

Minnesota State University, Mankato
Entry-Level Athletic Training Education Program
 Athletic Training Student (ATS) Performance Criteria for Clinical Experiences- Approved
 Clinical Instructor / Clinical Instructor (ACI / CI) Evaluation of ATS

Directions for ACI / CI:

Please use the following descriptions when completing your clinical experience evaluations for those ATSs you supervise and instruct.

| Personal Attributes | Sample Behaviors |
|---|---|
| Attitude/Demeanor refers to the manner in which the student approaches their clinical assignment | a) Comes willing to work b) Performs duties with a smile c) Learns from every experience d) Tries new things & open to new opinions |
| Enthusiasm is demonstrating excitement and willingness to learn | a) Excited to learn new things b) Comes early and stays late c) Investigates new knowledge on cases d) Volunteers for extra tasks |
| Reliability/Dependability refers to coming on time and doing the things he/she is told to do | a) Does everything that is asked of him/her b) Is on time to all events c) Performs tasks properly & as instructed |
| Emotional maturity refers to those behaviors exhibited by the student which should demonstrate a noticeable level of adult development | a) Accepts role of being an ATS b) Able to handle the stress of this role c) Does not complain d) Is not obnoxious or annoying |
| Initiative is doing things that need to be done without being told as well as learning on their own | a) Finds what needs to be done and does it. b) Starts working immediately c) Studies on their own d) Volunteers to do other tasks |
| Personal Appearance refers to dressing professionally at all times and in accordance to the ATEP policies and procedures | a) Well groomed b) Practices proper hygiene c) Dresses professionally at all times d) Wears appropriate jewelry/apparel |
| Ability to accept constructive criticism refers to accepting advice on how to better ones skills and professionalism | a) Tries new techniques when shown b) Is not offended when corrected c) 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) | a) Capitalizes on maintaining strengths and developing weaknesses b) Reflects on positive &/or negative outcomes from his/her actions c) Does not perform tasks of a higher level student |
| Seeks advice for improvement refers to asking questions when unsure of oneself | a) Asks for help when needed b) Asks for assistance in performing a skill c) Asks questions helpful to his/her development |
| Work ethic refers to how hard the student works while on site | a) Completes tasks at 100% b) Does not take short cuts |

| Professional Attributes | Sample Behaviors |
|---|---|
| Demonstrates confidence when practicing athletic training refers to not being hesitant or unsure of using knowledge & skills | <ul style="list-style-type: none"> a) Immediately gets involved in a learning exp. b) Tapes an extremity without hesitation c) Correctly performs tasks with effortless thought |
| Able to effectively communicate refers to being able to explain what they are doing to the patient, and to properly communicate with their clinical instructor | <ul style="list-style-type: none"> a) Explains what they are doing to the patient, coach, clinical instructor, etc. b) Effectively discusses & supports rationale c) Maintains proper communication with clinical instructor and other staff |
| Makes proper conclusions and decisions refers to being able to effectively bring together all of their knowledge | <ul style="list-style-type: none"> a) Associates injury assessment findings with related pathology b) Identifies and determines correct return-to-play procedures c) Determines appropriate treatment plans |
| Demonstrates effective critical thinking skills refers to being able to analyze and comprehend a situation | <ul style="list-style-type: none"> a) Analyzes mechanism of injury for pt. complaint b) Correctly evaluates a patient's injury c) Develops most effective treatment plan |
| Demonstrates effective problem solving skills refers to being able to solve problems | <ul style="list-style-type: none"> a) Initiates needed changes when rehab is not progressing b) Asks questions that help to solve the problem c) Demonstrates creative solutions for problems |
| Professionalism refers to acting in a generally dignified and respectable manner | <ul style="list-style-type: none"> a) Is honest in all dealings b) Treats others with respect and dignity c) Refrains from gossiping or belittling |
| Professional relationship with patients refers to refraining from flirting or other unprofessional behavior | <ul style="list-style-type: none"> a) Respects the confidentiality of the patient b) Does not flirt or court with the patient c) Does not abuse or inflict pain on the patient d) Treats the patient in a caring manner |
| Professional relationship with coaches refers to treating coaches with respect and appropriate loyalty, always in a professional manner | <ul style="list-style-type: none"> a) Respects coaches role b) Loyalty to the team and the coach c) Talks to coach in respectful manner |
| Professional relationship with ACI / CI refers to understanding the clinical instructor's role and respecting his/her decisions | <ul style="list-style-type: none"> a) Does everything he/she asks them to do b) Accepts him/her as a teacher c) Respects their decisions and actions d) Demonstrates respect for the ACI/ CI |
| Professional relationship with peers refers to respecting the other students in a positive manner | <ul style="list-style-type: none"> a) Does not annoy or distract other students b) Encourages other students to do better c) Helps others with tasks d) 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 | <ul style="list-style-type: none"> a) Respects the physicians opinion b) Addresses physician as Dr. c) Show gratitude when necessary d) Asks physicians opinion when appropriate |
| Leadership qualities refer to the ability of the student to take charge when necessary and to assume proper leadership roles | <ul style="list-style-type: none"> a) Leads others to do better b) Takes charge of getting tasks done c) Looks for ways to improve |
| Uses equipment and resources appropriately refers to being able to use equipment properly and to utilize equipment available | <ul style="list-style-type: none"> a) Uses muscle stimulation or other modalities correctly b) Knows how to fill and clean a hydrocollator c) Knows how to fit specific braces |

| Athletic Training Competency | Sample Competencies / Clinical Proficiencies |
|--|--|
| 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 | <ul style="list-style-type: none"> a) Properly stocks an athletic training kit b) Correctly sets up athletic training supplies and equipment for an athletic event c) 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 | <ul style="list-style-type: none"> a) Recognizes correct taping or bandaging procedures for a specific injury b) Proficient taping & bandaging techniques c) 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 | <ul style="list-style-type: none"> a) Properly cleans superficial wounds b) Correctly applies steri strips c) Protects wound to allow continued participation (e.g., donut pads) |
| Emergency care refers to the student's ability to provide emergency first aid care to the physically active patient | <ul style="list-style-type: none"> a) Performs correct spine boarding procedures & techniques b) Correctly splints a possible fracture c) Properly treats a heat-related illness |
| General anatomy and physiology proficiency refers to student's comprehension and ability to apply human anatomy and physiology knowledge | <ul style="list-style-type: none"> a) Correctly identifies the location of anatomical structures b) Correctly describes physiological responses to exercise |
| 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 | <ul style="list-style-type: none"> a) Correctly identifies related etiological factors to a specific injury or illness b) Correctly describes pathological changes due to an injury or illness c) 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 | <ul style="list-style-type: none"> a) Asks useful questions when taking a history of the patient's injury b) Correctly performs a Lachman's test c) Correctly performs a manual muscle test for a lower extremity muscle |
| Upper extremity injury assessment refers to the knowledge and skills demonstrated by the student when performing an upper extremity injury evaluation | <ul style="list-style-type: none"> a) Asks useful questions when taking a history of the patient's injury b) Correctly performs an apprehension test c) Correctly performs a manual muscle test for a upper extremity muscle |
| Trunk and spine injury assessment refers to the knowledge and skills demonstrated by the student when performing a trunk and spine injury evaluation | <ul style="list-style-type: none"> a) Asks useful questions when taking a history of the patient's injury b) Correctly performs a rib compression test c) Correctly performs a manual muscle test for the spinal column |
| Kinesiological evaluations refers to the knowledge and skills demonstrated by the student when performing clinical biomechanical evaluation | <ul style="list-style-type: none"> a) Correctly identifies muscle substitutions for a specific exercise b) Properly identifies osteokinematic motions (e.g., knee flexion with down phase of a lunge) |
| General organization and administration proficiency refers to the student's comprehension and ability to perform general administrative functions in the clinical athletic training setting | <ul style="list-style-type: none"> a) Able to write a SOAP note following medically accepted standards b) Completes accurate inventory records c) Maintains organized medical records on the patient |

| Athletic Training Competency | Sample Competencies / Clinical Proficiencies |
|--|--|
| <p>General pharmacological proficiency refers to the student's comprehension and ability to apply general pharmacological knowledge specifically related to the practice of athletic training</p> | <ul style="list-style-type: none"> a) Identifies contraindications for NSAID's when prescribe to the patient b) Identifies the lot number and expiration date on a drug package c) Instructs the patient about potential side effects of anabolic-androgenic steroids |
| <p>General nutrition proficiency refers to the student's comprehension and ability to apply general nutritional knowledge specifically related to the practice of athletic training</p> | <ul style="list-style-type: none"> a) Instructs the patient on proper hydration methods during excessively warm weather b) Instructs the patient on proper methods for meeting nutritional needs (e.g., gaining weight) |
| <p>Therapeutic modalities refers to the student's ability to properly use therapeutic modalities to treat musculoskeletal injuries suffered by the physically active patient</p> | <ul style="list-style-type: none"> a) Selects correct treatment parameters for ultrasound when treating a chronic injury b) Correctly identifies contraindications before applying electrical stimulation |
| <p>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</p> | <ul style="list-style-type: none"> a) Instructs the patient on correct exercise techniques b) Establishes correct therapeutic exercises based on the injury pathology c) Modifies rehab programs accordingly |