



Athletic Training Education Program

The following scale should be used to complete the ATS end-of-semester evaluations:

5 = well above semester standard	2 = below semester standard
4 = above semester standard	1 = unacceptable level
3 = meets semester standard	0 = unable to evaluate

The following evaluation criteria are examples of how the above scores should be determined for each category. The list of examples is not comprehensive. Specific comments for each category should be placed in the appropriate space to the right of the category.

Athletic Training Competency:

General athletic training proficiency refers to the general athletic training knowledge and skills demonstrated by the student, which should be consistent with his/her specific competency level

- Properly completes daily activities & duties
- Correctly sets up athletic training supplies and equipment for an athletic event
- Foresees potential risks and implements prevention procedures

Taping, bandaging & bracing refers to the student's ability to utilize correct taping and bandaging techniques, and apply protective braces

- Recognizes correct taping or bandaging procedures for a specific injury
- Proficient application of taping & bandaging techniques
- Correctly selects and applies the appropriate brace

Wound care refers to the student's ability to recognize and treat various superficial wounds that occur from physical activity

- Properly manages superficial wounds
- Correctly applies protective & prophylactic bandaging
- Protects wound to allow continued participation

Emergency care refers to the student's ability to provide emergency first aid care to the physically active patient

- Demonstrates knowledge of correct spine boarding procedures & techniques
- Demonstrates knowledge of correct splinting techniques
- Demonstrates knowledge of proper environmental considerations

General anatomy and physiology proficiency refers to student's comprehension and ability to apply human anatomy and physiology knowledge

- Correctly identifies the location of anatomical structures
- Correctly describes physiological responses to exercise &/or injury

Injury/illness etiology and pathology refers to the student's comprehension and ability to relate etiological and pathological knowledge to the prevention and care of injuries and illnesses suffered by the patient

- Correctly identifies related etiological factors of a specific injury or illness
- Correctly describes pathological changes due to an injury or illness
- Correctly evaluates illnesses suffered by the patient

Lower extremity injury assessment refers to the knowledge and skills demonstrated by the student when performing a lower extremity injury evaluation

- Asks useful questions when taking a history of the patient's injury
- Correctly performs appropriate assessment techniques

Upper extremity injury assessment refers to the knowledge and skills demonstrated by the student when performing an upper extremity injury evaluation

- Asks useful questions when taking a history of the patient's injury
- Correctly performs appropriate assessment techniques

Trunk and spine injury assessment refers to the knowledge and skills demonstrated by the student when performing a trunk and spine injury evaluation

- Asks useful questions when taking a history of the patient's injury
- Correctly performs appropriate assessment techniques

General organization and administration proficiency refers to the student's comprehension and ability to perform general administrative functions in the clinical athletic training setting

- Able to write a SOAP note / MD note following medically accepted standards
- Completes accurate record maintenance (e.g. Sports Ware)
- Maintains organized medical records on the patient

General pharmacological proficiency refers to the student's comprehension and ability to apply general pharmacological knowledge specifically related to the practice of athletic training

- Demonstrates knowledge of contraindications & therapeutic benefits of medications when prescribed to patient
- Identifies the lot number and expiration date on a drug package
- Instructs the patient about potential side effects of banned substances

General nutrition proficiency refers to the student's comprehension and ability to apply general nutritional knowledge specifically related to the practice of athletic training

- Instructs the patient on proper hydration methods during excessively warm weather
- Instructs the patient on proper methods for meeting nutritional needs (e.g. gaining/losing weight)

Therapeutic modalities refers to the student's ability to properly use therapeutic modalities to treat musculoskeletal injuries suffered by the physically active patient

- Demonstrates knowledge of correct treatment parameters for modalities when treating an injury
- Correctly identifies contraindications before applying modalities

Rehabilitation and therapeutic exercise refers to the student's ability to design rehabilitation programs and progress therapeutic exercises based on the pathology of the patient's condition

- Instructs the patient on correct exercise techniques
- Establishes correct therapeutic exercises based on the injury pathology
- Modifies rehab programs accordingly

Appropriate use of equipment and resources refers to being able to use equipment properly and to utilize equipment available

- Uses modalities & other therapeutic equipment correctly
- Demonstrates proper maintenance of all athletic training room equipment
- Demonstrates ability to choose & fit appropriate braces

Personal Attributes:

Attitude/Demeanor refers to the manner in which the student approaches his/her clinical assignment

- Comes willing to work
- Performs duties with a smile
- Learns from every experience
- Tries new things & open to new opinions

Enthusiasm is demonstrating excitement and willingness to learn

- Excited to learn new things
- Investigates new knowledge on cases
- Volunteers for extra tasks

Reliability/Dependability refers to coming on time and doing the things he/she is asked to do

- Does everything that is asked of him/her
- Is on time to all events
- Performs tasks properly & as instructed

Emotional maturity refers to those behaviors exhibited by the student which should demonstrate a noticeable level of adult development

- Accepts role of being an ATS
- Able to handle the stress of this role
- Does not complain
- Does not exhibit obnoxious or annoying behavior

Initiative is doing things that need to be done without being told as well as learning on his/her own

- Finds what needs to be done and does it
- Starts working immediately
- Studies on own
- Volunteers to do other tasks

Personal Appearance refers to dressing professionally at all times and in accordance to the ATEP policies and procedures

- Well groomed
- Practices proper hygiene
- Dresses professionally at all times
- Wears appropriate jewelry/apparel

Ability to accept constructive criticism refers to accepting advice on how to better one's skills and professionalism

- Tries new techniques when shown
- Is not offended when corrected
- Takes criticism well and learns from it

Recognition of strengths and limitations refers to the student's ability to recognize his/her abilities (i.e., competency level)

- Capitalizes on maintaining strengths and developing weaknesses
- Reflects on positive &/or negative outcomes from his/her actions
- Does not perform tasks of a higher level student

Seeks advice for improvement refers to asking questions when unsure of oneself

- Asks for help when needed
- Asks for assistance in performing a skill
- Asks questions helpful to his/her development

Work ethic refers to how hard the student works while on site

- Completes tasks at 100% effort level
- Does not take short cuts

Demonstrates confidence when practicing athletic training refers to not being hesitant or unsure of using knowledge & skills

- Immediately gets involved in a learning experience
- Performs skills consistent with knowledge level without hesitation
- Correctly performs tasks with effortless thought

Ability to effectively communicate refers to being able to explain what they are doing to the patient, and to properly communicate with their clinical instructor

- Explains what he/she is doing to the patient, coach, clinical instructor, etc.
- Effectively discusses & supports rationale
- Maintains proper communication with clinical instructor and other staff

Makes proper conclusions and decisions refers to being able to effectively bring together all of his/her knowledge

- Associates injury assessment findings with related pathology
- Identifies and determines correct return-to-play procedures
- Determines appropriate treatment plans

Demonstrates effective critical thinking/problem solving skills refers to being able to analyze, comprehend, and solve a situation

- Analyzes mechanism of injury for pt. complaint
- Correctly evaluates a patient's injury
- Develops most effective treatment plan
- Asks questions that help to solve the problem
- Demonstrates creative solutions for problems

Professional relationship with patients refers to refraining from flirting or other unprofessional behavior

- Respects the confidentiality of the patient
- Does not flirt with or become romantically involved with the patient
- Does not abuse or inflict pain on the patient
- Treats the patient in a caring manner

Professional relationship with coaches/administrators refers to treating coaches & administrators with respect and appropriate loyalty, always in a professional manner

- Respects coach's/administrator's role
- Loyalty to the team and the coach
- Talks to coach/administrator in respectful manner

Professional relationship with ACI / CI refers to understanding the clinical instructor's role and respecting his/her decisions

- Does everything he/she asks them to do
- Accepts him/her as a teacher
- Respects his/her decisions and actions
- Demonstrates respect for the ACI/ CI

Professional relationship with peers refers to respecting the other students in a positive manner

- Does not annoy or distract other students
- Encourages other students to do better
- Helps others with tasks
- Treats other students with respect

Professional relationship with medical or other health care professionals refers to acknowledging and respecting the role of the team physician, staff athletic trainers & other health care professionals

- Asks physicians' opinions when appropriate
- Respects the physician's opinion
- Show gratitude when necessary

Leadership qualities refer to the ability of the student to take charge when necessary and to assume proper leadership roles

- Leads others to do better
- Takes charge of getting tasks done
- Looks for ways to improve

The following Rubric should be used for the numerical scoring aspect of the end of the End of Rotation Evaluation form:

Fulfillment of Clinical Rotation Responsibilities

	100-90	89-80	79-70	69-60	59-below
Criterion	Consistently completes all expected &/or assigned clinical responsibilities	Consistently completes most expected &/or assigned clinical responsibilities	Consistently completes some expected &/or assigned clinical responsibilities	Inconsistently completes most expected &/or assigned clinical responsibilities	Fails to complete most expected &/or assigned clinical responsibilities
	Consistently demonstrates willingness to engage in all aspects of clinical rotation	Consistently demonstrates willingness to engage in most aspects of clinical rotation	Consistently demonstrates willingness to engage in some aspects of clinical rotation	Inconsistently demonstrates willingness to engage in most aspects of clinical rotation	Fails to demonstrate willingness to engage in most aspects of clinical rotation
	Consistently demonstrates efficiency of performance of all expected &/or assigned clinical responsibilities	Consistently demonstrates efficiency of performance of most expected &/or assigned clinical responsibilities	Consistently demonstrates efficiency of performance of some expected &/or assigned clinical responsibilities	Inconsistently demonstrates efficiency of performance of most expected &/or assigned clinical responsibilities	Fails to demonstrate efficiency of performance of most expected &/or assigned clinical responsibilities

Demonstration & Mastery of Semester Appropriate Clinical Skills

	100-90	89-80	79-70	69-60	59-below
Criterion	Consistently demonstrates expected level of mastery of all semester appropriate clinical skills	Consistently demonstrates expected level of mastery of most semester appropriate clinical skills	Consistently demonstrates expected level of mastery of some semester appropriate clinical skills	Inconsistently demonstrates expected level of mastery of most semester appropriate clinical	Fails to demonstrate expected level of mastery of most semester appropriate clinical
	Consistently demonstrates willingness to engage in development of all semester appropriate clinical skills	Consistently demonstrates willingness to engage in development of most semester appropriate clinical skills	Consistently demonstrates willingness to engage in development of some semester appropriate clinical skills	Inconsistently demonstrates willingness to engage in development of most semester appropriate clinical skills	Fails to demonstrate willingness to engage in development of most semester appropriate clinical skills
	Consistently seeks feedback on development of all semester appropriate clinical skills	Consistently seeks feedback on development of most semester appropriate clinical skills	Consistently seeks feedback on development of some semester appropriate clinical skills	Inconsistently seeks feedback on development of most semester appropriate clinical skills	Fails to seek feedback on development of most semester appropriate clinical skills
	Correctly analyzes and interprets situations both independently and correctly, and chooses the most appropriate action to resolve the issue. Actions are consistent with site policy and procedure	Correctly analyzes and interprets situations both independently and correctly, but fails to choose the most appropriate action to resolve the issue. Actions are consistent with site policy and procedure	Correctly analyzes and interprets situations only with the guidance of a preceptor. The student is able to perform appropriate actions to resolve the issue	Incorrectly analyzes and interprets situations and thus acts inappropriately. The consequences of the incorrect analysis are minimal	Incorrectly analyzes and interprets situations and thus acts inappropriately. The consequences of the incorrect analysis are potentially serious

Communication

	50-45	44-40	39-35	34-30	29-below
Criterion	Possesses good listening skills and demonstrates the ability to effectively communicate with the clinical instructors, athletes, coaches and other necessary personnel in a professional manner, both verbally and in writing	Demonstrates the ability to effectively communicate with the clinical instructors, athletes, coaches and other necessary personnel in a professional manner, both verbally and in writing. However, has a lapse in skills which makes communication ineffective at times.	Demonstrates the ability to effectively communicate with preceptors, athletes, coaches and other necessary personnel in a professional manner, but needs improvement in written or verbal skills at this time and/or may lack appropriate listening skills	Demonstrates knowledge of the communication process but lacks sufficient ability to effectively communicate with the clinical instructors, athletes, coaches and other necessary personnel in a professional manner. The student needs significant improvement in written, verbal and/or listening skills.	Frequently demonstrates the inability to effectively communicate in the athletic training setting.

Professionalism

	50-45	44-40	39-35	34-30	29-below
Criterion	Consistently reports to all practical experience assignments on time or early and stays until completion as the situation warrants	Consistently reports to most practical experience assignments on time or early and stays until completion as the situation warrants	Consistently reports to some practical experience assignments on time or early and stays until completion as the situation warrants	Reports to some practical experience assignments late and/or does not stay until completion as the situation warrants	Consistently reports to most practical experience assignments late and/or does not stay until completion as the situation warrants
	Maintains a professional rapport with patients in all practical experience assignments	Maintains a professional rapport with patients in most practical experience assignments	Maintains a professional rapport with patients in some practical experience assignments	Occasionally fails to maintain a professional rapport with patients, resulting in lack of respect and trust from the majority of people dealt with	Consistently demonstrates a lack of professional rapport with patients
	Consistently maintains a professional rapport with the preceptor, accepts feedback positively and implements changes as needed	Usually maintains a professional rapport with the preceptor, accepts feedback positively and implements changes as needed	Occasionally maintains a professional rapport with the preceptor, accepts feedback positively and implements changes as needed	Occasionally questions the authority of the preceptor, which is exhibited in behaviors such as excessive questioning of policies/procedures or a negative view of instructor feedback. Recommended changes are not regularly implemented.	Consistently questions the authority of the instructor, which is exhibited in behaviors such as excessive questions of policies /procedures or a negative view of instructor feedback. Recommended changes are not implemented
	Always maintains appropriate appearance (dress, grooming, etc.) at all practical experience assignments	Usually maintains appropriate appearance (dress, grooming, etc.) at most practical experience assignments	Occasionally maintains appropriate appearance (dress, grooming, etc.) at some practical experience assignments	Rarely maintains appropriate appearance (dress, grooming, etc.) at most practical experience assignments	Fails to maintain appropriate appearance (dress, grooming, etc.) at most practical experience assignments

Organization & Administration

	50-45	44-40	39-35	34-30	29-below
Criterion	Demonstrates the ability to appropriately and accurately document daily clinical site function, both in written and computer formats, and rarely requires prompting to do so. There are no errors in the documentation	Demonstrates the ability to appropriately and accurately document daily clinical site function, both in written and computer formats, but requires occasional prompting to perform the skills. There are no errors in the documentation	Demonstrates the ability to appropriately document daily clinical site function, both in written and computer formats, but requires consistent prompting in order to perform the task. There are no errors in the documentation.	Demonstrates the ability to appropriately document daily clinical site function, both in written and computer formats, but makes occasional errors in documentation	Fails to demonstrate the ability to appropriately document daily clinical site function
	Demonstrates the ability to appropriately and thoroughly participate in athletic training site maintenance, and does so without being prompted	Demonstrates the ability to appropriately and thoroughly participate in athletic training site maintenance, but requires occasional prompting to perform the skills	Demonstrates the ability to appropriately and thoroughly participate in athletic training site maintenance, but requires consistent prompting in order to perform the required tasks	Demonstrates the ability to participate in athletic training site maintenance, but the job done is sloppy or incomplete	Fails to demonstrate the ability to appropriately and thoroughly participate in athletic training site maintenance
	Demonstrates appropriate knowledge of the function of athletic training supplies and is able to locate needed supplies in a timely manner	Demonstrates appropriate knowledge of the function of athletic training supplies and is able to locate needed supplies. The time for completion is longer than expected.	Has occasional lapses in the knowledge of the function of athletic training supplies and/or is unable to locate needed supplies. The implications of the lapses are not serious.	Has occasional lapses in the knowledge of the function of athletic training supplies and/or is unable to locate needed supplies. The implications of the lapses are serious	Demonstrates lack of understanding of the function and location of training room supplies