

2006 Scholarship of Assessment Grant
Final Report

Project Title: Utilization of an Online Database to Increase
Effectiveness of Clinical Assessment in an Athletic Training Education
Program

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Contents

Cover Memo

Clinical Assessment Procedures (Overview)

Grant Activities Timeline

Commentary on the Progression of Objective # 1

Commentary on the Progression of Objective # 2

Commentary on the Progression of Objective # 3

Commentary on the Progression of Objective # 4

Commentary on the Progression of Objective # 5

Commentary on the Progression of Objective # 6

Appendix A: Clinical Proficiency Assessment Tools for Practicums I – VI

Appendix B: Clinical Performance Evaluation Tools for Level I – VI

Appendix C: Clinical Hours Log

Appendix D: Clinical Progression Assessment Tool

Appendix E: Web site/database survey and results - faculty

Appendix F: Web site/database survey and results - students

Cover Memo

Dear Vice President Gordon:

As stated in our grant proposal, the objectives of our project were:

1. Creation of an electronic database that will facilitate tracking of student's progression through the athletic training education program.
2. Utilization of database information to inform faculty in regards to pre-requisites for the program and whether these pre-requisites correlate to performance within the program. This objective will be assessed by conducting correlational analyses between current pre-requisites and student performance indicators (e.g. GPA within pattern courses, clinical competence scores, and student clinical evaluations) of students accepted into the program. Those pre-requisites that do not show consistently significant correlation with performance indicators will be re-examined and revised for better utility.
3. Utilization of database information to explore effectiveness of didactic course instruction and content. The assessments will determine whether performance in the classroom translates to performance on corresponding clinical competencies. This objective will be assessed by conducting correlational analyses between student test performance on didactic material and performance on the clinical competencies across time.
4. Utilization of database information to more efficiently record and track performance on the Board of Certification (BOC) national athletic training certification exam, success in further education and job placement.
5. Increase the overall effectiveness of the evaluation and assessment process within the athletic training education program. Evaluation of this objective will be conducted utilizing surveys administered to supervisors and students regarding their experiences with the new online system following each semester of the 2006-2007 academic year. Results of the survey will inform potential changes to the database system.
6. Increase the consistency of clinical instructors' evaluations of clinical competencies and student performance by the use of handheld PDAs. In addition, PDAs will be utilized to increase student access to educational materials within the field experience setting to facilitate further student learning.

This final report includes the documents and descriptions of the assessment tools that were developed to this point to meet our objectives. As outlined in our grant proposal, we are still in progress of our assessment of the tools that have been developed from our work on this project. Accomplishment of our objective is dependent on more long-term data that will be collected over the next two years.

Thank you for the opportunity and resources that have been given that have allowed for the development of this new assessment system in our educational program. The material and data that have been a result of this project have been invaluable to our development of the Athletic Training Education program.

Michelle Boyd, Program Coordinator
Head Athletic Trainer

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Assistant Professor in Exercise Science

Clinical Assessment Procedures

The Athletic Training Education Program (ATEP) at Truman is designed to prepare students for certification as an Athletic Trainer, an allied health profession. This program was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in September 2000. The standards of accreditation dictate the program conduct and document various levels of assessment. These assessments include aptitude on proficiencies, bi-semester clinical performance evaluations, course grades, performance on the national certification exam, and post-graduate success. Following is a description of the main assessment components involved in ATEP.

1. **Clinical Proficiencies:** Truman's ATEP involves six semesters of coordinated didactic coursework and clinical experiences. Each course and clinical experience is designed to sequentially introduce the student to the Athletic Training Educational Competencies and Proficiencies. Accreditation of the ATEP requires documentation of each student's performance on each proficiency twice during their tenure in the program. The student's performance on the proficiencies provides an assessment of classroom and clinical teaching effectiveness. Student must achieve a score of 3 out of 5 or higher on all proficiencies in each of their six practicum courses. These proficiencies are completed in a variety of environments and can be evaluated by any of the programs approved clinical instructors (ACI). To maintain standardization of assessment, each proficiency has a list of specific assessment points the clinical instructor is evaluating outlined by our accrediting body. It can be difficult for ACIs to remember all of the assessment points, particularly for competencies they do not regularly teach. Please refer to Appendix A for the evaluation tools developed for the six sets of clinical proficiencies.
2. **Bi-semester Clinical Performance Evaluations:** Twice a semester ACIs must evaluate and provide feedback on the students' clinical performance. The ACI evaluates general characteristics that were deemed important for future athletic training professionals, as level as level dependent skills. Depending on what level of progression the student is at (there are six), the ACI will evaluate those skills observed in the clinical setting. Students must achieve at least 3 out of 5 on each of the level dependent skills to progress in their clinical education. ACIs over see several students that are at multi-levels of progression in the program that all have different level dependent skills to evaluate. It is important for ACIs to have constant access to the clinical skills that they should be observing for each student. In addition, evaluations have to be completed by ACIs and returned to the clinical coordinator so they are maintained in the student's permanent file. Therefore, student have had limited access to their own evaluations. Refer to Appendix B for the assessment tool developed to complete student evaluations.
3. **Clinical Hours Logs:** A record of a students hours that they complete in the clinical setting must be maintain through out their tenure in the program. Hours requirements for each practicum are track through this method. Students had to maintain their own hard-copy logs through out the semester, have their ACI approve their hours at the end of each semester, and then return their hours logs to the clinical coordinator for their student file. Many times students will lose hour sheets, fail to have their ACI sign off on them, or not

return them to the clinical coordinator. Refer to Appendix C for the assessment tool designed to track clinical hours.

4. **Student Clinical Progression:** At the end of each semester, the clinical coordinator must update each student's clinical progression forms, document, and approve their progression in the clinical program. This process is dependent on acquiring and maintaining the right documentation of the student's proficiencies, clinical evaluations, hours and semester grades for required courses. The volume of paper management required to properly complete these duties is enormous and heavily dependent on students and ACI ability to turn in the needed documents. Refer to Appendix D for the assessment tool designed to track students' clinical progression.

Timeline for Athletic Training Education Assessment Grant Activities

Phase One	Phase Two	
Summer 2006	Fall 2006	Spring 2007
<p>Creation of Database System - Complete</p> <p>Entering of initial student data - Complete</p> <p>Purchase of Dell Axims - Complete</p>	<p><i>Beginning of semester</i> Training session for faculty and students on database system. - Complete</p> <p>Training of clinical supervisors on use of PDAs - Complete</p> <p><i>Entire Semester</i> Monitor timelessness and accuracy of competency and evaluation assessment by supervisors utilizing the on-lines system and PDAs - Complete</p> <p><i>End of Semester</i> Administer student and faculty surveys on satisfaction with database system - Complete</p>	<p><i>Beginning of Semester</i> Update student data within the database - Complete</p> <p><i>Entire Semester</i> Monitor timelessness and accuracy of competency and evaluation assessment by supervisors utilizing the on-lines system and PDAs</p> <p><i>End of Semester</i> Administer student and faculty surveys on satisfaction with database system</p> <p>Update student data within the database</p> <p>Provide dissemination presentation for university</p>

PHASE THREE	
Summer 2007	Fall 2007
<p>Conduct data analysis of Level I and Level II assessment tools.</p> <p>Make revisions to the database system</p>	<p>Utilize results to consider changes to athletic training program pre-requisites.</p> <p>Provide feedback to athletic training education staff about teaching effectiveness and generate ideas for future improvement.</p>

Commentary on the Progress of Objective #1

Creation of an electronic database that will facilitate tracking of student's progression through the athletic training education program.

Creation of the Online Database: An online database system was created to manage and maintain the assessment tools required in ATEP. First, hard copy assessment tools were designed that meet the guidelines of the ATEP accrediting standards and needs of our program. Second, ITS was contacted to assist in the development of a database program that would house and run the assessment tools. Initial meetings with ITS focused on how to effectively translate the assessment tools to web format and plan the creation of the basic operational system. ITS then developed, from the original assessment tools, the basic program shells that would allow for the creation and running of those tools. Each of the six clinical competency lists, evaluations, and progression form had to be created and entered within the system. Jennifer Hurst completed the creation of each of the specific assessment tools, once Greg Marshall from ITS had completed the shells. This included entering each competency and their assessment points, each characteristics and the level dependent skills for each evaluation, and all the requirements for each clinical progression level. Once the online assessment tools were complete, the database system was reviewed and evaluated by the grantees to detect needed changes and improper function, which was fixed by ITS. Lastly, current student and instructor information was entered in the system to allow access to the database functions. As of August 25th, the database was up and running for the start of the 2006 fall semester.

During the fall 2006 semester, clinical instructors were able to record all evaluation activities via the online system. The system allowed instructors to check off competencies, complete clinical performance evaluations, and approve clinical hours by providing an electronic approval stamp based on the instructor's user id. The database also allowed simultaneous access to assessment information by instructors and students, which was not available with the previous hard copy system. In addition, by the end of the semester, the ability to generate hard copy reports of completed assessment tools was available to the clinical coordinator. Previously, the clinical coordinator had to track down and collect a ridiculous amount of paper from both clinical instructors and students. With the new database system, everything is centrally located and needed reports were printed out all at once to be filed away in the students' permanent record. The database system is located at <http://hes.truman.edu/atsa> Access is restricted to clinical instructors and athletic training students.

Continual improvements and revisions on the database system were made by Michelle Boyd through the fall 2007 semester. Backgrounds, navigational buttons, pictures, other tools to increase user friendliness were added. The additional menu buttons that allowed the user to more conveniently navigate the assessment site were a significant help to the clinical instructors.

Training of the Faculty and Student on the Database System: Training of the ACIs was completed on Monday, August 28th by Jennifer Hurst and Michelle Boyd. Each clinical instructor was introduced to the database system and instructed in how to access and record student evaluation components. In addition, instructors were educated on the administration features of the database. Student orientation to the database was completed on Sept. 5th. Students received directions for logging on and entering their clinical hours, entering their student information, and viewing their completed evaluations and competency check-offs.

Commentary on the Progress of Objective #2

Utilization of database information to inform faculty in regards to pre-requisites for the program and whether these pre-requisites correlate to performance within the program.

The current assessment program, which was put in place for CAAHEP accreditation, has only been in existence for two years. The entering class of 2004 was the first class to enter with the current evaluation system in place. Therefore the needed evaluation materials to properly begin to assess Objective #2 will not be available until the completion of the spring 2007 semester. By this time we will have three years of data on our first two levels of our program and can begin preliminary assessments of those levels. Over the next three years we will acquire the data to evaluate the remaining levels of the program.

During fall of 2007, an SPSS evaluation database was constructed to allow for the correlational analyses called for in the assessment plan. Student assistants helped in entering existing data into the database to provide for future analysis. At the beginning of the spring 2007 semester, data from the past semester was entered into the database. It will be another three years before our most recent group of students will complete the program requirements and complete analysis can occur.

Commentary on the Progress of Objective #3

Utilization of database information to explore effectiveness of didactic course instruction and content.

The current assessment program, which was put in place for CAAHEP accreditation, has only been in existence for two years. The entering class of 2004 was the first class to enter with the current evaluation system in place. Therefore the needed evaluation materials to properly begin to assess Objective #3 will not be available until the completion of the Spring 2007 semester. By this time we will have three years of data on our first two levels of our program and can begin preliminary assessments of those levels. Over the next three years we will acquire the data to evaluate the remaining levels of the program.

Commentary on the Progress of Objective #4

Utilization of database information to more efficiently record and track performance on the Board of Certification (BOC) national athletic training certification exam, success in further education and job placement.

Starting in Spring of 2007, additional components to the database system will be added to allow for the tracking of this information. Additional sections to the database will be developed that will allow previous students access back into the database to update their information. This is a more complicated process as it now would deal with out of network users entering information into our system, so further collaboration with ITS will be needed to design these functions.

Commentary on the Progress of Objective #5

Increase the overall effectiveness of the evaluation and assessment process within the athletic training education program.

Database Assessment: Survey instruments for faculty and students were created to assess the effectiveness of the ATSA web site and system. Surveys addressed hours track, student bi-semester evaluations, and competency tracking and assessment. The surveys also included questions regarding navigation of the web site and the use of the PDA. Survey questions and results for the faculty and students are included in Appendix E and F respectively. Students and faculty seemed generally pleased with the ease of use, time and effort required, and overall effectiveness.

Survey results indicated that the web site/database system was effective in monitoring completed clinical hours. Faculty ranked the effectiveness of hours tracking as a 1.3 on a 5.0 scale, with 5 indicating difficult, time consuming, and ineffective. Students ranked the effectiveness at 1.6/5.0. Comments from the students and faculty that were included in the open-ended comments portion of the survey supported these findings. Many students, under the category "What did you like most about ATSA", included comments regarding the ease of inputting hours, the ability to easily add hours, and reduced apprehension over losing paper forms. Faculty commented on the ease of checking and approving student hours as well as improving student compliance with forms.

Students and faculty also found the web site/database effective in entering, monitoring, and communicating results of student evaluations. Students and faculty rated the effectiveness of the system in each of these areas as 2.0 or less on the same 5 point scale. Faculty commented on the simplicity of printing these evaluations and how the students were viewing them on-line before evaluation meetings. The faculty also commented on the convenience of having all student evaluations in one place, decreasing the need to search for them individually. Students explained that they liked being able to look at the results of their evaluations whenever they wanted.

Survey results demonstrated the effectiveness of the web site/database system in entering, tracking competencies. Student surveys showed a mean score of 1.9 and 1.8/5.0 in tracking completed competencies and tracking competency grades respectively. The faculty were also satisfied with the system's effectiveness in entering competencies (1.7/5.0), tracking completed competencies (2.2/5.0) and tracking competency grades (1.7/5.0). Students remarked on their increased access to their grades. Toward the end of the semester, ITS added a button that would generate a competency report. This report shows each completed competency, the date it was completed, and the grade for that competency. This made the system even more appreciated.

As a part of the grant, 2 Dell hand-held computers were purchased to make entering the competencies even easier. The hand-held computers were to be used "in the field" where desktop computer is not likely to be found, allowing faculty to enter grades as the competencies were being performed. Unfortunately, technical difficulties in the setup of the hand-held computers and installation of a wireless connection in Pershing and the Kennels prevented the use of the hand-held computers until the very end of the semester. In the surveys, the faculty explained that based on the little use, the hand-held computers are predicted to be very helpful in the coming semester.

The web site/database system has been an evolving project throughout the semester. Changes were made constantly according to the needs and suggestions of the faculty. Many of the suggestions involved improving navigation and the inclusion of hour, competency, and evaluation reports. All of these things were improved. On the end of semester survey, the faculty rated navigation as 1.8/5.0, with the students giving a mean score of 1.4/5.0. Suggestions for further improvement involve a log out button, course evaluations, and biographical information.

Overall, we are very pleased with the web site /database system. The consultation and work of Greg Marshall at ITS was excellent and much appreciated. This system has increased the ability of the program to track students' progress more effectively.

Assessment of Clinical Evaluation Tools. Part of increasing the overall effectiveness of the evaluation and assessment process is engaging in the continual development of the assessment tools and the assessors. The grantees enlisted the help of Sue Pieper to provide guidance in the development of the assessment instruments designed for the program and database. Based upon her feedback, the grantees chose to prioritize the clinical performance evaluations as the first tools to be examined. These tools are integral to providing our students vital feedback on their learning and proficiency of skill, so it felt appropriate to explore these first.

The clinical performance evaluations consist of assessing both general characteristics of the student as well as level dependent clinical skills. The general characteristics were initially identified by the faculty as qualities that all athletic training students should possess and develop. The level dependent skills were assigned based upon when the skills were being taught in the didactic setting and should build upon each other each semester. Analysis of completed assessments will provide the faculty with valuable feedback on whether the characteristics and skills thought to be appropriate at various levels are actually being reflected in the clinical performance assessments. A document analysis can be performed on a sample of completed assessments to determine the frequency with which the clinical instructors are providing assessment feedback on the characteristics and skills to the students. Characteristics and skills that are receiving a low frequency of evaluation will identify potential problems that can be further considered. Low frequency of assessment can mean either the clinical instructors are not providing sufficient opportunity for students to display their competency or it is not pedagogically appropriate to assess at that level.

Preliminary Assessment of Level I: With the close of the fall semester 2006 three semesters' worth of assessment data had been completed for Level I. A total sample of 36 assessments was completed on students within Level I by the clinical instructors. Results of the document analysis revealed three general characteristics and three skills within Level I that were being evaluated less than 40% of the time by clinical instructors (see Table 1). Though athletic training students should possess the ability to handle emergencies, the ability to make ethical decisions, and strong documentation skills by the time they complete the program, these characteristics are not pedagogically appropriate for Level I students. So it would be expected that these qualities would not be readily observed by clinical instructors. Further consideration was given to the level dependent skills of: wrapping skills, use of universal precautions, and wound care. Potential reasons these skills were not being evaluated as frequently were explored by the grantees. Wrapping skills are not introduced in the didactic environment until later in the semester. Students do not have the opportunity to practice these skills in the clinical setting until

¾ of the way through the semester. On the few occasions wrapping skills were evaluated, it occurred on the final evaluation of the semester. These results might suggest that due to timing of teaching these skills, evaluation maybe more appropriate within Level II.

Table 1. Frequency counts for assessed characteristics and skills of Level I Clinical Performance

General Characteristics	Frequency of Assessment
Ability to handle stress	68%
Adaptability	72%
Organization skills	80%
Ability to handle emergencies	12%
Makes ethical decisions	25%
Documentation skills	12%
Time management	96%
Critical thinking skills	64%
Work ethic	100%
Initiative	100%
Professionalism	100%
Communication skills	100%
Dedication to learning/improvement	100%
Cooperation	100%
Level Dependent Skills	Frequency of Assessment
AT Room cleaning procedures	92%
Pre & post practice procedures	88%
Monitoring of athletic practices	92%
Taping Skills	72%
Wrapping Skills	32%
Use of Universal Precautions	36%
Wound Care	28%

The problem with wrapping skills had a reasonable explanation based on the timing of their introduction. However, the lower frequency of evaluation of the use of universal precautions and wound care does not have the same excuse. These two skills are taught first within the semester and therefore should be practiced by the students very early in the semester and through out. Further consideration of these skills suggests the problem may lie more in the clinical instructors providing more opportunities for students to display these skills for assessment. These basic first aid skills are completely appropriate for first level students to be engaging in, so it is matter of instructors encouraging and expecting our young students to practice and display these skills.

Overall the information gained from the document analysis was valuable in exploring the validity and effectiveness of our clinical performance assessment tool. A similar technique will be used on the upper level assessments as they become available. The ability to ascertain where potential problems lie within the assessment process can assist us in engaging in further consideration of the pedagogically rationale for our assessment choices. Ultimately all the effort will results in more effective and helpful feedback to our students.

A second effort being made to improve the quality and effectiveness of the clinical performance evaluations is to improve the effectiveness of the clinical instructors' skills. Two main efforts are being made in this regard. First, the grantees are currently in the process of creating a behaviorally based rubric to accompany the assessment of the general characteristics of the students. Hopefully, the behavioral rubric will provide more consistency between the clinical instructors on what tends to be a more subjective assessment. Second, an assessment feedback protocol is being developed to again provide more consistency between the feedback provided to students on their clinical performance.

Commentary on the Progress of Objective #6

Increase the consistency of clinical instructors' evaluations of clinical competencies and student performance by the use of handheld computers.

Purchase of Dell Handheld Computers: The original grant proposal called for the purchase of three PDAs to assist clinical instructors in tracking student evaluations and reducing paper consumption. The grantees consulted with Todd Kuhns in ITS for recommendations on what kind of handheld devices to purchase. Based on the recent developments of the campus going wireless and Todd's advice, the grantees chose to purchase Dell Axim handheld computers, in stead of PDAs. The Axims will allow clinical instructors direct access, via the wireless internet, to the assessment database, further increasing the evaluation process of the students. Clinical instructors will be able to conduct and record student proficiency assessment whether they are in the clinic or out in the field. In addition, those clinical instructors that travel will be able to access their assessment file while on the road with teams to further increase their productivity during down times in hotels. Though the grantees had to reduce their number of Axims purchased from 3 to 2, due to budget reasons, they feel that it was the best long-term choice for the continued development of this system. It is the grantees hope that acquisition of future funds will allow for the purchase of additional Axim units.

Training of the clinical instructors on Axim use: On August 29th, Todd Kuhns conducted training for the clinical instructors on the utilization of the Axim computers.

Assessment of Axim units: As stated before, the Dell Axims were purchased because of their potential ability to access the database via wireless connection. Unfortunately, it was discovered through out the semester that the wireless network was not reliable within the facilities the Axims were utilized, particularly the Kennels athletic training room. When the wireless network was working, the instant access to record competency check offs was wonderful and efficient. However, the percentage of times the wireless network was available was less than 50%. Antidotal observation provided evidence for just how wonderful the system could work when it worked. When the wireless system was not working, recording of clinical competencies within the database was less efficient and more difficult for instructors. No assessment of the Axims was completed, because the grantees felt there was not sufficient opportunity to utilize the devices. Hopefully, as the wireless access around campus increases, utilization of the Axims can as well. Preliminary experiences suggest there is a lot of productive potential in their utilization.

Appendix A: Clinical Proficiency Assessment Tools for Practicums I – VI

COMPETENCIES FOR ES 290 – ATHLETIC TRAINING PRACTICUM I

Name of Student: _____

Below is a list of all of the competencies required for ES 290. The student is responsible for initiating and scheduling all testing with the course instructor. Competencies are graded on a scale of 1-5. Students must receive a grade of 3 on all competencies in order to enroll in ES 291 next semester. Only the grade for the first attempt will count toward the course final grade. A copy of this completed check list must remain in the student’s permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more then acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

Initial grade	ACI initials	Date
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Subsequent grades

1. Clean, debride, and protect an open wound
 - wear gloves
 - wash with soap and water or hydrogen peroxide
 - cover with band-aid

Initial grade	ACI initials	Date
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Subsequent grades

2. Properly remove gloves
 - remove one glove by pinching in middle
 - remove second glove by sliding hand under glove opening
 - does not touch outside of glove with unprotected hand
 - disposes of glove in biohazard container

Initial grade	ACI initials	Date
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Subsequent grades

3. Prophylactically tape the ankle to prevent inversion
 - place anchor at musculotendinous junction
 - apply stir-up strip, pulling medial to lateral
 - apply heel lock
 - apply figure 8
 - cover ankle completely
 - secure tape

Initial grade	ACI initials	Date
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Subsequent grades

4. Tape the first toe to support a Turf toe (metatarsal phalangeal joint sprain) injury
 - place anchor strip around the distal phalanx and around the foot proximal to the metatarsal heads
 - place splint strips connecting anchor strips on lateral and plantar surface of toe
 - Place a 2-3 spicas from foot to toe, preventing toe extension
 - Secure tape
 - Prevents toe hyperextension

Initial grade	ACI initials	Date
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Subsequent grades

5. Tape the longitudinal arch
 - place anchor strip around metatarsal heads
 - 1" tape is started at base of first metatarsal, crosses plantar surface of foot, wraps around posterior calcaneus, and crosses plantar surface of foot to head of fifth metatarsal.
 - repeated strips of tape overlap by half until plantar surface of foot is covered
 - closure strips pulled from the lateral to medial border of foot
 - closure strips are secured with 1 inch tape
 - tape is secure

Initial grade	ACI initials	Date
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Subsequent grades

6. Tape the wrist to prevent hyperextension
 - slightly flex wrist
 - place anchor on hand and wrist
 - connect anchor strips with fan
 - place fan on the side opposite the motion to be restricted
 - secure tape and fan

Initial grade	ACI initials	Date
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Subsequent grades

7. Assess blood pressure

- wrap cuff around biceps just proximal to elbow
- inflate cuff to 200 mmHG
- place stethoscope on brachial artery
- release pressure slowly
- listen for systolic (first sound)
- listen for diastolic (last sound)

Initial grade	ACI initials	Date
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Subsequent grades

8. Ascertain body temperature via an oral thermometer

- check thermometer to see temp is below 98°
- put in patient's mouth and tell them to keep it under tongue
- leave in mouth for 3 minutes
- read thermometer correctly

Initial grade	ACI initials	Date
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Subsequent grades

9. Ascertain body temperature via a tympanic thermometer

- place cover over thermometer
- turn on and press mode to "oral"
- pull ear and insert thermometer
- push on button
- remove when it beeps

Initial grade	ACI initials	Date
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Subsequent grades

10. Tape thumb to prevent extension and abduction

- place anchor around wrist
- begin figure 8 strip on posterior side of thumb
- encircle thumb and secure figure 8 strip on palm side of wrist
- repeat figure 8 strips a minimum of 3 times
- secure strips with anchor at wrist
- tape is secure and prevents movement

Initial grade	ACI initials	Date
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Subsequent grades

12. Demonstrate the prepare and apply thermal ultrasound

- position patient comfortably and with maximal exposure of treatment site
- apply sufficient gel on treatment site
- set time for a minimum of 5 minutes
- set frequency for 3 MHz (superficial structure) or 1 MHz (deep structure)
- move applicator at 2 inches per second
- increase intensity (W/cm^2) until patient reports warmth)

Initial grade	ACI initials	Date
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Subsequent grades

13. Prepare and apply a moist heat pack

- position patient comfortably with maximum exposure of site
- place heat pack in a minimum of 1 layer of protective padding
- instruct patient to indicate when pack is too hot
- instruct patient to end treatment when pack begins to cool

Initial grade	ACI initials	Date
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Subsequent grades

14. Prepare and apply electrical muscle stimulation

- ensure that the intensity is set at zero
- place pads on muscle to be treated
- set frequency at instructed rate
- set polarity as instructed
- set time as instructed
- increase intensity

Initial grade	ACI initials	Date
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Subsequent grades

15. Apply an elastic wrap and horseshoe pad to the ankle

- place horseshoe on lateral side of ankle, encircling the lateral malleolus
- ensure horseshoe extends three inches above lateral malleolus
- begin wrap at toes and end at or above musculotendinous junction of Achilles
- pull wrap into eversion
- pull wrap with sufficient tension
- no gaps in wrap
- secure wrap

Initial grade	ACI initials	Date
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Subsequent grades

16. Apply an elastic wrap the shoulder joint and girdle

- encircle arm with wrap
- encircle chest moving under contralateral axilla
- secure wrap
- ensure wrap is appropriate tension and secure

Initial grade	ACI initials	Date
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Subsequent grades

17. Apply and elastic wrap to the thigh

- begin the wrap at the distal thigh
- wrap around once
- dog-ear the wrap for security
- continue to wrap proximally
- wrap with X pattern
- wrap with sufficient tension
- secure wrap

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

18. Apply an elastic wrap the hip and pelvis for a hip flexor strain

- place hip and knee in flexion with weight on leg
- start wrap on upper thigh at hip crease
- pull wrap so leg is forced into external rotation
- pull wrap around waist at or above iliac crest
- pull wrap over lateral side of thigh and around leg
- overlap wrap at least half width creating a crossing pattern over anterior hip
- ensure wrap is snug
- secure wrap with tape

Initial grade	ACI initials	Date
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Subsequent grades

19. Apply an elastic wrap the groin

- place hip and knee flexion with weight on leg
- start wrap on upper thigh at hip crease
- pull wrap so leg is forced into internal rotation
- pull wrap around waist at or above iliac crest
- pull wrap is over medial side of thigh and around leg
- overlap wrap at least half width creating a crossing pattern over anterior hip
- ensure wrap is snug
- secure wrap with tape

Initial grade	ACI initials	Date
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Subsequent grades

20. Apply an elastic wrap to the shoulder

- encircle the arm with the wrap pulling anteriorly
- pull the wrap across the chest and under the arm
- pull the wrap over the top of the shoulder adding slightly more tension
- pull the wrap around the arm and across the chest
- repeat the pattern until the wrap is ended
- ensure the wrap is secure
- secure the wrap with tape

Initial grade	ACI initials	Date
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Subsequent grades

21. Assess vision using a Snellen eye chart

- stand 20 feet away
- read and repeat lowest visible line with both eyes open
- read and repeat lowest visible line with one eye close (repeat with opposite eye)
- identify visual acuity

Initial grade	ACI initials	Date
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Subsequent grades

22. Use a manual skinfold caliper

- gathers skin with thumb and first two fingers
- pull skin away from bone/ muscle and squeezes
- place calipers near fingers
- wait one second and reads thickness of skin
- measure each site three times

Initial grade	ACI initials	Date
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Subsequent grades

23. Stabilize and transport a person with a fracture and/or dislocation
- Check pulse in extremity
 - Place splint near extremity
 - Pick extremity up just enough to allow splint to slide under
 - Lift extremity as a unit
 - Wrap splint in position of injured extremity / proximal and distal joints
 - Strap and vacuum air
 - Check pulse

Initial grade	ACI initials	Date
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Subsequent grades

24. Stabilize and transport a person with a suspected head and/or spinal injury
- Stabilize head and hold in traction
 - Explains things in a calming and soothing manner
 - Apply cervical collar and straps
 - Assign bystanders to tasks along body
 - Place extremities in axial alignment
 - Spine board place along side - command person to slide board under
 - Command personnel lift as a unit

Initial grade	ACI initials	Date
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Subsequent grades

25. Select and fit crutches
- Match crutches for height
 - Have patient stand and place crutches 2 inches in front and 6 inches out from tip of shoe
 - Adjust underarm brace 1 inch below axillary fold
 - Adjust hand brace so patient's elbow is flexed to 30°

Initial grade	ACI initials	Date
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Subsequent grades

26. Instruct the patient in the use of crutches walking
- Have athlete put weight on uninjured leg and crutches
 - Have patient move crutches forward
 - Have patient swing to/through crutches
 - Make sure weight is on hand brace

Initial grade	ACI initials	Date
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Subsequent grades

27. Instruct the patient in the use of crutches on stairs
- Ascending*
- Instruct athlete to begin with crutches and uninjured limb on same step
 - Instruct athlete to swing uninjured limb to next highest step
 - Instruct athlete to move crutches to current step
- Descending stairs*
- Instruct athlete to begin with crutches and uninjured limb on same step
 - Instruct athlete to lower crutches to next descending step
 - Instruct athlete to swing injured limb ahead over next descending step
 - Instruct athlete to swing uninjured limb to next descending step

Initial grade	ACI initials	Date
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Subsequent grades

28. Lists the requirements for certification as an athletic trainer
- Graduation from an accredited program
 - Certification in CPR
 - Pass 3 parts of BOC Examination
 - Maintain CEUs
 - Lists the certifying agency as BOC (Board of Certification)
 - Explains the term ATC

Initial grade	ACI initials	Date
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Subsequent grades

29. Demonstrates the ability to monitor practices
- Provides water (keeps bottles full, gives water at appropriate times)
 - Recognizes time-outs
 - Stays clear of activity
 - Recognizes injury and signals for appropriate help

Initial grade	ACI initials	Date
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Subsequent grades

30. Demonstrates proper sideline set-up of practices and games
- Sets up water(table, coolers, bottles)
 - Splints
 - Spineboard
 - Biohazard container
 - Athletic Training kit

PROFICIENCIES FOR ES 291 – ATHLETIC TRAINING PRACTICUM II

Below is a list of all of the competencies required for ES 291. The student is responsible for initiating and scheduling all testing with the course instructor. Competencies are graded on a scale of 1-5. Students must receive a grade of 3 on all competencies in order to enroll in ES 390 next semester. Only the grade for the first attempt will count toward the course final grade. A copy of this completed checklist must remain in the student's permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more than acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

REQUIRED PROFICIENCIES

PRE-PARTICIPATION PHYSICAL EXAM

Initial grade	ACI initials	Date
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Subsequent grades

1. Height Assessment

- Has patient remove shoes*
- Has patient standup straight with feet together with back against measuring device*
- Measures height correctly*

Initial grade	ACI initials	Date
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Subsequent grades

2. Weight assessment.

- Has athlete remove shoes and excess clothing*
- Has athlete stand with feet together on center of scale*
- Measures weight accurately*

Initial grade	ACI initials	Date
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Subsequent grades

3. Snellen eye chart to assess vision.

- Stand 20 feet away*
- Read and repeat lowest visible line with both eyes open*
- Read and repeat lowest visible line with one eye close (repeat with opposite eye)*
- Identify visual acuity*

Initial grade	ACI initials	Date
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Subsequent grades

4. Measure the rate, rhythm, and strength of the resting pulse

- Radial pulse*
- Carotid pulse*
- Pedal pulse*

Initial grade	ACI initials	Date
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Subsequent grades

5. Assess body temperature in the following locations: oral, axillary, tympanic

- Oral*
- Axillary*
- Tympanic*
- Use appropriate timing*
- Read temperature correctly*

Initial grade	ACI initials	Date
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Subsequent grades

6. Assess blood pressure

- wrap cuff around biceps just proximal to elbow*
- inflate cuff to 200 mmHg*
- place stethoscope on brachial artery*
- release pressure slowly*
- listen for systolic (first sound)*
- listen for diastolic (last sound)*

Initial grade	ACI initials	Date
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Subsequent grades

7. Use a pre-participation physical exam form to screen an athlete for pre-disposing conditions or congenital risk factors that may lead to injury.

- Asks athlete to fill out form*
- Measure height, weight, blood pressure, pulse*
- Chooses questions that identify pre-disposing conditions*
- Asks for more detail regarding concern identified in physical*
- Refers athlete to proper professional based on answers*

INJURY PREVENTION

Initial grade	ACI initials	Date
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Subsequent grades

10. Select the appropriate sideline emergency supplies and equipment

- Identifies supplies for wound care and biohazard disposal*
- Identifies supplies for joint injury (ice, splints)*
- Identifies emergency equipment (bp cuff, phone, spineboard, splint, AED)*
- Identifies athletic training kit and appropriate contents and purpose of contents*

Initial grade	ACI initials	Date
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Subsequent grades

11. Prophylactically tape the ankle to prevent inversion

- Place anchor at musculotendinous junction*
- Apply stir-up strip, pulling medial to lateral*
- Apply heel lock*
- Apply figure 8*
- Cover ankle completely*
- Secure tape*

Initial grade	ACI initials	Date
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Subsequent grades

12. Tape the first toe to support a Turf toe (metatarsal phalangeal joint sprain) injury

- Place anchor strip around the distal phalanx and the foot proximal to the metatarsal heads*
- Place splint strips connecting anchor strips on lateral and plantar surface of toe*
- Place a 2-3 spicas from foot to toe, preventing toe extension*
- Secure tape*
- Prevents toe hyperextension*

Initial grade	ACI initials	Date
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Subsequent grades

13. Tape the longitudinal arch

- Place anchor strip around metatarsal heads*
- 1" tape is started at base of first metatarsal, crosses plantar surface of foot, wraps around posterior calcaneus, and crosses plantar surface of foot to head of fifth metatarsal.*
- Repeated strips of tape overlap by half until plantar surface of foot is covered*
- Closure strips pulled from the lateral to medial border of foot*
- Closure strips are secured with 1 inch tape*
- Tape is secure*

Initial grade	ACI initials	Date
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Subsequent grades

14. Tape thumb to prevent extension and abduction

- Place anchor around wrist*
- Begin figure 8 strip on posterior side of thumb*
- Encircle thumb and secure figure 8 strip on palm side of wrist*
- Repeat figure 8 strips a minimum of 3 times*
- Secure strips with anchor at wrist*
- Tape is secure and prevents movement*

Initial grade	ACI initials	Date
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Subsequent grades

15. Tape the wrist to prevent hyperextension/ hyperflexion

- Slightly flex wrist*
- Place anchor on hand and wrist*
- Connect anchor strips with fan*
- Place fan on the side opposite the motion to be restricted*
- Secure tape and fan*

Initial grade	ACI initials	Date
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Subsequent grades

16. Tape the elbow to prevent hyperextension

- Slightly flex arm*
- Place two anchor strips on middle of arm and forearm*
- Connect anchor strips with fan*
- Place fan on anterior arm*
- Secure fan*

Initial grade	ACI initials	Date
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Subsequent grades

17. Apply an elastic wrap to the shoulder

- Encircle the arm with the wrap pulling anteriorly*
- Pull the wrap across the chest and under the arm*
- Pull the wrap over the top of the shoulder adding slightly more tension*
- Pull the wrap around the arm and across the chest*
- Repeat the pattern until the wrap is ended*
- Ensure the wrap is secure*
- Secure the wrap with tape*

Initial grade	ACI initials	Date
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Subsequent grades

18. Apply and elastic wrap to the thigh

- Begin the wrap at the distal thigh*
- Wrap around once*
- Dog-ear the wrap for security*
- Continue to wrap proximally*
- Wrap with x pattern*
- Wrap with sufficient tension*
- Secure wrap*

Initial grade	ACI initials	Date
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Subsequent grades

19. Apply an elastic wrap the hip and pelvis for a hip flexor strain

- Place hip and knee in flexion with weight on leg*
- Start wrap on upper thigh at hip crease*
- Pull wrap so leg is forced into external rotation*
- Pull wrap around waist at or above iliac crest*
- Pull wrap over lateral side of thigh and around leg*
- Overlap wrap at least half width creating a crossing pattern over anterior hip*
- Ensure wrap is snug*
- Secure wrap with tape*

Initial grade	ACI initials	Date
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Subsequent grades

20. Apply an elastic wrap the groin

- Place hip and knee flexion with weight on leg*
- Start wrap on upper thigh at hip crease*
- Pull wrap so leg is forced into internal rotation*
- Pull wrap around waist at or above iliac crest*
- Pull wrap is over medial side of thigh and around leg*
- Overlap wrap at least half width creating a crossing pattern over anterior hip*
- Ensure wrap is snug*
- Secure wrap with tape*

WOUND CARE

Initial grade	ACI initials	Date
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Subsequent grades

21. Manages open wounds with severe bleeding

- Follows OSHA guidelines to prevent disease transmission*
- Applies direct and indirect pressure to control bleeding*
- Applies appropriate dressings or superficial skin closures*
- Elevate injured structure*
- Add additional dressings if necessary*
- Properly disposes of biohazard*

Initial grade	ACI initials	Date
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Subsequent grades

22. Clean, debride, and protect an open wound requiring superficial skin closures

- Wear gloves*
- Use OSHA guidelines to prevent disease transmission*
- Wash with soap and water or hydrogen peroxide*
- Dry wound thoroughly*
- Pull wound closed with skin closures*
- Apply sufficient closures to close and stabilize wound*
- Cover with band-aid*

Initial grade	ACI initials	Date
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Subsequent grades

23. Properly remove gloves

- Remove one glove by pinching in middle*
- Remove second glove by sliding hand under glove opening*
- Does not touch outside of glove with unprotected hand*
- Dispose of glove in biohazard container*
- Wash hands properly*

ACUTE INJURY

Initial grade	ACI initials	Date
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Subsequent grades

24. Identifies an athlete suffering from an acute injury and provides appropriate treatment

- Identifies symptoms of an acute injury: pain, swelling, redness, decrease in strength*
- Applies ice*
- Applies compression*
- Elevates injured area*

Initial grade	ACI initials	Date
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Subsequent grades

25. Applies an appropriate splint for a sprain, strain, fracture, subluxation or dislocation

- Chooses appropriate splint*
- Checks circulation, sensation and motor function distal to injury*
- Gently lifts while stabilizing injury and slides splint in place*
- Splints injury in position found*
- Splints the joint above and below the injury*
- Checks circulation, sensation and function after splint is in place*
- Treats for shock*

Initial grade	ACI initials	Date
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Subsequent grades

26. Select and fit crutches

- Match crutches for height*
- Have patient stand and place crutches 2 inches in front and 6 inches out from tip of shoe*
- Adjust underarm brace 1 inch below axillary fold*
- Adjust hand brace so patient's elbow is flexed to 30°*

Initial grade	ACI initials	Date
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Subsequent grades

27. Instruct the patient in the use of crutches walking

- Have athlete put weight on uninjured leg and crutches*
- Have patient move crutches forward*
- Have patient swing to/through crutches*
- Make sure weight is on hand brace*

Initial grade	ACI initials	Date
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Subsequent grades

28. Instruct the patient in the use of crutches on stairs

Ascending

- Instruct athlete to begin with crutches and uninjured limb on same step*
- Instruct athlete to swing uninjured limb to next highest step*
- Instruct athlete to move crutches to current step*

Descending stairs

- Instruct athlete to begin with crutches and uninjured limb on same step*
- Instruct athlete to lower crutches to next descending step*
- Instruct athlete to swing injured limb ahead over next descending step*
- Instruct athlete to swing uninjured limb to next descending step*

Initial grade	ACI initials	Date
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Subsequent grades

29. Select, fit and instruct on the use of a cane

- Have patient stand while wearing shoes*
- Measure from floor to greater trochanter of femur*
- Choose cane with length that matches measurements*
- Place cane on uninjured side*

- Instruct patient to move injured leg and cane forward simultaneously*

EMERGENCY

Initial grade	ACI initials	Date
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Subsequent grades

30. Stabilize and transport a person with a suspected head and/or spinal injury

- Stabilizes head and holds in traction at all times*
- Calms and reassures patient*
- Applies cervical collar and straps*
- Assigns bystanders to tasks along body*
- Explains all tasks clearly before beginning*
- Places extremities in axial alignment*
- Places spineboard at foot of patient*
- Commands person to slide board under*
- Command personnel lift as a unit*

Initial grade	ACI initials	Date
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Subsequent grades

31. Perform CPR

- Establish level of consciousness*
- Activate EMS*
- Establish airway*
- Check breathing*
- Perform rescue breaths*
- Check pulse*
- Perform CPR based upon findings*
- Use a bag-valve-mask correctly*
- Use AED if available*

Initial grade	ACI initials	Date
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Subsequent grades

32. Perform 2-Person CPR for a drowning victim

- Establish level of consciousness*
- Activate EMS*
- Perform a primary survey*
- Perform 5 abdominal thrusts*
- Give breaths*
- Wait for second rescuer to perform compressions*
- Continue breaths and compressions until second rescuer calls for a switch or EMS arrive*

Initial grade	ACI initials	Date
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Subsequent grades

33. Locate and contact poison control in case of drug overdose

- List signs and symptoms of a drug overdose*
- Check vital signs*
- Call poison control and give following information*
- Name and location of person making call*
- Name, age and location of person who has taken the medication*
- Name and dosage of drug taken*
- Time the drug was taken*
- Signs and symptoms associated with overdose, including vitals*

Initial grade	ACI initials	Date
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Subsequent grades

34. Assess vitals during situation with shock

- Perform a primary survey*
- Perform a secondary survey*
- Ascertain body temperature*
- Assess blood pressure*
- Assess pulse rate and quality*
- Respiration rate and quality*
- Assess skin color and temperature*
- Assess pupils*
- Explain the parameters for calling EMS*
- List the information that should be given to EMS*

Initial grade	ACI initials	Date
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Subsequent grades

35. Presentation

- Organized*
- Language is appropriate for audience*
- Utilizes multi-media presentation*
- Information is accurate*
- Information is thorough and useful for the audience*

PROFICIENCIES FOR ES 390 – ATHLETIC TRAINING PRACTICUM III

Below is a list of all of the proficiencies required for ES 390. The student is responsible for initiating and scheduling all testing with the course instructor. Proficiencies are graded on a scale of 1-5. Students must receive a grade of 3 on all proficiencies in order to enroll in ES 391 next semester. Only the grade for the first attempt will count toward the course final grade. A copy of this completed checklist must remain in the student's permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more than acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

REQUIRED PROFICIENCIES

Environmental Concerns, Prevention, and Treatment

1. Demonstrate the ability to use a sling psychrometer to measure temperature and relative humidity
 - Apply water to wet bulb
 - Attach thermometers to handle
 - Sling psychrometer for a minimum of 2 minutes
 - Accurately read wet bulb
 - Accurately read dry bulb temperature
 - Use chart to determine accurate relative humidity

2. Collect and interpret environmental data as it relates to heat illness
 - Complete environmental collection sheet completely*
 - Environmental data is accurate*
 - Fluid loss calculation is accurate*
 - Fluid requirements are accurate*
 - Weight chart interpretation is accurate*

3. Identify the symptoms of heat syncope and explain proper treatment
 - Lists symptoms including: collapse, hypotension, dizziness, nausea*
 - Lists treatment including: remove from heat, replace fluids, cool patient, monitor body temperature*

4. Identify the symptoms of heat exhaustion and explain proper treatment
 - Lists symptoms including pale, cool skin, sweating, fatigue, heavy breathing, decreased blood pressure, elevated temperature, rapid pulse*
 - Lists treatment including: constant monitoring, removing patient from heat, ingesting cool water, cooling body with ice or cold water*

5. Identify the symptoms of heat stroke and explain proper treatment
 - Lists symptoms including: red skin, confusion, shallow breathing, rapid pulse, temperature >104°*
 - Lists treatment including: constant monitoring, call 911, remove patient from heat, immerse in cold*

6. Identify the symptoms of hypothermia and explain proper treatment
 - Lists symptoms including: exposure to cold and wet environment, temperature <95°, shivering, confusion, loss of coordination, irritability, decreased respiration, decreased pulse*
 - Lists treatment including: monitoring for shock, remove wet clothing, rewarming, call 911, warm fluids*

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

7. Evaluate and manage heat illness
 - Chooses the correct diagnosis
 - Assesses body temperature accurately
 - Calms and reassures patient
 - Calls 911
 - Follows emergency plan
 - Provides appropriate emergency care
 - Constantly monitors patient
 - Communicates effectively with emergency personnel
 - Communicates effectively with athletics personnel and/or family
 - Accurately documents the incident

** this proficiency cannot be checked off until previous environmental proficiencies are completed*

Protective Equipment, Padding, and Bracing

Initial grade	ACI initials	Date
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Subsequent grades

8. Select and fit a football helmet
 - Fasten and adjusts chinstrap
 - Ensure helmet covers base of skull
 - Ensure front of helmet is 3/4 inch (2 fingers) above eyebrow
 - Ensure ear holes line up with ears
 - Ensure helmet does not shift or rock
 - Ensure facemask is 3 finger widths from nose

Initial grade	ACI initials	Date
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Subsequent grades

9. Discuss policy for removal of facemask and other equipment.
 - Indicates that facemask removal is necessary with any suspected cervical spine equipment
 - Demonstrates proper facemask removal
 - Indicates shoulder pad removal is only necessary if immediate treatment of protected areas is required
 - Demonstrates proper removal of shoulderpads

Initial grade	ACI initials	Date
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Subsequent grades

10. Inspect football shoulder pads for appropriate fit. Explain the differences in design in accordance with position.
 - Ensure inside shoulder pad covers tip of shoulder
 - Ensure cantilever covers acromion and deltoid
 - Ensure athlete can raise arms without pad moving up
 - Ensure straps are secure

Initial grade	ACI initials	Date
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Subsequent grades

11. Select and fit a mouthguard
 - Choose correct size
 - Demonstrate heating of mouthguard
 - Instructs athlete to bite down and suck on sides
 - Cuts mouthpiece to edge of last molar
 - Instructs athlete not to cut or alter mouthpiece

Initial grade	ACI initials	Date
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Subsequent grades

12. Check shoe for proper fit
 - Ensure shoe is proper size
 - Check width
 - Ensure toes are within 1 finger width of end
 - Ensure heel does not slide

Initial grade	ACI initials	Date
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Subsequent grades

13. Select and properly fit protective rib pads
 - Attaches pads to shoulder pads or to suspender harness
 - Adjusts height of pads to protect lower ribs
 - Adjusts diameter of pads/belt
 - Checks athlete for freedom of movement

Initial grade	ACI initials	Date
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Subsequent grades

14. Select and properly apply a protective knee brace
 - Lays brace on flat surface with all straps unbuckled
 - Places athlete's leg on top of brace aligning joint line with middle of brace
 - Straps brace with proper tension
 - Adjusts ROM limits on brace as directed

Initial grade	ACI initials	Date
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Subsequent grades

15. Design protective padding for a contusion to an extremity.

- Cut foam or felt to circle adequately larger than the contusion*
- Cut a hole in material slightly larger than the contusion*
- Place pad around contusion*
- Secure pad to segment*

Initial grade	ACI initials	Date
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Subsequent grades

16. Design and apply a soft playing cast

- Choose material thick and resilient enough for activity*
- Cut material slightly longer than length of the limb*
- Wrap material around entire limb*
- Secure cast to body*
- Ensure cast is secure but does not impede blood flow*

Initial grade	ACI initials	Date
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Subsequent grades

17. Tape the thumb using the checkrein method

- Place anchor strip around the thumb and first finger*
- Attach tape to thumb anchor, loop tape around finger anchor, finish at thumb anchor*
- Squeeze connecting tape together*
- Ensure tape restricts motion*

Initial grade	ACI initials	Date
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Subsequent grades

18. Construct and apply a hard immobilization splint or cast.

- Cut material in appropriate shape*
- Heat material in hydrocollator*
- Form material to body in protected position*
- Cool material with ice or water*
- Apply padding to material*
- Secure splint to body*

Initial grade	ACI initials	Date
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Subsequent grades

19. Construct and apply padding to protect a contusion or other injury

- Select material of proper thickness and density*
- Cut material to size slightly greater than injured area*
- Secure padding material to body part*
- Ensure padding is secure but does not restrict movement or blood flow*

Initial grade	ACI initials	Date
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Subsequent grades

20. Select and apply a cervical stabilization collar

- Choose collar of appropriate size*
- Orient collar in proper direction (front-back, top-bottom)*
- Secure collar with straps*
- Ensure collar provides support and does not restrict breathing*

Initial grade	ACI initials	Date
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Subsequent grades

21. Select and apply a lumbar support

- Choose support of appropriate size*
- Wrap support around body and secure*
- Instruct athlete on proper application and tension*
- Ensure support is secure and provides support/relief*
- Ensure support does not restrict breathing*

Emergency Scenarios

Initial grade	ACI initials	Date
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Subsequent grades

22. Demonstrate proper use of an emergency bronchodilator through verbal and nonverbal instruction

- Exhale completely*
- Put against lips*
- Inhale while compressing inhaler - inhale one entire breath*
- Hold breath as long as possible*
- Explain and demonstrate procedure*

Initial grade	ACI initials	Date
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Subsequent grades

23. Identify indications for use of an emergency bronchodilator and list symptoms of allergic reaction or overdose

- Identify symptoms of an asthma attack (tight chest, wheezing, dyspnea, coughing, etc.)*
- Explain that inhalers must be prescribed by a physician or nurse practitioner*
- List symptoms of overdose (increase heart rate, increased blood pressure, nervousness, dilated pupils)*
- List symptoms of allergic reaction (throat irritation, rash, hives, choking, face and throat swelling)*

Initial grade	ACI initials	Date
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Subsequent grades

24. Explain and demonstrate proper storage of an inhaler and how to tell if it is empty
- Explain that medicine must be kept at room temperature
 - Explain that mouthpiece cover should stay on and mouthpiece should be clean
 - Explain that inhaler is only good for a specified number of puffs and should be replaced afterwards
 - Explain that the floating method of testing an inhaler is unreliable and shouldn't be used.

Initial grade	ACI initials	Date
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Subsequent grades

25. Identify indications for use of an epinephrine injection
- Explain that epinephrine is used to prevent anaphylactic shock
 - List common anaphylaxis triggers (nuts, shellfish, pollen, animal hair, bee sting, latex)
 - List symptoms of anaphylaxis (hives, rash, difficulty breathing, swelling in face and throat)

Initial grade	ACI initials	Date
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Subsequent grades

26. Demonstrate proper use of an emergency epinephrine injection
- Check for fluid discoloration
 - Expose skin on lateral thigh
 - Remove gray safety cap
 - Hold black tip against thigh
 - Press hard into thigh and hold for 10 seconds
 - Remove needle and bend on hard surface
 - Call 911 and give epi-pen to emergency personnel
 - Identify symptoms of epinephrine overdose as: headache, nausea, elevated bp, vomiting and dyspnea

Initial grade	ACI initials	Date
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Subsequent grades

27. Explain proper storage and disposal of an emergency epinephrine injection (epi-pen)
- Don't expose to direct sunlight
 - Do not expose to heat or cold
 - Do not keep past expiration date or after contents becomes discolored

Initial Grade	ACI initials	Date
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Subsequent grades

28. Explain proper disposal of an emergency epinephrine injection (epi-pen)
- Carefully place the used epi-pen (without bending the needle), needle end first, into the storage tube of the carrying case
 - Screw the cap of the storage tube back on completely
 - Take it with you tot the emergency room
 - Have the doctor or nurse dispose of it in a Sharps container

Initial grade	ACI initials	Date
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Subsequent grades

Nutrition and Substance Abuse

29. Recommend nutritional guidelines for a pre-participation meal
- Explains that meal should be eaten 3-4 hours before activity
 - Explains that meal should be easy to digest (low in fat)
 - Should avoid irritating foods (high cellulose, spicy, gas-forming foods)
 - Drink plenty of water
 - Eat a mix foods with a low glycemic index

Initial grade	ACI initials	Date
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Subsequent grades

30. List the signs, symptoms, and predisposing conditions associated with anorexia nervosa
- Loss of $\geq 15\%$ of body weight
 - Unhealthy attitude toward eating
 - Body image disturbance
 - Other symptoms (amenorrhea, lanugo, dry brittle hair, perfectionistic)
 - Predisposing condition (pressure for success, activity with emphasis on physique, low self-esteem)

Initial grade	ACI initials	Date
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Subsequent grades

31. Recognize the signs, symptoms, predisposing conditions, associated with bulimia nervosa
- Recurrent episodes of binge eating
 - Recurrent episodes of compensatory behavior
 - Unhealthy body image
 - Other symptoms (normal weight, scar on knuckles, broken blood vessels in eyes, depression)
 - Predisposing conditions (depression, low self-esteem, pressure to lose weight)

Initial grade	ACI initials	Date
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Subsequent grades

32. Defines obesity and its effects

- BMI > 25-30 (understands faults of calculations)*
- Definition for BMI (Weight (kg)/height (cm²))*
- Effects: High blood pressure, high cholesterol, CAD, arthritis, diabetes, kidney failure*

Initial grade	ACI initials	Date
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Subsequent grades

33. Intervene in a case of suspected substances abuse

- Identifies the correct drug of suspicion*
- Lists other symptoms of abuse*
- Demonstrates empathy and sensitivity when listening*
- Uses "I" statements*
- Suggests appropriate referral*
- Communicates effectively and confidentially with healthcare professionals*
- Accurately documents the situation*

PROFICIENCIES FOR ES 391 – ATHLETIC TRAINING PRACTICUM IV

Below is a list of all of the proficiencies required for ES 391. The student is responsible for initiating and scheduling all testing with the course instructor. Proficiencies are graded on a scale of 1-5. Students must receive a grade of 3 on all proficiencies in order to enroll in ES 474 next semester. Only the grade for the first attempt will count toward the course final grade. A copy of this completed check list must remain in the student's permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more than acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

REQUIRED PROFICIENCIES

1-Spine

Initial grade	ACI initials	Date
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Subsequent grades

1. Perform a postural examination of the lumbar spine. Identify predisposing factors to lordosis
 - Observes standing posture
 - Observes for indicators of bony pathology
 - Uses plumbline to assess spinal alignment
 - Measures flexibility
 - Identifies predisposing factors including: excessive weight, tight hamstrings, weak abdominal muscles

Initial grade	ACI initials	Date
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Subsequent grades

2. Perform an examination of an athlete with thoracic and cervical spine pain.
 - Takes thorough history
 - Describes clinical signs and symptoms of cervical stenosis, torticollis, disc pathology
 - Observes standing posture
 - Observes for indicators of bony pathology(Café au Lait, spina bifida, scoliosis)
 - Measures flexibility
 - Performs appropriate special tests(compression, distraction)

Initial grade	ACI initials	Date
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Subsequent grades

3. Perform an evaluation of an athlete experiencing neck pain following a lateral blow to their head
 - Takes a thorough history of injury
 - Evaluate posture and observe for deformity(i.e. torticollis)
 - Assesses Mental status (place, person, time)
 - Assesses isolated cervical spine pain
 - Assesses Motor and Sensory Neurologic function in all four extremities.
 - Palpates neck for cervical tenderness or spasm
 - Performs gentle, neck isometrics in all directions (pain)
 - Performs AROM
 - Suggests proper referral, immobilization, and transport

Initial grade	ACI initials	Date
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Subsequent grades

4. Perform an evaluation of an athlete who is experiencing SI pain
 - Takes a thorough history of injury
 - Observes posture (lordosis, kyphosis, leg length)
 - Observes for significant deformity (scoliosis)
 - Palpates involves structures
 - Performs appropriate special tests (ROM, compression, distraction, spring)
 - Suggests proper treatment
 - Documents Evaluation

Initial grade	ACI initials	Date
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Subsequent grades

5. Perform an evaluation on an athlete with chronic low back pain
 - Take a thorough history
 - Evaluate posture
 - Evaluate leg length
 - Evaluate ROM
 - Describes clinical signs and symptoms associated with facet syndrome, SI dysfunction, sprain, spondylolysis, spondylolisthesis
 - Perform appropriate special tests (Stork standing, Laségue's, functional tests)

Initial grade	ACI initials	Date
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Subsequent grades

6. Perform an evaluation of a patient with suspected spinal cord injury following a fall from a ladder
 - Stabilizes head
 - Takes thorough history
 - Observes lying posture
 - Observes for significant deformity (Fx, dislocation, step deformity)
 - Perform appropriate motor and sensory tests

Initial grade	ACI initials	Date
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Subsequent grades

7. Perform an evaluation of a patient suffering from suspected discogenic pain
 - Takes thorough history
 - Evaluate posture
 - Describes clinical signs and symptoms of intervertebral disc pathology, nerve root compression, piriformis syndrome
 - Perform appropriate special tests (Laségue's, Kernig, bowstring, piriformis test)

Initial grade	ACI initials	Date
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Subsequent grades

8. Perform an eval of a patient with abdomen and chest pain following a collision with an opponent
 - Takes thorough history
 - Palpate involved bony and soft tissue structures(ribs, sternum, vertebrae, abdominal quadrants)
 - Describe clinical signs and symptoms of injuries to the abdominal viscera
 - Perform appropriate special tests(percussion, auscultation)

2-Head/Face

Initial grade	ACI initials	Date
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Subsequent grades

9. Perform an evaluation of a suspected facial fracture and provide appropriate acute care.
 - Takes a thorough history including mechanism of injury
 - Observes for deformity (Edema, gross deformity)
 - Assess level of awareness (concussion)
 - Palpates involved structures and observes for clinical signs and symptoms of injury to Orbit, maxilla, zygomatic arch, nasal, mandible, frontal, TMJ
 - Performs appropriate special tests (eye tracking, bite down)
 - Suggests proper treatment or referral
 - Documents Evaluation

Initial grade	ACI initials	Date
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Subsequent grades

10. Perform an evaluation of an athlete who was hit in the nose
 - Perform a thorough history
 - Observe the face for symmetry
 - Palpate the face
 - Use an otoscope to evaluate for deviated septum
 - Evaluate for fracture
 - Evaluate for head injury

Initial grade	ACI initials	Date
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Subsequent grades

11. Perform an evaluation of an athlete who was hit in the head and is experiencing numbness in the face and arm
 - Take a thorough history
 - Palpate the face
 - Evaluate cranial nerves
 - Evaluate for a head injury
 - Evaluate sensation in face, arm, forearm, and hand
 - Evaluate myotomes of face, arm, forearm, and hand
 - Evaluate appropriate reflexes
 - Apply appropriate special tests (Valsalva, brachial plexus, vascular, nerve root)

Initial grade	ACI initials	Date
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Subsequent grades

12. Perform an evaluation of an athlete who was hit in the mouth
- Take a thorough history
 - Observe the face and mouth for deformity
 - Assess ROM of mouth
 - Assess for tooth injury (define tooth abscess, extrusion, Fx, intrusion, luxation, gingivitis, periodontitis)
 - Assess for head injury
 - Assess for Jaw fracture (bite test)

Initial grade	ACI initials	Date
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Subsequent grades

13. Two baseball players collided and one is complaining of a headache
- Takes thorough history
 - Observe and identify clinical signs and symptoms of increasing intracranial pressure (retro/anterograde amnesia, level of consciousness, orientation, intracranial hematoma, balance and coordination, pupils and eye movements, pulse, blood pressure, facial postures)
 - Perform common cerebral concussion tests and classify according to common grading scales (Cantu, Colorado)
 - Recognizes main cerebral lesions caused by trauma

Initial grade	ACI initials	Date
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Subsequent grades

14. Perform an exam of a patient who complains of eye pain following a collision
- Takes thorough history
 - Observe and identify clinical signs and symptoms of orbital blowout Fx, conjunctivitis, corneal abrasions and lacerations, detached retina, hyphema, stye
 - Palpate involved structures
 - Perform appropriate special tests

3-Shoulder

Initial grade	ACI initials	Date
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Subsequent grades

15. Perform an evaluation of an athlete with anterior shoulder pain.
- Lists common injuries to involved area (Biceps Tendonitis, Bursitis, Subscapularis tendonitis/strain, Anterior GH Capsule sprain)
 - Takes a thorough history (includes UE activity and level of activity)
 - Observes for deformity, and discomfort
 - Palpates and identifies all involved structures (Coracoid Process, biceps tendons, AC Joint)
 - Performs appropriate special tests (MMT esp. internal rotation, Speed's, Yergason, apprehension, anterior drawer)
 - Suggests proper treatment
 - Documents evaluation

Initial grade	ACI initials	Date
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Subsequent grades

16. Perform an evaluation of an athlete who fell on their shoulder or outstretched arm. Assess the stability of the shoulder complex. Name the common injuries that can result from this mechanism.
- Lists common injuries due to mechanism (AC joint, SC joint, GH instability, Clavicle Fx)
 - Takes a thorough history including mechanism of injury
 - Observes for significant deformity (dislocation, Fx)
 - Palpates and recognizes involved bony and soft tissue structures
 - Evaluates AROM (observes efficiency of movement, symmetry of movement, scapulohumeral rhythm)
 - Performs appropriate special tests (AROM, MMT, compression, shear, anterior drawer, posterior drawer, apprehension, relocation, sulcus)
 - Suggests proper treatment

Initial grade	ACI initials	Date
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Subsequent grades

17. Perform an evaluation of an athlete who complains of chronic shoulder pain
- Performs a thorough history
 - Evaluates shoulder posture
 - Observes for and defines common deformities (atrophy, hypertrophy, winged scapula, step deformity, Sprengel's deformity)
 - Palpates shoulder bony and soft tissue landmarks
 - Performs appropriate special tests (i.e. impingement, Neer, biceps tendon pathology, thoracic outlet)

Initial grade	ACI initials	Date
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Subsequent grades

18. Perform an evaluation for numbness and tingling in the arm and forearm
- Perform a thorough history
 - Observes for significant deformity (Fx, disease states, soft tissue pathology)
 - Evaluate neck, shoulder, and elbow posture
 - Perform ROM testing
 - Perform strength/ myotome testing
 - Perform sensation testing – identify dermatomes
 - Perform reflex testing – identify involved nerve
 - Perform appropriate special test (Spurling, Valsalva, Tinel, Adson's, Phalen, thoracic outlet)

Initial grade	ACI initials	Date
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Subsequent grades

19. Perform a neurological and circulatory evaluation of the upper and lower extremities
- Perform dermatome sensory testing
 - Perform myotome testing
 - Perform appropriate reflex testing
 - Check pulses and capillary refill

Initial grade	ACI initials	Date
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Subsequent grades

20. Perform a pre participation physical for an athlete
- Take health history of conditions that would predispose to certain injuries or illnesses
 - Cardiovascular respiratory fitness test
 - Measure skin folds and calculate body composition
 - Flexibility

4-Hand/Wrist/Elbow

Initial grade	ACI initials	Date
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Subsequent grades

21. Perform an evaluation of an athlete who fell on their olecranon process.
- Lists common injuries due to mechanism (Olecranon Fx, Humeral Fx, AC joint, bursitis, SC joint sprains)
 - Takes a thorough history including mechanism of injury
 - Observes for deformity (dislocation, subluxation, Fx)
 - Palpates and recognizes involved structures (Olecranon Process)
 - Performs ROM tests (looks for movement efficiency)
 - Performs appropriate special tests (valgus and varus stress tests)
 - Suggests proper treatment
 - Documents evaluation

Initial grade	ACI initials	Date
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Subsequent grades

22. Perform an evaluation of a patient complaining of chronic elbow pain
- Perform a thorough history
 - Evaluate posture of elbow
 - Examine the elbow for deformities (swelling, atrophy, hypertrophy, symmetry, carrying angle)
 - Perform appropriate ROM and strength testing
 - Considers tendonitis, epicondylitis, osteochondritis, tenosynovitis, osteochondritis desiccans

Initial grade	ACI initials	Date
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Subsequent grades

23. Perform an evaluation for an injury to the proximal inter-phalangeal joint.
- Lists common injuries due to mechanism (Intra-articular trauma, collateral sprain, fx)
 - Takes a thorough history
 - Observes for deformity (Effusion, Edema, gross deformity)
 - Palpates involved structures (phalanges, collateral ligament, tendons)
 - Performs appropriate special tests (ROM, tap test, valgus stress)
 - Suggests proper treatment

Initial grade	ACI initials	Date
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Subsequent grades

24. Perform an evaluation of an athlete who fell on their outstretched arm and landed on their wrist
- Lists common injuries due to mechanism (muscle strain, ligament sprain, Fx)
 - Takes a thorough history including mechanism of injury
 - Observes for significant deformity (Fx, dislocation, subluxation)
 - Palpates involved structures (anatomical snuffbox)
 - Performs appropriate special tests (AROM, MMT, Wrist Valgus/Varus, tests for fracture)
 - Lists and describes clinical signs and symptoms of Fx (Colles, Bennet, boxer, metacarpal)
 - Suggests proper treatment (Fx: splint appropriately and check distal pulse)

Initial grade	ACI initials	Date
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Subsequent grades

25. Perform an evaluation of a patient with acute forearm pain

- Take thorough history
- Evaluate posture of elbow, forearm, and hand
- Evaluate ROM
- Performs appropriate special tests (for fx, for strain)

Initial grade	ACI initials	Date
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Subsequent grades

26. Perform an evaluation of an athlete with hand pain

- Take a thorough history
- Evaluate the hand for deformity
- Perform appropriate ROM tests
- Perform appropriate neurological test (Phalen, Tinel)
- Perform appropriate special tests (percussion, longitudinal stress)
- Perform appropriate vascular tests (Adson's)

5-Knee/Hip

Initial grade	ACI initials	Date
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Subsequent grades

27. Perform an evaluation of an athlete who felt a pop in their knee after rotating on a planted foot. Assess the stability of the knee complex. Name the common injuries that can result from this mechanism.

- Lists injuries that can result from this mechanism: ACL, MCL, PCL, meniscus, patellar dislocation/subluxation, popliteal cyst
- Takes thorough history
- Observes knee structure/posture
- Observes knee for signs of injury and anatomical anomaly
- Chooses tests appropriate for rotation injury: uniplanar stress tests, patellar apprehension, multi planar stress tests, meniscus tests
- Compares all tests bilaterally
- Documents injury and evaluation

Initial grade	ACI initials	Date
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Subsequent grades

28. Perform an evaluation of an athlete who complains of lateral knee pain.

- Lists injuries to lateral knee and their clinical signs and symptoms: contusion, plica, lateral meniscus, ITB friction syndrome, lateral collateral, patellar dislocation/subluxation, peroneal nerve contusion or palsy
- Takes a thorough history
- Performs postural examination of knee and describes possible postural deviations associated with the knee (genu valgum, varum, and recurvatum; tibial torsion)
- Thoroughly observes knee structures for signs of injury
- Chooses appropriate special tests: patellar apprehension, varus stress, McMurray, Ober

Initial grade	ACI initials	Date
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Subsequent grades

29. Perform an evaluation of an athlete that complains of vague anterior knee pain

- Takes a thorough history
- Observes knee for structural abnormalities
- Evaluates for patellar alignment
- Evaluates knee for swelling (sweep test, ballotable patella)
- Differentiates causes of anterior knee pain (patellofemoral dysfunction, osteochondritis, Osgood-Schlatter, tendonitis, bursitis, fat pad contusion)
- Chooses appropriate special tests

Initial grade	ACI initials	Date
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Subsequent grades

30. Perform an evaluation of an athlete with pain surrounding the patellar tendon and tibial tuberosity.

- Takes a thorough history (includes Hx of Osgood Schlatter's, PF syndrome)
- Observes for significant deformities (alignment of leg and patella, dislocation, subluxation, Fx, patellar tendon rupture)
- Palpates and identifies all involved structures
- Performs appropriate special tests for patellar femoral dysfunction
- Suggests proper treatment

Initial grade	ACI initials	Date
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Subsequent grades

31. Perform an examination of an athlete with hip pain

- Take a thorough history
- Assess posture of back, hips, knees, and feet
- Palpate involved bony and soft tissue structures
- Evaluates hip/pelvis posture
- Measures strength and ROM
- Perform appropriate special tests (rectus femoris contracture, Ober)
- Describes clinical signs and symptoms associated with hip injury (ant/retroversion, apophysitis, dislocation, subluxation, Fx, stress Fx, bursitis, strain, sprain, contusion, tendonitis)

Initial grade	ACI initials	Date
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Subsequent grades

32. Perform an evaluation of an athlete with groin pain

- Take a thorough history
- Assess posture of back, hips, knees, and feet
- Palpate the back, hip, and groin
- Evaluates hip/pelvis posture
- Measures strength and ROM
- Perform appropriate special tests (osteitis pubis, athletic pubalgia, Legg-Calve-Perthes, avascular necrosis, slipped capital femoral epiphysis)

6-Leg/Ankle/Foot

Initial grade	ACI initials	Date
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Subsequent grades

33. Perform an evaluation of a patient with metatarsal pain

- Takes thorough history
- Observes foot, ankle, and leg structure (pes cavus, pes planus, metatarsal arch, rearfoot and forefoot deviations, foot and toe posture)
- Palpates bony and soft tissue structures
- Evaluate gait
- Chooses appropriate tests for fracture, soft tissue injury, neurological injury
- Suggests appropriate activity limitations
- Suggests appropriate modality to relieve pain
- Thoroughly documents evaluation

Initial grade	ACI initials	Date
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Subsequent grades

34. Perform an evaluation of an athlete with numbness in their leg and foot

- Take a thorough history
- Perform a postural evaluation of the knee, leg, and foot
- Bilaterally test dermatomes
- Bilaterally tests myotomes L1-S2
- Bilaterally tests reflexes L4, S2
- Perform appropriate neurological evaluations (Valsalva, Laségue's, Piriformis syndrome, compartment syndrome, vascular tests)

Initial grade	ACI initials	Date
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Subsequent grades

35. Perform an evaluation of an athlete with leg pain.

- Lists common injuries to involved area (MTSS, Compartment Syndrome, Tendonitis)
- Takes a thorough history (includes changes in activity level)
- Observes for significant deformities
- Palpates involved area (notes whether muscle or bone)
- Performs appropriate special tests (includes manual muscle testing, tuning fork)
- Evaluates athletes footwear
- Suggests proper treatment
- Documents evaluation

Initial grade	ACI initials	Date
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Subsequent grades

36. Perform an evaluation of a patient who sustained an inversion stress to their ankle
- Lists common injuries due to mechanism (*ant talo fib, CF, ant tib fib, fibularis strain, dislocation, subluxation, osteochondritis desiccans*)
 - Takes a thorough history of injury
 - Observes for deformity (*edema, ecchymosis, gross deformity*)
 - Palpates involved structures (*LM, MM, ligaments*)
 - Performs appropriate special tests (*ROM, MMT, anterior drawer, talar tilt, bump, compression, Kleiger*)
 - Suggests proper treatment and appropriate immobilization
 - Documents Evaluation

Initial grade	ACI initials	Date
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Subsequent grades

37. Perform an evaluation on an athlete complaining of calf pain
- Take a thorough history
 - Examine leg for deformity
 - Examine ROM of knee and ankle
 - Perform appropriate strength tests
 - Perform appropriate special tests (*Achilles rupture, Achilles tendonitis, compartment syndrome, stress fracture, deep vein thrombosis*)

Initial grade	ACI initials	Date
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Subsequent grades

38. Perform an evaluation of a patient with acute calf pain
- Takes thorough history
 - Describes clinical signs and symptoms of calf pathology (*ruptured Achilles tendon, DVT, contusion, compartment syndrome*)
 - Palpate involved bony and soft tissue structures
 - Observes for significant deformity
 - Chooses appropriate special tests (*Homan, Thompson*)

CASE STUDY

Initial grade	ACI initials	Date
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Subsequent grades

39. Interpret a published case study
- Find a case study published in a refereed journal
 - Explain the case
 - Explain how the history assisted with the final diagnosis

PROFICIENCIES FOR ES 474 – ATHLETIC TRAINING PRACTICUM V

Below is a list of all of the competencies required for ES 474. The student is responsible for initiating and scheduling all testing with the course instructor. Competencies are graded on a scale of 1-5. Students must receive a grade of 3 on all competencies in order to enroll in ES 475 next semester. Only the grade for the first attempt will count toward the course final grade. A copy of this completed checklist must remain in the student's permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more than acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

REQUIRED PROFICIENCIES

Initial grade	ACI initials	Date
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Subsequent grades

1. Assesses status level prior to initial rehabilitation for post-op patient
 - Limb girth
 - ROM
 - Isometric strength through manual muscle testing
 - Other appropriate tests dependent on injury
 - Documents findings

Initial grade	ACI initials	Date
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Subsequent grades

2. Devise and implement a post-surgical rehabilitation plan
 - Appropriately addresses the following: wound care*
 - Control pain and inflammation*
 - Reduce swelling*
 - Increase ROM*
 - Maintain and increase strength*
 - Devise method to measure progress*

Initial grade	ACI initials	Date
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Subsequent grades

3. Devise and implement a series of preseason tests to assess the athlete's physical condition and interpret the result to develop a plan to improve on weak areas
 - Assess ROM, strength, endurance, proprioception, agility, speed and functional*
 - Documents initial status as well as progress*
 - Creates a progressive plan addressing each component*
 - Provides athlete with appropriate instruction and feedback*
 - Alters plan as necessary*

Initial grade	ACI initials	Date
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Subsequent grades

4. Administer functional tests for a person returning from an ankle injury.
 - Ask patient to perform a toe raise*
 - Ask patient to jump on affected ankle*
 - Ask patient to jog*
 - Ask patient to run/ sprint*
 - Ask patient to perform skills specific to the intended activity*
 - Ask patient to perform skills under similar stresses and intensity of final intended activity*

Initial grade	ACI initials	Date
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Subsequent grades

5. Administer functional tests for a person returning from a knee injury.
 - Ask patient to perform a squat*
 - Ask patient to jump on affected leg*
 - Ask patient to jog*
 - Ask patient to run/ sprint*
 - Ask patient to perform skills specific to the intended activity*
 - Ask patient to perform skills under similar stresses and intensity of final intended activity*

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Initial grade

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

Initial grade	ACI initials	Date
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Subsequent grades

6. Administer functional tests for a person returning from a shoulder injury.

- Ask the patient to exhibit full range of motion
- Ask patient to perform a push-up
- Ask patient to perform skills specific to the intended activity
- Ask patient to perform skills under similar stresses and volume of final intended activity

7. Perform exercises designed to increase ROM following an ankle injury

- Static stretching
- Joint mobilizations
- PNF stretching
- AROM, PROM

8. Perform exercises designed to increase ROM following a knee surgery

- Static and dynamic stretching
- Joint mobilization
- PNF stretching
- AROM, PROM

9. Perform appropriate exercises to increase ROM in hip and low back

- Static and dynamic stretching
- Joint mobilization
- PNF stretching
- AROM, PROM

10. Perform appropriate exercises to increase ROM in the shoulder

- Static and dynamic stretching
- Joint mobilization
- PNF stretching
- AROM, PROM

11. Perform appropriate exercises to increase ROM for the elbow, wrist and hand

- Static and dynamic stretching
- Joint mobilization
- PNF stretching
- AROM, PROM

12. Assess the musculature surround a joint using manual muscle testing

- Position patient properly
- Stabilized the patient
- Assess strength correctly
- Document the data

13. Perform an evaluation to determine indications, contraindications and precautions then perform a cryotherapy modality

- Ask appropriate questions regarding precautions and contraindications
- Apply appropriate modality
- Use appropriate parameters

14. Perform an evaluation to determine indications, contraindications and precautions then perform a thermotherapy modality

- Ask appropriate questions regarding precautions and contraindications
- Apply appropriate modality
- Use appropriate parameters

15. Perform an evaluation and apply an electrical stimulating current

- Assess for indications, contraindications, and precautions
- Applies appropriate modality
- Uses appropriate parameters

Initial grade	ACI initials	Date
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Subsequent grades

16. Applies ultrasound

- Performs assessment to determine indications, contraindications and precautions
- Determines appropriate modality and applies appropriate parameters
- Applies modality correctly

Initial grade	ACI initials	Date
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Subsequent grades

17. Applies mechanical, manual, or positional traction

- Performs assessment to determine indications, contraindications and precautions
- Determines appropriate modality and applies appropriate parameters
- Applies modality correctly

Initial grade	ACI initials	Date
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Subsequent grades

18. Perform massage

- Performs assessment to determine indications, contraindications and precautions
- Determines appropriate techniques and parameters
- Applies correctly

Initial grade	ACI initials	Date
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Subsequent grades

19. Perform intermittent compression

- Performs assessment to determine indications, contraindications and precautions
- Determines appropriate modality and applies appropriate parameters
- Applies modality correctly

Initial grade	ACI initials	Date
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Subsequent grades

20. Demonstrates appropriate exercises to use to maintain cardiovascular and muscular endurance following a lower extremity injury

- Assesses for indications, contraindications and precautions*
- Chooses appropriate exercises*
- Instructs on proper use*

Initial grade	ACI initials	Date
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Subsequent grades

21. Demonstrates appropriate exercises to maintain cardiovascular and muscular endurance following an upper extremity injury

- Assesses for indications, contraindications and precautions*
- Chooses appropriate exercises*
- Instructs on proper use*

Initial grade	ACI initials	Date
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Subsequent grades

22. Uses an isokinetic device to measure strength or power or work

- Uses proper set-up for joint*
- Explains procedure to athlete*
- Performs warm-up and testing*
- Correctly analyzes output*
- Makes appropriate suggestions based on output*

Initial grade	ACI initials	Date
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Subsequent grades

23. Perform an assessment to determine neuromuscular control of the lower extremity then use results to help athlete improve in weak areas

- Perform single leg balance test*
- Uses appropriate exercises to improve on weaknesses*
- PNF patterns*
- Balance board*
- Incline board*

Initial grade	ACI initials	Date
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Subsequent grades

24. Properly documents rehabilitation progress

- Demonstrates understanding of rehabilitation principles*
- Documents all exercises*
- Documents goals*
- Documents progress using quantitative data*
- Documentation is logical, orderly, and confidential*

PROFICIENCIES FOR ES 475 – ATHLETIC TRAINING PRACTICUM VI

Below is a list of the scenario proficiencies required for ES 475. The student is responsible for initiating and scheduling all testing with the course instructor. Proficiencies are graded on a scale of 1-5. Students must receive a grade of 3 on all proficiencies in order to complete level VI and receive the Program Director's endorsement for the BOC examination. Only the grade for the first attempt will count toward the course final grade. A copy of this completed checklist must remain in the student's permanent file.

Grading Scale

- 1: Cannot perform this activity without major assistance or errors
- 2: Can perform this activity with slight assistance or small errors
- 3: Can perform this activity satisfactorily without assistance, error free
- 4: Performs activity satisfactorily without assistance and with more than acceptable speed and quality
- 5: Can perform this activity with more than acceptable quality and speed, with initiative, and with adaptability

REQUIRED PROFICIENCY SCENARIOS

Initial grade	ACI initials	Date
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Subsequent grades

1. Evaluate an athlete complaining of a sore throat and runny nose
 - Takes thorough history including asking for history of coughing, runny nose, allergies, fever, etc.
 - Uses light and tongue blade to evaluate throat for color, swelling, and other abnormalities
 - Palpates lymph nodes
 - Uses otoscope to evaluate ears
 - Uses a thermometer to take the temperature
 - Differentiates between the common cold, rhinitis, sinusitis, tonsillitis, strep, and influenza
 - Makes appropriate referral

Initial grade	ACI initials	Date
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Subsequent grades

2. Evaluate an athlete with a cough
 - Takes a thorough history including asking for history of coughing, runny nose, allergies, fever, asthma, etc.
 - Uses light and tongue blade to evaluate throat for color, swelling, and other abnormalities
 - Palpates lymph nodes
 - Uses otoscope to evaluate ears
 - Uses stethoscope to auscultate the lungs
 - Uses a thermometer to assess body temperature
 - Differentiate between asthma, bronchitis, hay fever, influenza, pneumonia, and URI
 - Makes appropriate referral

Initial grade	ACI initials	Date
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Subsequent grades

3. Evaluate an athlete with diarrhea and abdominal pain
 - Takes a thorough history including fever, meal history, activity history, timing of pain, location of pain, etc.
 - Considers possibilities including: viral illness, bacterial illness, irritable bowel, indigestion, appendicitis, and ulcer
 - Palpates abdominal quadrants for tenderness and rigidity
 - Uses a auscultate to auscultate the bowels
 - Documents the evaluation and suggested treatment

Initial grade	ACI initials	Date
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Subsequent grades

4. Examine an athlete with syncope
 - Takes a thorough history including timing of dizziness, food intake, water intake, previous history, heart disease, medication
 - Uses penlight to examine eyes
 - Evaluates pulse for rate, rhythm, strength
 - Evaluates breathing for rate, rhythm, and depth
 - Measures blood pressure
 - Suggests causes including: hypotension, anemia, illness, dehydration, hypoglycemia
 - Treats syncope with rest, foot elevation
 - Makes appropriate referral

Initial grade	ACI initials	Date
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Subsequent grades

5. Present an injury to the team physician using proper medical terms
 - Presents a thorough history*
 - Presents observations*
 - Presents results of any evaluations (i.e. blood pressure, temperature, PEARL)*
 - Documents all information*
 - Discusses the physician's diagnosis and suggestions in common terms with the athlete*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

6. Review pre-participation physicals for evidence of disease that may affect athletic participation
 - Looks for history of shortness of breath*
 - Looks for history of syncope*
 - Looks for family history of heart problems*
 - Looks for family history of sudden death*
 - Looks for history of diabetes*
 - Looks for history of organ or systemic problems*
 - Makes appropriate referral or activity restriction suggestion*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

7. Evaluate an athlete with painful itchy eyes
 - Takes thorough history including progression, hx of medication, history of allergies, photophobia*
 - Examines eyes for redness, discharge*
 - Differentiates between conjunctivitis, corneal abrasion, sty*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

8. Evaluate an athlete who thinks they may have asthma
 - Take thorough history (when is began, triggers, medications, etc.)*
 - Use a peak flow meter to evaluate resting and active peak flow*
 - Replicate proper use of an inhaler*
 - List names and actions of prescription asthma medications*
 - Discuss proper procedure for controlling an attack*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

9. Evaluate an athlete with severe fatigue and swollen lymph nodes
 - Take thorough history*
 - Palpate lymph nodes*
 - Use a penlight to examine throat*
 - Use otoscope to examine ears*
 - Use thermometer to measure body temperature*
 - Palpates spleen*
 - Examine skin for lesions or signs of swelling*
 - Make appropriate referral*
 - Knows signs/ symptoms of Epstein-Barr virus*
 - Knows signs/symptoms of Cancer (CAUTION)*
 - Knows sign/symptoms of Lyme disease*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

10. Evaluate a female athlete with amenorrhea
 - Defines amenorrhea*
 - Discusses causes including loss of weight, low body fat, high activity*
 - Defines female-athlete triad*
 - Discuss long-term effects*
 - Makes appropriate referral*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

11. Advise an athlete on the proper protocol after finding a lump in the breast
 - Discuss proper method for self-examination*
 - Discuss differential diagnosis: cancer, cystic breast, lymph node enlargement*
 - Make appropriate referral*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

12. Advise an athlete on the proper protocol after finding a lump in their testicle
 - Discuss proper method for self-examination*
 - Discuss differential diagnosis: cancer, varicocele, hematocele*
 - Make appropriate referral*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

13. Evaluate an athlete who complains of abdominal pain and painful urination
- Take thorough history including sexual history, medications, trauma, illness
 - Ask about discharge, hematuria
 - Measure body temperature with thermometer
 - Uses chemstrips to evaluate urine
 - Uses stethoscope to evaluate abdomen
 - Make appropriate referral
 - Differentiates STIs which causes these symptoms and bladder infections

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

14. Evaluate an athlete with chest pain following activity
- Take a thorough history including family history, medications, illness, asthma, trauma, syncope, breathing history
 - Palpates chest
 - Uses stethoscope to auscultate heart and lungs
 - Measures blood pressure
 - Considers hypertension, cardiomyopathy, anemia, acid reflux disease
 - Makes appropriate referral

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

15. Assist an athlete who believes they may be allergic to their medicine
- Take a thorough history including when they last took the medicine, how long they have been taking, reason for medication
 - Uses PDR to look up medication
 - Compares symptoms with adverse reactions
 - Checks precautions for contributing factors
 - Suggests athlete call prescribing physician or pharmacist

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

16. Choose the correct OTC medication for a particular ailment and simulate administration
- Determines proper medication
 - Identifies correct dosage and precautions
 - Records expiration date, lot number, dosage
 - Administers medication

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

17. Document the tracking of medications prescribed by a physician
- Lists name of medication
 - Lists name manufacturer
 - Lists amount
 - Lists dosage
 - Lists lot number
 - Lists expiration date

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

18. Use the PDR to assist an athlete in understanding their medication
- Finds medication
 - Explains generic and name-brand terminology
 - Explains indications
 - Explains contraindications
 - Explains warnings
 - Explains dosing
 - Explains precautions
 - Warns of adverse effects
 - Uses simple terms

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

19. Counsels an athlete with a suspected eating disorder
- Takes medical history
 - Identifies symptoms of eating disorder
 - Measures body composition if applicable
 - Demonstrates good listening skills
 - Is non-threatening and non-judgmental
 - Suggests appropriate referral

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

1. Determine nutritional intake for an athlete
 - Asks athlete to list all food intake including amounts*
 - Determines protein, fat, carbohydrate, vitamin, mineral, and fluid intake*
 - Using the food pyramid, explains the distribution of nutritional intake*
 - Determines caloric intake*
 - Determines basal metabolic rate*
 - Discusses with the athlete the requirements to gain or lose weight*

Initial grade	ACI initials	Date
---------------	--------------	------

Subsequent grades

2. Simulate an intervention with an individual who has the signs and symptoms of disordered eating
 - Identifies social signs and symptoms of disordered eating*
 - Identifies physical signs and symptoms of disordered eating*
 - Identifies means of measuring ideal body weight and composition*
 - Addresses actions and facts, not emotions*
 - Is non-threatening*
 - Demonstrates good listening skills*
 - Suggests appropriate referral resources*

Proficiencies for ES 475

Appendix B: Clinical Performance Evaluation Tools for Level I – VI

ATHLETIC TRAINING STUDENT EVALUATION LEVEL I
TRUMAN STATE UNIVERSITY

STUDENT'S NAME: _____

ACI's SIGNATURE _____

STUDENT's SIGNATURE _____

DATE
OF
REVIEW _____

- NA= Not observed, unable to evaluate
- 1= Deficient-needs remedial aid prior to advancing
- 2= Below Average-performs at unsatisfactory level, needs close supervision
- 3= Average, performs at minimal standards
- 4= Above Average, performs a little better than most at the same level
- 5= Outstanding, performs better than most at this level

GENERAL CHARACTERISTICS FOR ALL ATHLETIC TRAINING STUDENTS

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
AT Room cleaning procedures		
Pre and post practice procedures		
Monitoring of athletic practices		
Taping skills		
Wrapping skills		
Use of Universal Precautions		
Wound care		

0

Additional comments:

TOTAL SCORE 0

ATHLETIC TRAINING STUDENT EVALUATION

TRUMAN STATE UNIVERSITY

LEVEL
II

STUDENT'S NAME _____

DATE OF
REVIEW _____

ACI's SIGNATURE _____

STUDENT's SIGNATURE _____

- NA= Not observed, unable to evaluate
- 1= Deficient-needs remedial aid prior to advancing
- 2= Below Average-performs at unsatisfactory level, needs close supervision
- 3= Average, performs at minimal standards
- 4= Above Average, performs a little better than most at the same level
- 5= Outstanding, performs better than most at this level

GENERAL CHARACTERISTICS FOR ALL ATHLETIC TRAINING STUDENTS

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
Taping skills		
Wrapping skills		
Practical knowledge of anatomy		
Knowledge of football protective equipment		
Correctly measures vital signs		
Set-up and use of basic modalities		
OSHA procedures		
Knows emergency procedures		
Ability to handle emergencies		
Management of open wounds		
Use of emergency equipment		
Recognition of injuries		
Takes a thorough injury history		
Provides acute care		

0

Additional Comments:

TOTAL SCORE

0

STUDENT'S NAME _____

ACI's SIGNATURE _____ DATE OF REVIEW _____

STUDENT'S SIGNATURE _____

- NA= Not observed, unable to evaluate
- 1= Deficient-needs remedial aid prior to advancing
- 2= Below Average-performs at unsatisfactory level, needs close supervision
- 3= Average, performs at minimal standards
- 4= Above Average, performs a little better than most at the same level
- 5= Outstanding, performs better than most at this level

GENERAL CHARACTERISTICS FOR ALL ATHLETIC TRAINING STUDENTS

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
Application of anatomy		
Ability to take a thorough history		
Understanding of modality usage		
Application of modalities to treat injuries		
Understanding of evaluation techniques		
Understanding of names of special tests		
Accurate performance of special tests		
Documentation of evaluation results		
Communication with ACI		
Understanding of proper referral guidelines		
Performance of evaluation		
Effective supervision of practices/games		
Documentation of daily treatment		
Development of treatment plan		

0

TOTAL SCORE 0

**ATHLETIC TRAINING STUDENT EVALUATION
TRUMAN STATE UNIVERSITY**

LEVEL IV

STUDENT'S NAME _____

DATE OF REVIEW _____

ACI's SIGNATURE _____

STUDENT's SIGNATURE _____

- NA= Not observed, unable to evaluate
- 1= Deficient-needs remedial aid prior to advancing
- 2= Below Average-performs at unsatisfactory level, needs close supervision
- 3= Average, performs at minimal standards
- 4= Above Average, performs a little better than most at the same level
- 5= Outstanding, performs better than most at this level

**GENERAL CHARACTERISTICS FOR ALL
ATHLETIC TRAINING STUDENTS**

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
Demonstrates cultural and ethnic sensitivity		
Compiles and accesses injury data		
Documentation of evaluation		
Accurately interprets results of special tests		
Provides thorough evaluation		
Explains injury to athlete		
Treats athlete based on evaluation		
Uses appropriate modality and parameters		
Adjusts modalities based on feedback		
Bases treatment on injury response		
Documents treatment and effects		
Effective supervision of practice		
Makes quick, appropriate decisions		
Communication with team physician		

0

Additional Comments:

TOTAL SCORE 0

STUDENT'S NAME _____

DATE OF REVIEW _____

ACI's SIGNATURE _____

STUDENT's SIGNATURE _____

NA= Not observed, unable to evaluate

1= Deficient-needs remedial aid prior to advancing

2= Below Average-performs at unsatisfactory level, needs close supervision

3= Average, performs at minimal standards

4= Above Average, performs a little better than most at the same level

5= Outstanding, performs better than most at this level

**GENERAL CHARACTERISTICS FOR
ALL ATHLETIC TRAINING STUDENTS**

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
Rehab plan based on injury evaluation		
Assesses rehab progress		
Documents rehabilitation		
Bases treatment on evaluation		
Uses appropriate modality and parameters		
Bases treatment/rehab on injury response		
Implements initial rehab process		
Application of ROM exercises		
Application of strength exercises		
Application of proprioception exercises		
Application of sport specific exercises		
Usage of return to play guidelines		
Communication with coaches		
Communication with ACI		

0

TOTAL SCORE 0

STUDENT'S NAME _____

DATE OF REVIEW _____

ACI's SIGNATURE _____

STUDENT's SIGNATURE _____

- NA= Not observed, unable to evaluate
- 1= Deficient-needs remedial aid prior to advancing
- 2= Below Average-performs at unsatisfactory level, needs close supervision
- 3= Average, performs at minimal standards
- 4= Above Average, performs a little better than most at the same level
- 5= Outstanding, performs better than most at this level

GENERAL CHARACTERISTICS FOR ALL ATHLETIC TRAINING STUDENTS

	Score	Comments
Ability to handle stress		
Adaptability		
Organization skills		
Ability to handle emergencies		
Makes ethical decisions		
Documentation skills		
Time management		
Critical thinking skills		
Work ethic		
Initiative		
Professionalism		
Communication skills		
Dedication to learning/improvement		
Cooperation		

0

LEVEL DEPENDANT SKILLS

	Score	Comments
Efficiency in injury evaluation		
Determine return to activity criteria		
Decisions on practice/play restriction criteria		
Effective use of otoscope, stethoscope, etc.		
Recognizes various illnesses		
Proper treatment and medications for illnesses		
Assesses medication information		
Knowledge of disease/illness limitations		
Makes appropriate medical referrals		
Effective supervision of practice		
Makes quick, appropriate decisions		
Communication with team physician		
Understands budgeting constraints		
Understands the importance of documentation		

0

TOTAL SCORE 0

Appendix C: Clinical Hours Log

Running
Total,
previous _____

NAME _____

Supervised Hours for Athletic Training Students

Month _____ Year _____ Sport _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CI
Signature _____

Date _____

Monthly
Total _____

Supervised Hours for Athletic Training Students

Month _____ Year _____ Sport _____

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Total
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CI
Signature _____

Date _____

Monthly
Total _____

Appendix D: Clinical Progression Assessment Tool

ATHLETIC TRAINING PROGRESSION INFORMATION

Level One

- Meeting with Clinical Coordinator _____ date _____
- B or better in ES 205 – Community First Aid and CPR
- B or better in ES 190 – Foundations of Exercise Science
- B or better in ES 290 – Athletic Training Practicum I
- Completion of all Practicum I competencies with a grade of 3 or higher
- Completion of Physical Examination
- Completion of Hepatitis B Vaccination Recognition form
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation
- Acceptance into the Athletic Training Education Program

Student has satisfactorily
completed this level

Clinical Coordinator Date

Level Two

- C or higher in ES 280 – Principles of Athletic Training
- C or higher in BIOL 356 – Human Anatomy
- C or higher in ES 291 – Athletic Training Practicum II
- Completion of all Practicum II competencies with a grade of 3 or higher
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation

Student has satisfactorily
completed this level

Clinical Coordinator Date

Level Three

- C or higher in ES 433 – Therapeutic Modalities
- C or higher in ES 436 – Athletic Injury Evaluation
- C or higher in ES 390 – Athletic Training Practicum III
- Completion of all Practicum III competencies with a grade of 3 or higher
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation

Student has satisfactorily
completed this level

Clinical Coordinator Date

PROGRESSION page II

Level Four

- C or higher in ES 434 – Physical Rehabilitation for Athletic Injuries
- C or higher in ES 334 – Physiological Assessment
- C or higher in ES 391 – Athletic Training Practicum IV
- Completion of all Practicum IV competencies with a grade of 3 or higher
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation

Student has satisfactorily
completed this level

Clinical Coordinator Date

Level Five

- C or higher in ES 509- Advanced Athletic Training
- C or higher in ES 474 – Athletic Training Practicum V
- Completion of all Practicum V competencies with a grade of 3 or higher
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation

Student has satisfactorily
completed this level

Clinical Coordinator Date

Level Six

- C or higher in ES 435 – Athletic Training Room Management
- C or higher in ES 475 – Athletic Training Practicum VI
- C or higher in ES 345 – Introduction to Exercise Physiology
- Completion of all Practicum VI competencies with a grade of 3 or higher
- Score of 3/5 on each level-dependent skill included in the second (end of semester) Athletic Training Student Evaluation

Student has satisfactorily
completed this level

Clinical Coordinator Date

- Equipment Intensive experience _____
- Upper Extremity experience _____
- Lower Extremity experience _____
- General Medical experience _____

Appendix E: Web site/database survey and results - faculty

ATSA WEB SITE/DATABASE SURVEY

FACULTY

The purpose of this survey is to evaluate the effectiveness of the ATSA web site and database.

Hours

1. How effective was ATSA in monitoring the students' completed hours?

1 2 3 4 5 **1.3**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Student Evaluations

2. How effective was ATSA in assisting you enter student evaluations?

1 2 3 4 5 **1.6**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

3. How effective was ATSA in determining which student evaluations were complete?

1 2 3 4 5 **1.7**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

4. How effective was ATSA in assisting you communicate the results of student evaluations?

1 2 3 4 5 **2.0**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Competencies

5. How effective was ATSA in assisting you enter competencies?

1 2 3 4 5 **1.7**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

6. How effective was ATSA in tracking which competencies were completed?

1 2 3 4 5 **2.2**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

7. How effective was ATSA in tracking students' competency grades?

1 2 3 4 5 **1.7**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Navigation

8. How would you describe the ease of navigation of ATSA?

1 2 3 4 5 **1.8**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Compare to old system

In the three areas below, how does the new ATSA system compare with the old paper system?

9. Hours tracking

1	2	3	4	5	NA	1.5
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

10. Competency tracking

1	2	3	4	5	NA	1.5
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

11. Student evaluation tracking and completion

1	2	3	4	5	NA	1.0
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

PDA

Please answer the following questions with respect to the PDA

12. Did you use the PDA to track competencies? Yes **2** No **3**

13. How easy was it to use the PDA?

1	2	3	4	5	3.0
Easy, required little time or effort, effective			difficult, required too much time/effort, ineffective		

14. How do you think the PDA affected the tracking and reporting of competencies?

1	2	3	4	5	2.5
Tracking was easier, faster, more effective			Tracking was harder, slower, less effective		

15. Please comment on the use of the PDA.

When it works, it is great

Takes getting used to

Big learning curve

Didn't use because of difficulty

Will be great when it works

It worked at the very end of the semester and made tracking much faster, easier, and more reliable than the post-it note method

Comments:

What do you like most about ATSA?

Ease of tracking

Every form in one place

Everything is together

Convenient, easy-to-use

Easy to check off

You can check student progress at any time

What would you like to see added to ATSA?

ACI and course evals

Biographical Data

Log out button

Better view of completed proficiencies

Comments?

Appendix F: Web site/database survey and results - students

ATSA WEB SITE/DATABASE SURVEY

STUDENTS

The purpose of this survey is to evaluate the effectiveness of the ATSA web site and database.

What is your year in the program? 1 2 3 4 5 **2.7**

Hours

1. How effective was ATSA in monitoring your completed hours?

1 2 3 4 5 **1.6**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Student Evaluations

2. How effective was ATSA in determining which of your semester evaluations were complete?

1 2 3 4 5 **1.7**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

3. How effective was ATSA in assisting you communicate the results of your semester evaluations?

1 2 3 4 5 **1.8**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Competencies

5. How effective was ATSA in tracking which competencies were completed?

1 2 3 4 5 **1.9**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

6. How effective was ATSA in tracking your competency grades?

1 2 3 4 5 **1.8**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Navigation

8. How would you describe the ease of navigation of ATSA?

1 2 3 4 5 **1.4**
Easy, required little time or effort, effective difficult, required too much time/effort, ineffective

Compare to old system

In the three areas below, how does the new ATSA system compare with the old paper system?

9. Hours tracking

1	2	3	4	5	NA	1.5
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

10. Competency tracking

1	2	3	4	5	NA	2.0
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

11. Student evaluation tracking and completion

1	2	3	4	5	NA	2.5
ATSA is easier, more efficient, more effective			ATSA is more difficult, less efficient, less effective			

Comments:

What do you like most about ATSA?

Ease of tracking hours (5 comments)

I don't have to add my hours (5 comments)

I don't have to worry about losing my papers (4 comments)

It is easy to view my grades (2 comments)

What would you like to see added to ATSA?

Photos

Pictures

Calendar of events

Clinical rotations

Comments?

I prefer the on-line method