ATS asks patient for questions and makes sure patient understands instructions	0 1 2		
<i>Walker fitting</i>	0 1 2		
ATS selects correct size/shape	0 1 2		
ATS correctly measures patient	0 1 2		
ATS correctly adjusts the walker	0 1 2		
ATS correctly demonstrates/instructs	0 1 2		

appropriate manner in ascending stairs			
ATS correctly demonstrates/instructs appropriate manner in descending stairs	0 1 2		
ATS asks patient for questions and makes sure patient understands instructions	0 1 2		
	34		

ACUTE CARE OF INJURIES AND ILLNESSES

Cognitive Domain 45

Recommends ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles, and evaluates the patient's technique in using the aids.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ambulation of surfaces</i>			
ATS can discuss the recommendations for ambulation with and aid for challenging surfaces such as: steps, ramps, doors, obstacles, flat, slippery	0 1 2		
ATS evaluates the technique of the patient using the ambulatory aid and provides corrective feedback	0 1 2		
ATS demonstrates use of ambulatory device, if necessary	0 1 2		
	6		

ACUTE CARE OF INJURIES AND ILLNESSES

Psychomotor Domain 19

Demonstrates the proper techniques for using ambulatory aids to coordinate movement on flat, slippery, or uneven terrain and to navigate steps, ramps, doors, or obstacles.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ambulation aids - demonstration</i>			
ATS can select the appropriate ambulatory aid for the injury and person	0 1 2		
ATS can articulate ambulatory aid use for the patient in general walking	0 1 2		
ATS can demonstrate/instruct in appropriate manner in ascending stairs with crutches	0 1 2		
ATS can demonstrate/instruct in appropriate manner in descending stairs with crutches	0 1 2		
ATS can demonstrate appropriate ambulatory aid technique through doors, ramps, uneven terrain, or obstacles	0 1 2		
ATS can demonstrate correct 3-point gait technique	0 1 2		
ATS can demonstrate correct 4-point gait technique	0 1 2		
ATS asks patient for questions and makes sure patient understands instructions	0 1 2		
<i>Walker</i>			
ATS correctly	0 1 2		

demonstrates/instructs appropriate manner in ascending stairs			
ATS correctly demonstrates/instructs appropriate manner in descending stairs	0 1 2		
ATS can demonstrate appropriate ambulatory aid technique through doors, ramps, uneven terrain, or obstacles	0 1 2		
ATS asks patient for questions and makes sure patient understands instructions	0 1 2		
	24		

PHARMACOLOGY

Cognitive Domain 4

Identifies appropriate terminology and pharmaceutical abbreviations used in the prescription and dispensation of medications.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Pharmacology</i>			
ATS can identify and articulate appropriate terminology and abbreviations used in prescriptions/medications	0 1 2		
	2		

THERAPEUTIC MODALITIES

Psychomotor Domain 9

Formulates progress notes and treatment outcomes that are relevant to the selection and application of therapeutic modalities.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Progress Notes/Outcomes</i>			
ATS can articulate treatment outcomes relevant to selection and application of therapeutic modalities	0 1 2		
ATS can formulate a progress note relevant to the selection and application of therapeutic modalities	0 1 2		
	4		

THERAPEUTIC EXERCISE

Cognitive Domain 13

Interprets physician notes, post-operative notes, and physician prescriptions as they pertain to a rehabilitation or reconditioning plan.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Notes Interpretation</i>			
ATS can read a rehabilitation and/or reconditioning plan and identify key elements	0 1 2		
ATS can read physician notes and interpret key information as it relates to a rehabilitation and/or reconditioning plan	0 1 2		
ATS can read post-operative notes and interpret key information as it relates to a rehabilitation and/or reconditioning plan	0 1 2		
ATS can read physician prescriptions and interpret key information as it relates to a rehabilitation and/or reconditioning plan	0 1 2		
	8		

THERAPEUTIC EXERCISE

Cognitive Domain 14

Describes rehabilitation, functional, and reconditioning progress using follow-up notes, progress notes, SOAP notes, etc.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Documentation</i>			
ATS can describe rehabilitation, functional, and reconditioning progress using follow-up notes	0 1 2		
ATS can describe rehabilitation, functional, and reconditioning progress using progress notes	0 1 2		
ATS can describe rehabilitation, functional, and reconditioning progress using SOAP notes	0 1 2		
	6		

THERAPEUTIC EXERCISE

Cognitive Domain 15

Compares the effectiveness of taping, wrapping, bracing, and other supportive/protective methods for facilitation of safe progression to advanced therapeutic exercises and functional activities.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Bracing effectiveness</i>			
ATS can identify commonly used braces	0 1 2		
ATS can discuss the function/effectiveness of common ankle braces	0 1 2		
ATS can discuss the function/effectiveness of common ankle taping	0 1 2		
ATS can discuss the function/effectiveness of common knee braces	0 1 2		
ATS can discuss the function/effectiveness of common ankle braces	0 1 2		
ATS can discuss the function/effectiveness of common shoulder braces	0 1 2		
ATS can discuss the function/effectiveness of common spinal braces	0 1 2		
ATS can discuss the function/effectiveness of common elbow braces	0 1 2		
ATS can discuss the function/effectiveness of common wrist braces	0 1 2		
ATS can discuss the	0 1 2		

function/effectiveness of common wrist taping			
ATS can discuss the function/effectiveness of common foot braces	0 1 2		
ATS can discuss the function/effectiveness of common foot taping	0 1 2		
ATS can differentiate between bracing and taping effectiveness	0 1 2		
ATS can evaluate the effectiveness of taping and bracing in relation to progression to therapeutic and functional exercises	0 1 2		
	28		

THERAPEUTIC EXERCISE

Psychomotor Domain 3

Records rehabilitation or reconditioning progress (e.g., follow-up notes, progress notes).

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Documentation</i>			
ATS can record follow-up notes for rehabilitation or reconditioning of an injury including appropriate parameters, exercises, weight, sets, repetitions, time, etc	0 1 2		
ATS can record progress notes for rehabilitation or reconditioning of an injury including appropriate parameters, exercises, weight, sets, repetitions, time, etc	0 1 2		
	4		

THERAPEUTIC EXERCISE

Psychomotor Domain 4

Demonstrates the appropriate application of contemporary therapeutic exercises including the following: a. isometric, isotonic, and isokinetic exercise, b. eccentric vs concentric exercise, c. open- vs closed-kinematic chain exercise, d. elastic, mechanical, and manual resistance exercise, e. joint mobilization exercise, f. plyometrics-dynamic reactive exercise, g. proprioceptive neuromuscular facilitation (PNF) for muscular strength/endurance, muscle stretching, and improved range of motion, h. exercises to improve neuromuscular coordination and proprioception, i. passive, active, and active-assisted exercise, j. cardiovascular exercise, including the use of stationary bicycles, upper-body ergometer, treadmill, and stair climber, k. aquatic therapy, l. functional rehabilitation and reconditioning, m. sport-specific activity, n. soft tissue mobilization

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Therapeutic Exercise</i>			
ATS will demonstrate the use of isometric	0 1 2		
Isometric ankle	0 1 2		
Isometric knee	0 1 2		
Isometric hip	0 1 2		
Isometric shoulder	0 1 2		
Isometric wrist	0 1 2		
ATS will demonstrate the use of isotonic exercise	0 1 2		
Isotonic ankle	0 1 2		
Isotonic knee	0 1 2		
Isotonic hip	0 1 2		
Isotonic shoulder	0 1 2		
Isotonic wrist	0 1 2		
ATS will demonstrate the use of isokinetic exercise	0 1 2		
ATS will demonstrate the use of	0 1 2		

isotonic exercise			
Isokinetic ankle	0 1 2		
Isokinetic knee	0 1 2		
Isokinetic hip	0 1 2		
Isokinetic shoulder	0 1 2		
Isokinetic wrist	0 1 2		
ATS will demonstrate the use of concentric and eccentric exercise	0 1 2		
Concentric/eccentric ankle	0 1 2		
Concentric/eccentric knee	0 1 2		
Concentric/eccentric hip	0 1 2		
Concentric/eccentric shoulder	0 1 2		
Concentric/eccentric wrist	0 1 2		
ATS will demonstrate the use of open chain exercise	0 1 2		
Open chain ankle	0 1 2		
Open chain knee	0 1 2		
Open chain hip	0 1 2		
Open chain shoulder	0 1 2		
Open chain wrist	0 1 2		
ATS will demonstrate the use of closed chain exercises of the upper extremity	0 1 2		
ATS will demonstrate the use of closed chain exercises of the lower extremity	0 1 2		
ATS will demonstrate the use of elastic, mechanical, manual, and resistance exercise of the upper extremity	0 1 2		
ATS will demonstrate the use of elastic, mechanical, manual, and resistance exercise of the lower extremity	0 1 2		
ATS will demonstrate joint mobilization exercise of the upper extremity	0 1 2		
ATS will demonstrate joint mobilization exercise of the lower extremity	0 1 2		
ATS will demonstrate plyometrics-dynamic reactive exercise of the upper extremity	0 1 2		

ATS will demonstrate plyometrics-dynamic reactive exercise of the lower extremity	0 1 2		
ATS will demonstrate PNF for muscular strength/endurance, muscle stretching, improved ROM for the upper extremity	0 1 2		
ATS will demonstrate PNF for muscular strength/endurance, muscle stretching, improved ROM for the lower extremity	0 1 2		
ATS will demonstrate exercises to improve neuromuscular coordination and proprioception for the upper extremity	0 1 2		
ATS will demonstrate exercises to improve neuromuscular coordination and proprioception for the lower extremity	0 1 2		
ATS will demonstrate passive, active, and active-assisted exercise for the upper extremity	0 1 2		
ATS will demonstrate passive, active, and active-assisted exercise for the lower extremity	0 1 2		
ATS will demonstrate cardiovascular exercise using a stationary bicycle	0 1 2		
ATS will demonstrate cardiovascular exercise using a upper-body ergometer	0 1 2		
ATS will demonstrate cardiovascular exercise using a treadmill	0 1 2		
ATS will demonstrate cardiovascular exercise using a stair climber	0 1 2		
ATS will demonstrate aquatic therapy for the upper extremity	0 1 2		
ATS will demonstrate aquatic therapy for the lower extremity	0 1 2		
ATS will demonstrate functional rehabilitation and reconditioning of the upper extremity	0 1 2		

ATS will demonstrate functional rehabilitation and reconditioning of the lower extremity	0 1 2		
ATS will demonstrate sport specific activity of the upper extremity	0 1 2		
ATS will demonstrate sport specific activity of the lower extremity	0 1 2		
ATS will demonstrate soft tissue mobilization of the upper extremity	0 1 2		
ATS will demonstrate soft tissue mobilization of the lower extremity	0 1 2		
	114		

GENERAL MEDICAL CONDITIONS AND DISABILITIES

Psychomotor Domain 5

Recognizes and applies the appropriate treatments for diabetic coma and insulin shock.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Shock			
ATS can articulate the signs and symptoms of insulin shock such as sweating, trembling, anxiety, rapid and pounding HR, shallow respiration, headache, dizziness, confusion	0 1 2		
ATS can articulate that the appropriate treatment for insulin shock is a form of sugar	0 1 2		
ATS can articulate the signs and symptoms of diabetic coma such as increased thirst, frequent urination, dry mouth, nausea, vomiting, shortness of breath	0 1 2		
ATS can articulate that a diabetic coma is a medical emergency and must activate EMS	0 1 2		
	0 1 2		
	8		

Course Competencies

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
Psychomotor Domain	PSYCHOSOCIAL INTERVENTION AND REFERRAL						
2 -	Communicates with appropriate health care professionals in a confidential manner.						
Affective Domain							
1 -	Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in providing health care information, intervention, and referral.						
2 -	Accepts the responsibility to provide health care information, intervention, and referral consistent with the certified athletic trainer's professional training.						
3 -	Recognizes the certified athletic trainer's role as a liaison between the physically active, athletic personnel, health care professionals, parents/guardians, and the public.						
7 -	Recognizes athletes and other physically individuals as deserving of quality professional health care.						
Cognitive Domain	HEALTH CARE ADMINISTRATION						
31 -	Describes the necessary communication skills for interaction with physicians, allied health care providers, caretakers, and others who work closely with the certified athletic trainer.						
Psychomotor Domain							
5 -	Uses appropriate medical documentation to record injuries and illnesses (client encounters, history, progress notes, discharge summary, physician letters, treatment encounters).						

Proficiency Information		Instructed			Evaluated		
Domain/ Number	Proficiency	Classroom Date/Initials	Clinical Date/Initials	Field Exp Date/Initials	Classroom Date/Initials	Clinical Date/Initials	ACI Sign- Off
Affective Domain							
8 -	Recognizes and accepts the need for organizing and conducting health care programs for athletes and other physically active individuals on the basis of sound administrative policies and procedures.						
9 -	Accepts the responsibility for completing the necessary paperwork and maintaining the records associated with the administration of health care programs.						
Cognitive Domain	PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES						
13 -	Distinguishes that issues and concerns regarding the health care of athletes and other involved in physical activity (e.g., public relations, third-party payment, and managed care).						
Affective Domain							
10 -	Appreciates the dynamic nature of issues and concerns as they relate to the health care of athletes and others involved in physical activity.						
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Skill Grading Rubrics

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Psychomotor Domain 2

Communicates with appropriate health care professionals in a confidential manner.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Confidentiality</i>			
ATS can demonstrate confidentiality when discussing medical information regarding a patient (ie, private room, conference room, alone w/other allied health care practitioner)	0 1 2		
	2		

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Affective Domain 1

Accepts the professional, ethical, and legal parameters that define the proper role of the certified athletic trainer in providing health care information, intervention, and referral.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Ethics</i>			
ATS can articulate to an ACI the ethics of practicing athletic training in the state of Ohio as it relates to providing health care information, intervention, and referral	0 1 2		
ATS can articulate to an ACI the ethics of practicing athletic training in the state of Ohio as it relates to HIPPA	0 1 2		
	4		

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Affective Domain 2

Accepts the responsibility to provide health care information, intervention, and referral consistent with the certified athletic trainer's professional training.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Health Care information</i>			
ATS can articulate the guidelines of a practicing athletic trainer with respect to the responsibility of possessing confidential information	0 1 2		
ATS can articulate the guidelines of a practicing athletic trainer with respect to the responsibility of intervention and referral of a patient	0 1 2		
	4		

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Affective Domain 3

Recognizes the certified athletic trainer's role as a liaison between the physically active, athletic personnel, health care professionals, parents/guardians, and the public.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Liaison Role</i>			
ATS can articulate the role of liaison of the athletic trainer between physically active, athletic personnel, health care professionals, parents/guardians, and public	0 1 2		
	2		

PSYCHOSOCIAL INTERVENTION AND REFERRAL

Affective Domain 7

Recognizes athletes and other physically individuals as deserving of quality professional health care

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Quality of care</i>			
ATS can articulate the right of athletes and physically active individuals to quality health care	0 1 2		
	2		

HEALTH CARE ADMINISTRATION

Cognitive Domain 31

Describes the necessary communication skills for interaction with physicians, allied health care providers, caretakers, and others who work closely with the certified athletic trainer.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Communication</i>			
ATS can articulate the importance of appropriate communication skills (written or oral) using appropriate terminology, tone, and body language in the interaction with physicians, health care providers, and caretakers	0 1 2		
	2		

HEALTH CARE ADMINISTRATION

Psychomotor Domain 5

Uses appropriate medical documentation to record injuries and illnesses (client encounters, history, progress notes, discharge summary, physician letters, treatment encounters).

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Documentation			
ATS can record a client encounter positive or negative	0 1 2		
ATS can record a medical history including all appropriate components	0 1 2		
ATS can record a progress note including appropriate components	0 1 2		
ATS can record a discharge summary including appropriate components	0 1 2		
ATS can record a physician letter including appropriate components	0 1 2		
ATS can record treatment encounters including appropriate components	0 1 2		
	12		

HEALTH CARE ADMINISTRATION

Affective Domain 8

Recognizes and accepts the need for organizing and conducting health care programs for athletes and other physically active individuals on the basis of sound administrative policies and procedures.

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Administration			
ATS can communicate the importance for organizing and conducting programs for athletes and physically active individuals using sound administrative policies and procedures	0 1 2		
	2		

HEALTH CARE ADMINISTRATION

Affective Domain 9

Accepts the responsibility for completing the necessary paperwork and maintaining the records associated with the administration of health care programs

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>Records</i>			
ATS can articulate the importance of accepting responsibility for timely completion of documentation, completion of medical records, and the administration of health care programs	0 1 2		
	2		

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES

Cognitive Domain 13

Distinguishes that issues and concerns regarding the health care of athletes and other involved in physical activity (e.g., public relations, third-party payment, and managed care).

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
Concerns			
ATS can articulate the outside issues affecting athletes and physically active individuals	0 1 2		
	2		

PROFESSIONAL DEVELOPMENT AND RESPONSIBILITIES

Affective Domain 10

Appreciates the dynamic nature of issues and concerns as they relate to the health care of athletes and others involved in physical activity

Directions:

Identify the athletic training students' ability to perform each separate task by circling the correct number in the table below. Add the total score at the end of each competency. 80% is a passing score.

0 = inability to perform the skill

1 = performs skill with assistance and/or prompting

2 = performs skill unassisted

Skill	Score	Total	Comments
<i>AT issues</i>			
ATS can articulate that there are issues and concerns relating to the care of athletes and physically active individuals that are dynamic in nature	0 1 2		
	2		

Evaluation



The University of Akron
Athletic Training for Sports Medicine
ACI Evaluation of Athletic Training Student– Midterm

Approved Clinical Instructor _____ Date of Rotation _____

Clinical Site _____ Sport Assignment _____

Student Name _____

Please Circle the number, which best applies to the statement below

Always =5	Almost always =4	Fairly often =3	Occasionally =2	Seldom =1
-----------	------------------	-----------------	-----------------	-----------

Appearance

- | | | | | | |
|---|---|---|---|---|---|
| 1. The athletic training student dresses appropriate for practices and competitions | 5 | 4 | 3 | 2 | 1 |
| 2. The athletic training student appears neat and well kept in appearance | 5 | 4 | 3 | 2 | 1 |

Communication Skills

- | | | | | | |
|--|---|---|---|---|---|
| 3. The athletic training student uses appropriate terminology when communicating with the student athletes, coaches, and healthcare professionals | 5 | 4 | 3 | 2 | 1 |
| 4. The athletic training student uses technical language | 5 | 4 | 3 | 2 | 1 |
| 5. The athletic training student articulates complete, well-thought out ideas and opinions, and judgments | 5 | 4 | 3 | 2 | 1 |
| 6. The athletic training student can analyze information and communicate appropriate results to student athletes, coaches, and health care professionals | 5 | 4 | 3 | 2 | 1 |

Administration

- | | | | | | |
|---|---|---|---|---|---|
| 7. The athletic training student maintains up-to-date records | 5 | 4 | 3 | 2 | 1 |
| 8. The athletic training student is organized with respect to student athlete records | 5 | 4 | 3 | 2 | 1 |
| 9. The athletic training student maintains confidentiality with private information concerning student athletes | 5 | 4 | 3 | 2 | 1 |
| 10. The athletic training student fills out weekly, monthly, and semester reports in a complete and timely manner | 5 | 4 | 3 | 2 | 1 |
| 11. The athletic training student uses written communication with coaches and other healthcare professionals | 5 | 4 | 3 | 2 | 1 |
| 12. The athletic training student pays attention to detail concerning academic coursework/AT program administration | 5 | 4 | 3 | 2 | 1 |



2

Work Ethic

13. The athletic training student is prompt for practices and competitions	5	4	3	2	1
14. The athletic training student attends all assigned practices and competitions	5	4	3	2	1
15. The athletic training student completes all daily, weekly, and semester training room tasks	5	4	3	2	1
16. The athletic training student attends all required doctor visits, surgeries, meetings and other required AT program events	5	4	3	2	1
17. The athletic training student completes all required AT program evaluations	5	4	3	2	1

Personal Attributes

18. The athletic training student is a trust-worthy person	5	4	3	2	1
19. The athletic training student is an honest person	5	4	3	2	1
20. The athletic training student keeps himself/herself motivated	5	4	3	2	1
21. The athletic training student projects a positive and professional demeanor to the public	5	4	3	2	1
22. The athletic training student challenges himself/herself frequently	5	4	3	2	1

23. Please share two constructive STRENGTHS of the athletic training student

24. Please share two constructive areas of improvement for the athletic training student

Comments:

Student Signature _____ ACI Signature _____ Date _____



University of Akron
Athletic Training for Sports Medicine
ACI Evaluation of Athletic Training Student– Final

Approved Clinical Instructor _____ Date of Rotation _____

Clinical Site _____ Sport Assignment _____

Student Name _____

Please Circle the number, which best applies to the statement below:

Always =5	Almost always =4	Fairly often =3	Occasionally =2	Seldom =1
-----------	------------------	-----------------	-----------------	-----------

Appearance

- | | | | | | |
|---|---|---|---|---|---|
| 1. The athletic training student dresses appropriate for practices and competitions | 5 | 4 | 3 | 2 | 1 |
| 2. The athletic training student appears neat and well kept in appearance | 5 | 4 | 3 | 2 | 1 |

Communication Skills

- | | | | | | |
|--|---|---|---|---|---|
| 3. The athletic training student uses appropriate terminology when communicating with the student athletes, coaches, and healthcare professionals | 5 | 4 | 3 | 2 | 1 |
| 4. The athletic training student uses technical language | 5 | 4 | 3 | 2 | 1 |
| 5. The athletic training student articulates complete, well-thought out ideas and opinions, and judgments | 5 | 4 | 3 | 2 | 1 |
| 6. The athletic training student can analyze information and communicate appropriate results to student athletes, coaches, and health care professionals | 5 | 4 | 3 | 2 | 1 |

Administration

- | | | | | | |
|---|---|---|---|---|---|
| 7. The athletic training student maintains up-to-date records | 5 | 4 | 3 | 2 | 1 |
| 8. The athletic training student is organized with respect to student athlete records | 5 | 4 | 3 | 2 | 1 |
| 9. The athletic training student maintains confidentiality with private information concerning student athletes | 5 | 4 | 3 | 2 | 1 |
| 10. The athletic training student fills out weekly, monthly, and semester reports in a complete and timely manner | 5 | 4 | 3 | 2 | 1 |
| 11. The athletic training student uses written communication with coaches and other healthcare professionals | 5 | 4 | 3 | 2 | 1 |
| 12. The athletic training student pays attention to detail concerning academic coursework/AT program administration | 5 | 4 | 3 | 2 | 1 |



2

Work Ethic

13. The athletic training student is prompt for practices and competitions	5	4	3	2	1
14. The athletic training student attends all assigned practices and competitions	5	4	3	2	1
15. The athletic training student completes all daily, weekly, and semester training room tasks	5	4	3	2	1
16. The athletic training student attends all required doctor visits, surgeries, meetings and other required AT program events	5	4	3	2	1
17. The athletic training student completes all required AT program evaluations	5	4	3	2	1

Personal Attributes

18. The athletic training student is a trust-worthy person	5	4	3	2	1
19. The athletic training student is an honest person	5	4	3	2	1
20. The athletic training student keeps himself/herself motivated	5	4	3	2	1
21. The athletic training student projects a positive and professional demeanor to the public	5	4	3	2	1
22. The athletic training student challenges himself/herself frequently	5	4	3	2	1

23. Please share two constructive STRENGTHS of the athletic training student

24. Please share two constructive areas of improvement for the athletic training student

Comments:

Student Signature _____ ACI Signature _____ Date _____



Student Evaluation of Approved Clinical Instructor
Field Experience

It is imperative to the Athletic Training for Sports Medicine program that you provide us with valuable input regarding your clinical and field experiences, as well as, each of the clinical sites in which you have been placed. The information contained in the evaluation will remain anonymous; only general information will be shared with the ACI at the end of the academic year. This information will enable the ACI's to improve their instruction methods to ensure continued growth and success of the Athletic Training for Sports Medicine program.

Approved Clinical Instructor _____ Clinical Site _____

Student Name _____ Date _____

Please circle the number corresponding with your feelings, beliefs, and behaviors about the Approved Clinical Instructor [ACI].

Always =5	Almost always =4	Fairly often =3	Occasionally =2	Seldom =1
-----------	------------------	-----------------	-----------------	-----------

Professionalism

1. The CI is well-respected by colleagues	5	4	3	2	1
2. The CI anticipates respect from others	5	4	3	2	1
3. The CI is a positive, professional role model for students	5	4	3	2	1
4. The CI cares about student learning in the clinical setting	5	4	3	2	1
5. The CI assists students in understanding their professional Responsibility	5	4	3	2	1

Supervision

6. The CI assisted the student with visual and auditory feedback	5	4	3	2	1
7. The CI provided adequate feedback promptly	5	4	3	2	1
8. The CI provided evaluation as appropriate	5	4	3	2	1

Personal Attributes

9. The CI's behaviors reflect his/her beliefs	5	4	3	2	1
10. The CI is an honest person	5	4	3	2	1
11. The CI is acts accordingly to his/her professional code of ethics/standards	5	4	3	2	1
12. The CI is open to new opportunities	5	4	3	2	1



										2
13. The CI continually seeks a better/efficient way to accomplish goals	5	4	3	2	1					
14. The CI uses different motivational techniques for different situations	5	4	3	2	1					
15. The CI keeps himself/herself motivated	5	4	3	2	1					
16. The CI respects student athletic trainer	5	4	3	2	1					
17. The CI encourages SAT's to project a positive and professional demeanor to the public	5	4	3	2	1					
<u>Teaching Abilities and Attributes</u>										
18. The CI provides stimulating scenarios for students to learn	5	4	3	2	1					
19. The CI promotes critical thinking skills in his/her teaching	5	4	3	2	1					
20. The CI admits to students when he/she does not know the correct answer to a question	5	4	3	2	1					
21. The CI takes time to learn to know SAT's personally	5	4	3	2	1					
22. When teaching an inexperienced student, the CI demonstrates a skill first, then allows the student to practice it	5	4	3	2	1					
23. The CI keeps up with current information Within Athletic Training	5	4	3	2	1					
<u>Communication Skills</u>										
24. The CI actively promotes clinical discussion with students	5	4	3	2	1					
25. The CI corrects students tactfully in an appropriate location/place	5	4	3	2	1					
26. The CI deals with conflict in a mature/professional manner	5	4	3	2	1					
27. The CI provides a clear orientation during the first day of rotation	5	4	3	2	1					
28. The CI provides on-going communication for student expectations	5	4	3	2	1					
29. The CI encourages students to ask questions	5	4	3	2	1					
30. The CI is an active listener	5	4	3	2	1					
<u>Summary</u>										
31. The CI provided me with a stimulating learning experience	5	4	3	2	1					
32. The CI provided me with learning challenges frequently	5	4	3	2	1					
33. The CI verbally and actively promotes the athletic training profession	5	4	3	2	1					
34. The CI fosters good communication with patients	5	4	3	2	1					
35. The CI provided me with a an exceptional learning experience	5	4	3	2	1					



3

36. Please list two constructive STRENGTHS regarding this Clinical Instructor [ACI]

37. Please list two constructive WEANESSES regarding this Clinical Instructor [ACI]

Comments: