

**Messiah College Athletic Training**  
**Student Clinical Experience Performance Evaluation – Form E**  
**Clinical/Practical Course Name: ATED 291 Clinical Experience**

Student Name: \_\_\_\_\_ Class/Level: \_\_\_\_\_

Preceptor: \_\_\_\_\_

Clinical Assignment: \_\_\_\_\_ Semester/Year Eval. Completed: \_\_\_\_\_

Point Value: 170 Points Earned: \_\_\_\_\_ Grade: \_\_\_\_\_

**Grading Policy:**

This Evaluation is based on a LETTER GRADE system. All performance areas (attributes/skills) are evaluated on a five (5) point scale. Students master a skill/attribute when a four (4) (B) rating is received.

**Keep in mind: Practicum I students (Sophomores) are Introductory/Basic- Level I students.**  
**Practicum II & III students (Juniors) are Intermediate/Mid- Level II students.**  
**Clinical course students (Seniors) are Advanced/Entry- Level III students.**

Cognitive skills, Psychomotor Skills, and Affective Characterizations are evaluated according to the criteria/rating scale below.

**Criteria/Rating Scale:**

<b>A = (5 pts) Excellent Skill/Behavior</b>	Performance is exceptional (consistently exceeds expectations for level)
<b>B = (4 pts) Very Good Skill/Behavior</b>	Performance is complete or at a mastery level (can immediately/appropriately adjust behavior/skill for Preceptor if requested).
<b>C = (3 pts) Average Skill/Behavior</b>	Performance is close to complete/mastery level, but requires <u>occasional</u> instruction/correction.
<b>D = (2 pts or below) Unacceptable Skill/Behavior</b>	Student must <u>repeat/improve</u> the skill or behavior.
<b>NO = Not Observed</b>	<b>Note:</b> In cases where a professional practice or a clinical integrated proficiency is not observed directly, give the student a hypothetical scenario, and evaluate their performance/response or application.

- **Please make comments to clarify ratings, indicate areas for improvement, or indicate improvements that have been made.**

**Directions:** Evaluate and review the student's performance twice during the clinical experience.

Eval A, approximately halfway through, and Eval B at the end. The ATS should read and sign first, followed by the Preceptor and finally the Program Director.

- **Please return this form to the Program Director within a week of the student's completion of the Practicum experience.**

**Grade %:** The % of Total Points and Grade Equivalents are listed below. Please indicate the student's total points when indicated. A student must average a B or better to meet the course skill requirements.

**A =93 (158) A- =90 (153) B+ =87 (148) B =83 (141) B- =80 (136) C+ =77 (131) C =74 (126)**

**I. Professional Practice Behaviors**

In each of the Professional Practice Behaviors listed, the ATS will demonstrate:

**IA. Professionalism:**

1. Professional Dress/Appearance: (follows standard dress/appearance guidelines)

A B+ B C+ C D  
Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

A B+ B C+ C D  
Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

2. Effective interpersonal communication skills (develops rapport with all personnel and exhibits compassion and empathy with patient/clients)

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

3. Honesty, integrity, dependability and initiative (is organized, completes all duties, is trustworthy and self-motivated)

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

4. Organization/planning ability (effective time management, clinical experience schedule planning, etc.)

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

5. Accepts authority/constructive criticism (interacts positively & professionally, follows chain of command, attempts Recommendations/instructions, etc.)

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

6. Self-Confidence (works with self-assurance and independence)

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

**IB. Primacy of the Patient**

7. Knowledge/application of patient confidentiality standards.

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

8. They provide quality client/patient healthcare and advocate for their needs.

Eval A: Scale: 5 4.5 4 3.5 3 2

Comments:

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

**IC. Team Approach to Practice**

9. They can a) execute duties within the legal scope of practice, and b) work with others in effecting positive patient outcomes.

Eval A: Scale: 5 4.5 4 3.5 3 2

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

Comments:

**ID. & IE. Legal/Ethical Practice**

10. Understanding and compliance with professional standards and codes including:

Eval A:

\_\_\_\_ A1. Renders quality patient care regardless of the patient's race, religion, age, sex, nationality, etc.

\_\_\_\_ A2. Respects the expertise/responsibility of all the patient's healthcare providers.

Comments:

Eval B:

\_\_\_\_ B1. Renders quality patient care regardless of the patient's race, religion, age, sex, nationality, etc.

\_\_\_\_ B2. Respects the expertise/responsibility of all the patient's healthcare providers.

Comments:

**IF. Advancing Knowledge**

11. Knowledge and use of evidence based practice in the delivery of care.

Eval A: Scale: 5 4.5 4 3.5 3 2

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

**IG. Cultural Competence**

13. Awareness of clients/patients differing attitudes/behaviors toward healthcare.

Eval A: Scale: 5 4.5 4 3.5 3 2

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

14. Knowledge, attitudes, behaviors and skills needed to provide optimal healthcare to diverse patients.

Eval A: Scale: 5 4.5 4 3.5 3 2

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

15. Understanding of how to work respectfully/effectively with patients from diverse populations and diverse work environments.

Eval A: Scale: 5 4.5 4 3.5 3 2

Eval B: Scale: 5 4.5 4 3.5 3 2

Comments:

**Note:** In cases where a CIP or Professional Behavior is not observed, give the student a scenario, problem, task to perform in a hypothetical setting/situation and evaluate the performance/response.

A B+ B C+ C D

Scale: 5 4.5 4 3.5 3 2

## **II. Clinical Integration Proficiencies (CIP)**

In each of the CIPs listed, the ATS will:

### **CIP- Prevention & Health Promotion**

#### **CIP-1.0**

Review program's health screen/pre-participation exams (ppe)/testing procedures and patient's baseline health hx/general health data (i.e. nutritional status/habits, health hx, physical activity status, body composition/weight, etc.) to:

Eval A:

- Evaluate the effectiveness in determining general health
- Make recommendations to improve health
- Prevent potential injuries/illnesses
- Provide patient education or referral to health professionals

Comments:

Eval B:

- Evaluate the effectiveness in determining general health
- Make recommendations to improve health
- Prevent potential injuries/illnesses
- Provide patient education or referral to health professionals

Comments:

#### **CIP-3.0**

Eval A:

- 1. Describe, implement and monitor program's prevention strategies for at-risk individuals (e.g. persons with: asthma, allergies, diabetes, hx of heat illness, sickle cell trait, hypertension, etc.).
- 2. Obtain/interpret data related to potentially harmful environmental conditions or body functions (e.g. blood glucose, peak expiratory flow, hydration status/body weight, etc.)
- 3. In case of emergency, can make appropriate recommendations for individual safety/activity status or activate appropriate E.A.P. (emergency action plan).

Comments:

Eval B:

- 1. Describe, implement and monitor program's prevention strategies for at-risk individuals (e.g. persons with: asthma, allergies, diabetes, hx of heat illness, sickle cell trait, hypertension, etc.).
- 2. Obtain/interpret data related to potentially harmful environmental conditions or body functions (e.g. blood glucose, peak expiratory flow, hydration status/body weight, etc.)
- 3. In case of emergency, can make appropriate recommendations for individual safety/activity status or activate appropriate E.A.P. (emergency action plan).

Comments:

#### **CIP-2.0**

Eval A:

- 1. Evaluate, select, modify and apply standard protective equipment, braces, pads and other custom devices to prevent/minimize the risk of injury and allow safe participation in sport or physical activity.
- 2. Evaluate, select, modify, and apply wrapping, taping and supportive techniques in order to prevent and/or minimize the risk of injury, or to provide an adjunct to effective rehabilitation and reconditioning activities.

Comments:

Eval B:

- 1. Evaluate, select, modify and apply standard protective equipment, braces, pads and other custom devices to prevent/minimize the risk of injury and allow safe participation in sport or physical activity.
- 2. Evaluate, select, modify, and apply wrapping, taping and supportive techniques in order to prevent and/or minimize the risk of injury, or to provide an adjunct to effective rehabilitation and reconditioning activities.

Comments:

**CIP- Healthcare Administration**

**CIP-9.0**

Eval A:

- \_\_\_\_ 1. Understand/evaluate/utilize program's medical related health and injury documentation procedures, forms and strategies to effectively communicate with patients, parents/guardians, physicians, insurers, colleagues and administrators, using appropriate procedures, confidentiality and privacy.

Comments:

Eval B:

- \_\_\_\_ 1. Understand/evaluate/utilize program's medical related health and injury documentation procedures, forms and strategies to effectively communicate with patients, parents/guardians, physicians, insurers, colleagues and administrators, using appropriate procedures, confidentiality and privacy.

Comments:

**CIP- Clinical Assessment Dx/Acute Care/Therapeutic Intervention**

**CIP-4.0**

19. Eval A:

- \_\_\_\_ a.1 Performs a clinical exam of an upper extremity injury, determines a dx/differential dx, participation clearance or restriction, referral, initial care, treatment goals/follow-up care, application of appropriate therapeutic modalities, rehabilitation techniques, medications, etc. Also, utilize one standard documentation form (e.g. S.O.A.P.) to document activity level, return to play decisions, patient outcomes and progress in treatment plans).
- \_\_\_\_ b.2 Performs a clinical exam of a lower extremity injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ c.3 & d.4 Performs a clinical exam of a head/neck/face injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ e.5 & f.6 Performs a clinical exam of spine/thoracic/abdominal injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ g.7 Performs an on the field Injury Assessment for any injury to determine immediate return to activity status; or the need to provide a comprehensive clinical exam.

Comments:

Eval B:

- \_\_\_\_ a.1 Performs a clinical exam of an upper extremity injury, determines a dx/differential dx, participation clearance or restriction, referral, initial care, treatment goals/follow-up care, application of appropriate therapeutic modalities, rehabilitation techniques, medications, etc. Also, utilize one standard documentation form (e.g. S.O.A.P.) to document activity level, return to play decisions, patient outcomes and progress in treatment plans).
- \_\_\_\_ b.2 Performs a clinical exam of a lower extremity injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ c.3 & d.4 Performs a clinical exam of a head/neck/face injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ e.5 & f.6 Performs a clinical exam of spine/thoracic/abdominal injury to determine clinical assessment, acute care and therapeutic interventions and documentation (see CIP-4a.1 above).
- \_\_\_\_ g.7 Performs an on the field Injury Assessment for any injury to determine immediate return to activity status; or the need to provide a comprehensive clinical exam.

Comments:

**CIP-5.0**

Eval A:

\_\_\_\_\_ Perform a comprehensive clinical exam utilizing a standard illness/condition documentation plan/procedure (e.g. S.O.A.P.) to determine a dx/different diagnosis, immediate follow-up care plan, referral, restrictions in participation and appropriate communication and return to activity plans.

Comments:

Eval B:

\_\_\_\_\_ Perform a comprehensive clinical exam utilizing a standard illness/condition documentation plan/procedure (e.g. S.O.A.P.) to determine a dx/different diagnosis, immediate follow-up care plan, referral, restrictions in participation and appropriate communication and return to activity plans.

Comments:

**CIP-6.0**

Eval A:

\_\_\_\_\_ Clinically evaluate and manage a patient with an emergency injury/condition including primary survey, secondary survey, level of consciousness/shock, activation of E.A.P., diagnosis, provision of emergency care (e.g. CPR, AED, O<sub>2</sub>, splints, spine stabilization, etc.) and appropriate documentation of emergency and care given (on standard forms/procedures).

Comments:

Eval B:

\_\_\_\_\_ Clinically evaluate and manage a patient with an emergency injury/condition including primary survey, secondary survey, level of consciousness/shock, activation of E.A.P., diagnosis, provision of emergency care (e.g. CPR, AED, O<sub>2</sub>, splints, spine stabilization, etc.) and appropriate documentation of emergency and care given (on standard forms/procedures).

Comments:

**Psychosocial Strategies and Referral**

**CIP-7.0**

Eval A:

\_\_\_\_\_ Select and integrate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehab or treatment adherence, return to activity, and overall outcomes including: verbal motivation, goal/plan setting, imagery, pain management, self-talk, and/or relaxation.

Comments:

Eval B:

\_\_\_\_\_ Select and integrate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehab or treatment adherence, return to activity, and overall outcomes including: verbal motivation, goal/plan setting, imagery, pain management, self-talk, and/or relaxation.

Comments:

**CIP-8.0**

Eval A:

\_\_\_\_\_ Demonstrate ability to recognize and refer at-risk individuals with psychosocial disorders and/or mental health emergencies and understand/follow program's management plan as needed.

Comments:

Eval B:

\_\_\_\_\_ Demonstrate ability to recognize and refer at-risk individuals with psychosocial disorders and/or mental health emergencies and understand/follow program's management plan as needed.

Comments:

**III. Signatures/Documentation**

A. Date/year the student received/reviewed/completed the clinical skill/attribute evaluation: \_\_\_\_\_

B. Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

C. Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

D. Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Note:** The student signature does not necessarily mean that he/she is in agreement with the evaluation. It serves as proof that the clinical skill/attribute evaluation was reviewed with the student.

Comments: