

# **STUDENT HANDBOOK**

**ATHLETIC TRAINING EDUCATIONAL PROGRAM**

**UNIVERSITY OF NEVADA  
LAS VEGAS**

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# INTRODUCTION

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## ATHLETIC TRAINING

Athletic training is a critical element of the Sports Medicine profession. Athletic training requires many hours of total educational coursework and practical experience to meet the entry-level expectations of a Certified Athletic Trainer.

A Certified Athletic Trainer, or ATC, is a highly educated and skilled professional whose primary emphasis is assisting active populations during the injury process. In cooperation with physicians and other allied health personnel, the athletic trainer functions as an integral member of the athletic health care team in secondary schools, colleges and universities, sports medicine clinics, professional sports programs, and other health care settings. Athletic training students are educated in a number of areas that have been entitled Athletic Training Educational Competencies for the Health Care of the Physically Active. These competencies are:

- ◆ Risk Management and Injury Prevention
- ◆ Assessment and Evaluation
- ◆ Acute Care of Injury and Illness
- ◆ General Medical Conditions and Disabilities
- ◆ Pathology of Injury and Illness
- ◆ Pharmacological Aspects of Injury and Illness
- ◆ Nutritional Aspects of Injury and Illness
- ◆ Therapeutic Exercise
- ◆ Therapeutic Modalities
- ◆ Health Care Administration
- ◆ Professional Development and Responsibilities
- ◆ Psychosocial Intervention and Referral

Certified Athletic Trainers must obtain a bachelors degree in athletic training from an accredited college or university. In addition, Certified Athletic Trainers also participate in extensive clinical affiliations with athletic teams where they receive clinical instruction.

To become a Certified Athletic Trainer one must fulfill the requirements for certification established by the National Athletic Trainers' Association Board of Certification Inc. (BOC). The certification examination administered by the BOC consists of a written exam, an oral/practical section that evaluates the skill components of the domains within athletic training, and a written simulation test consisting of athletic training related approximations of real life situations and decision making designed to resolve cases similar to those they might encounter in actual practice. The BOC is in the process of re-designing the certification examination and students will be apprised of those changes as the Program administration is given the information. Athletic Trainers who pass the certification examination, proving they have the entry-level skills and knowledge within each of the domains mentioned above, earn the designation "ATC."

The athletic training profession is very dynamic offering new challenges every day. In the classroom students are challenged to learn the most up to date methods for injury prevention, recognition, and care. An athletic training student also learns from clinical instructors they work with each and every day. The student must learn early how to take full advantage of both types of learning environments.

During the next five semesters at UNLV you, as an athletic training student, will face many challenges. One of the hardest things is balancing a full class load with athletic training room commitments, and trying to maintain a normal life. As a student your first and foremost obligation is to school, make sure you are attending and participating in all of your classes in order to maintain a minimum GPA of 2.8. As a student in the athletic training educational program you are expected to be committed to your clinical assignment. A minimum of 100hrs your first semester and a minimum of 200hrs for each of the remaining five semesters must be logged toward graduation; it is imperative that you take advantage of any time and experience that you can get in the athletic training room. Students who use their time management skills should be able to handle the stresses placed upon them in life along with this demanding academic choice. You as a student must remember that your education is twofold: classroom and clinical, as both are critical for your long-term success. You will get out of this experience what you put into it, work hard and always look to learn in any situation you are placed in at UNLV.

## **UNIVERSITY OF NEVADA, LAS VEGAS ACADEMIC MISSION STATEMENT**

The University of Nevada, Las Vegas is a premier metropolitan research university. UNLV demonstrates how the traditional values of higher education can be adapted to conditions and needs of individuals and communities in the 21<sup>st</sup> century. The university concentrates its resources on instructional and research programs that are student-centered, demonstrably excellent, and responsive to the needs of the local, regional, national, and international communities.

UNLV's faculty and staff have created an educational environment that encourages the full personal and professional development of those it serves and those who serve the university. UNLV assists students in learning about and meeting the intellectual and ethical challenges of responsible citizenship and a full and productive life through opportunities to acquire the knowledge and experiences that enhance critical thinking, leadership skills, aesthetic sensitivity, and social integrity.

The university provides traditional and professional academic programs for a diverse student body and encourages innovative and interdisciplinary approaches to teaching, learning, and scholarship. Recognizing the individuality of each student, UNLV simultaneously engenders collegial relationships and a sense of community among its members. UNLV embraces the interdependence of quality instruction, scholarly pursuits, and substantive involvements in campus and community life.

The university offers artistic, cultural, and technical resources and opportunities to the broadest possible community. It promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment.

UNLV has developed a synergy between professional and liberal studies, undergraduate and graduate programs, and excellent teaching and superior research. UNLV increasingly is a dynamic resource for, and partner with, the community, state, region, and nation it serves. The university is working to become a major source and impetus in the economic and social development of the state.

## **UNIVERSITY OF NEVADA, LAS VEGAS SCHOOL OF HEALTH AND HUMAN SCIENCES MISSION STATEMENT**

The mission of the School of Health and Human Sciences is to provide high quality undergraduate and graduate education, engage in cutting-edge research designed to further the body of knowledge in the various School disciplines, and serve the citizens of the Las Vegas Valley and the State of Nevada through outreach programs and dissemination of knowledge.

## **UNIVERSITY OF NEVADA, LAS VEGAS DEPARTMENT OF KINESIOLOGY MISSION STATEMENT**

The mission of the Department of Kinesiology is to provide students interested in the allied health professions with a program of study in the science of human movement. The Department is committed to an interdisciplinary approach to professional preparation and scholarship.

## **UNIVERSITY OF NEVADA, LAS VEGAS ATHLETIC DEPARTMENT MISSION STATEMENT**

The UNLV athletic department operates in harmony with the University's stated purposes and goals. As such, it is committed to the intellectual, cultural, physical and social development of the athletes of the University. While assisting athletes in excelling in their chosen athletic areas, the Department encourages academic success, self-discipline, group loyalty, good sportsmanship and personal integrity. It is the Department's belief that these qualities lead to accomplishment in academics and athletics, by attaining the skills necessary for continued learning throughout life.

## **UNIVERSITY OF NEVADA, LAS VEGAS ATHLETIC TRAINING EDUCATIONAL PROGRAM MISSION STATEMENT**

The primary purpose of the Athletic Training Educational Program at UNLV is to prepare competent entry-level Certified Athletic Trainers who will be able to complete their required duties without causing harm to the athlete or undue problems for the employer. To meet these objectives, the student must successfully complete both classroom and clinical instruction, which are regularly evaluated to ensure that the student is prepared for the professional endeavors that will be presented after graduation.

### **ATHLETIC TRAINING EDUCATIONAL PROGRAM GOALS:**

1. Acquire competency in the techniques of risk management.
2. Acquire competency in the assessment and evaluation of athletic injuries.
3. Acquire competency in the acute care of athletic injuries.
4. Acquire competency in recognition and management of general medical conditions and disabilities.
5. Acquire competency in the areas of pathology, pharmacological and nutritional aspects of injury and illness.
6. Acquire competency in the use of therapeutic exercise and modalities.
7. Acquire competency in health care administration.
8. Acquire a sense of professional development and responsibility.
9. Acquire competency in psychosocial intervention and referral.

Although the goals as stated are minimum requirements for CAAHEP accreditation, the students are receiving a more in depth education as can be seen by the strength of the coursework and the opportunities provided for clinical experiences. The mission of the university is achieved by continued expansion of educational opportunities provided by the program faculty.

# STAFF DIRECTORY

## UNLV ATHLETIC TRAINING FACILITIES

Marilyn and Si Redd Sports Medicine Center / LAC 105	895-3380
Marilyn and Si Redd Sports Medicine Center / LAC 105	895-7060
Marilyn and Si Redd Sports Medicine Center Fax	(702) 895-4474
Soccer Athletic Training Room	895-1943
Thomas + Mack Athletic Training Room	895-1242
Cox Pavilion Athletic Training Room	895-0845
Sam Boyd Stadium Athletic Training Room (Home)	895-3037
UNLV Student Health Center Athletic Training Room	895-0276

## EMERGENCY NUMBERS

Emergency	911
Ambulance / AMR	384-3400
UNLV Police	895-3668
UNLV Student Health Center	895-3370

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# ACADEMIC REQUIREMENTS

**Department of Kinesiology  
Advising Worksheet: Athletic Training  
Catalog: Fall 2004-Spring 2006**

**Student Name:** \_\_\_\_\_

**Matriculation Date:** \_\_\_\_\_

**Entrance requirements:** Transfer students must meet the School of Health and Human Sciences minimum GPA requirement of 2.80 for admission into to the Athletic Training Program. Students must maintain an overall UNLV GPA of 2.80 or higher to remain in good standing.

<b>General Education Requirements (34 credits)</b>			
	Credits	Semester	Grade
<b>1. English Composition (6 credits)</b>			
ENG 101	3		
ENG 102	3		
<b>2. Literature (3 credits)</b>			
ENG 231 or 232	3		
<b>3. Constitution (4 credits)</b>			
HIS 100 or POS 101	4		
<b>4. Math (3 credits)</b>			
MAT 124 or higher	3		
<b>5. Distribution (18 credits)</b>			
<i>Humanities (6)</i>			
COM 101	3		
	3		
<i>Fine Arts (3)</i>			
	3		
<i>Social Sciences (9 credits)</i>			
PSY 101 (required)	3		
SOC 101 (recommended)	3		
	3		
<b>6. Multicultural &amp; Int. (6 credits) (see below)</b>			

<b>Other degree requirements (12 credits)</b>			
	Credits	Semester	Grade
BIOL 189 <sup>1</sup>	4		
BIOL 223 <sup>2</sup>	4		
BIOL 224 <sup>3</sup>	4		

*Note:* Courses with number superscripts should be taken in the sequence identified.

<b>Kinesiology Core Courses (43 credits)</b>			
	Credits	Semester	Grade
SIM 150	3		
SIM 101	3		
SIM 386	4		
SIM 387	4		
SIM 390	4		
SIM 480	4		
SIM 495	3		
KIN 175	3		
KIN 245 <sup>4</sup>	3		
KIN 346 <sup>5</sup>	3		
KIN 491 <sup>6</sup>	3		
NUTR 205	3		
HSC 300	3		

<b>Specialization (19 credits)</b>			
	Credits	Semester	Grade
SIM 102	1		
SIM 270	3		
SIM 271	3		
SIM 456	3		
SIM 470	3		
SIM 471	3		
SIM 481	3		

<b>Electives (16-20 credits)</b>			
	Credits	Semester	Grade

**Total number of credits (124 minimum)** \_\_\_\_\_

Multicultural Requirement \_\_\_\_\_  
International Requirement \_\_\_\_\_

Number of Transfer credits, 2-year \_\_\_\_\_  
Number of Transfer credits, 4-year \_\_\_\_\_  
At least 62 credits 4-year institution Yes No

# CLINICAL OBJECTIVES

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## CLINICAL OBJECTIVES

The following are the goals and objectives for the UNLV Athletic Training Educational Program:

1. To provide each student with the competencies and clinical skills necessary to successfully complete the BOC certification examination.
2. To produce qualified athletic training professionals for employment in college/university, high school clinical, and/or professional sports medicine settings.
3. To prepare each student for graduate education directed toward employment opportunities in educational, medical, or other allied health professional employment settings.
4. To provide each student with professional and ethical conduct guidelines and require students to act according to these guidelines at all times.
5. To promote an educational atmosphere which will provide each student with quality educational experiences in both the classroom and the clinical setting.
6. To provide each student with opportunities to develop and enhance clinical skills necessary to function as an entry level athletic trainer.
7. To provide each student with a variety of clinical rotation experiences, including contact and non-contact sport coverage, and a variety of medical/clinic rotations.

## ATHLETIC TRAINING EDUCATIONAL PROGRAM RETENTION EXPECTATIONS AND STANDARDS

The Program Director and Head Athletic Trainer will evaluate retention in the Athletic Training Educational Program.

Athletic training students will be required to maintain identified retention standards to remain in the Athletic Training Educational Program.

Retention standards are as follows:

1. Athletic training students who fall below a UNLV cumulative GPA of 2.8 will be placed on one semester of clinical probation. During the probation semester, the athletic training student will be permitted to take the scheduled SIM clinical course and will be given a clinical assignment. However, if the UNLV cumulative GPA remains below 2.8 at the end of the probationary semester, the student will be removed from the Athletic Training Educational Program and must re-apply for admission.
2. Each student must accumulate a minimum of 100 hours the first semester and a minimum of 200 hours in each of the remaining four semesters. These hours are to be accumulated from the first day to the last day of instruction for each semester. Hours logged prior to and after the conclusion of the semester will not be used to meet the minimum required hours for that semester. It is important to emphasize that these are minimum requirements. Students are encouraged to accumulate as many hours as necessary to ensure a quality clinical experience. Athletic training students are required to maintain accurate documentation of hours worked. Clinical hour documentation will be checked on a regular basis. Students who fail to remain current with their hour documentation will receive one written warning from the clinical coordinator. After one warning, all delinquent hours will not count toward the clinical hour requirement.

It will be the responsibility of the Program Director and the Approved Clinical Instructor to determine the validity and quality of documented clinical hours.

3. Athletic training students are required to achieve standards of clinical proficiency by completing required proficiencies, evaluations, and clinical rotations. Athletic training students matriculate from one clinical semester to the next by successfully completing all proficiencies and clinical rotations and by receiving satisfactory evaluations from their clinical instructor.

Failure to complete the proficiencies, evaluations, and clinical rotations during the required semester will result in the student being placed on one semester of clinical probation. While on probation, the athletic training student may continue in the clinical experience. However, if the requirements are not fulfilled by the end of the probation semester the student will be removed from the program and must reapply for admission. The athletic training student should keep in mind that they must satisfy the next set of proficiencies within the same semester and fulfill all clinical requirements.

It will be the responsibility of the Program Director or Clinical Coordinator to decide if the student has fulfilled the hour requirement and clinical proficiencies in a manner that will assist in assuring a quality educational experience.

4. All athletic training students are required to accept all clinical and sport responsibilities. Unexcused absences or conduct detrimental to the program are unacceptable.

It will be the responsibility of each Approved Clinical Instructor to document any infractions committed by athletic training students. The Director of Athletic Training and the Program Director will then discuss these behaviors with the athletic training student. Patterns of behavior, which are not consistent with the expectations of the Director of Athletic Training and the Program Director, will result in termination from the Athletic Training Educational Program.

5. Conduct expectations for each student will be consistent with the UNLV STUDENT CODE OF CONDUCT BOOKLET and THE UNLV ATHLETIC TRAINING CODE OF ETHICS. Failure to comply with conduct regulations may result in expulsion from the Athletic Training Educational Program and/or the university.

## SEMESTER CHECKLIST

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

SEMESTER I (Spring \_\_\_\_\_)

1. Perform a minimum of 100 hours in clinical assignment.
  
2. Clinical Assignment: \_\_\_\_\_  
  
Male Sport \_\_\_\_\_      Female Sport \_\_\_\_\_      Individual Sport \_\_\_\_\_  
  
Team Sport \_\_\_\_\_      Upper Extremity \_\_\_\_\_      Equipment \_\_\_\_\_  
  
Lower Extremity \_\_\_\_\_      General Medical \_\_\_\_\_
  
3. Enroll in SIM 102, SIM 150, and KIN 245.
  
4. Demonstrate proficiency for modules on the Clinical Proficiency list for the first semester.
  
5. Provide coverage for all practices and games associated with clinical assignments.
  
6. Become a student member of the NATA (suggested).
  
7. Become a member of the Rebel Athletic Training Society (suggested).
  
8. Complete all evaluations included for the first semester.
  
9. Meet with Program Director for academic advising.

**SEMESTER CHECKLIST**  
**UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM**

SEMESTER II (Fall \_\_\_\_\_)

1. Perform a minimum of 200 hours in clinical assignment.
2. Clinical Assignment: \_\_\_\_\_  
  
Male Sport \_\_\_\_\_      Female Sport \_\_\_\_\_      Individual Sport \_\_\_\_\_  
  
Team Sport \_\_\_\_\_      Upper Extremity \_\_\_\_\_      Equipment \_\_\_\_\_  
  
Lower Extremity \_\_\_\_\_      General Medical \_\_\_\_\_
3. Enroll in SIM 270, SIM 386 and SIM 390.
4. Demonstrate proficiency for modules on the Clinical Proficiency list for the second semester.
5. Provide coverage for all practices and games associated with clinical assignments.
6. Become a student member of the NATA (suggested).
7. Become a member of the Rebel Athletic Training Society (suggested).
8. Complete all evaluations included for the second semester.
9. Meet with Program Director for academic advising.

## SEMESTER CHECKLIST

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

SEMESTER III: (Spring \_\_\_\_\_)

1. Perform a minimum of 200 hours in clinical assignment.
2. Clinical Assignment: \_\_\_\_\_  
  
Male Sport \_\_\_\_\_      Female Sport \_\_\_\_\_      Individual Sport \_\_\_\_\_  
  
Team Sport \_\_\_\_\_      Upper Extremity \_\_\_\_\_      Equipment \_\_\_\_\_  
  
Lower Extremity \_\_\_\_\_      General Medical \_\_\_\_\_
3. Enroll in SIM 271, SIM 387 and SIM 480.
4. Demonstrate proficiency for modules on the Clinical Proficiency list for the third semester.
5. Provide coverage for all practices and games associated with clinical assignments.
6. Work one game/contest other than sport assigned.
7. Become a member of the Rebel Athletic Training Society (suggested).
8. Become a student member of the NATA (required).
9. Complete all evaluations included for the third semester.
10. Meet with Program Director for academic advising.



## SEMESTER CHECKLIST

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

SEMESTER IV: (Fall \_\_\_\_\_)

1. Perform a minimum of 200 hours in clinical assignment.
2. Clinical Assignment: \_\_\_\_\_  
  
Male Sport \_\_\_\_\_ Female Sport \_\_\_\_\_ Individual Sport \_\_\_\_\_  
  
Team Sport \_\_\_\_\_ Upper Extremity \_\_\_\_\_ Equipment \_\_\_\_\_  
  
Lower Extremity \_\_\_\_\_ General Medical \_\_\_\_\_
3. Enroll in SIM 470, SIM 456 and SIM 481.
4. Demonstrate proficiency for modules on the Clinical Proficiency list for the fourth semester.
5. Provide coverage for all practices and games associated with clinical assignments.
6. Work one game/contest other than sport assigned and one football game.
7. Become a member of the Rebel Athletic Training Society (suggested).
8. Become a student member of the NATA (required).
9. Complete all evaluations included for the fourth semester.
10. Meet with Program Director for academic advising.
11. Complete application for graduation.

## SEMESTER CHECKLIST

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

SEMESTER V: (Spring \_\_\_\_\_)

1. Perform a minimum of 200 hours in clinical assignment.
2. Clinical Assignment: \_\_\_\_\_  
  
Male Sport \_\_\_\_\_      Female Sport \_\_\_\_\_      Individual Sport \_\_\_\_\_  
  
Team Sport \_\_\_\_\_      Upper Extremity \_\_\_\_\_      Equipment \_\_\_\_\_  
  
Lower Extremity \_\_\_\_\_      General Medical \_\_\_\_\_
3. Enroll in SIM 471 and SIM 495.
4. Provide coverage for all practices and games associated with clinical assignments.
5. Demonstrate proficiency for modules on the Clinical Proficiency list for the fifth semester.
6. Become a member of the Rebel Athletic Training Society (suggested).
7. Become a student member of the NATA (required).
8. Complete an application for the BOC exam.
9. Complete all evaluations included for the fifth semester.
10. Meet with Program Director for academic advising.

## STUDENT CLINICAL EVALUATION PROCEDURES/GUIDELINES

The following guidelines are to be followed with respect to evaluating undergraduate students in the Athletic Training Educational Program:

1. All Athletic Training Educational Program students will be formally evaluated a minimum of two (2) times per semester; the first (written) occurring at midterm or 8 weeks into the semester, and the second (written) occurring at the end of the semester. Informal evaluations occur through daily interactions with the students and their ACI.
2. At the start of each semester or clinical assignment, all students should download the list of proficiencies they will be evaluated on for each clinical class they are in; these can be found on the athletic training website (<http://www.unlv.edu/athletics/training/index.html>). This list is designed to aid the student in setting goals and completing the appropriate required clinical experiences.
3. Students will develop a series of goals, with help from their ACI, that they wish to achieve by the end of the semester. Goals will be established during the first week of class and should be turned in to the ACI and the Clinical Coordinator at this time. At the midterm and semester end the ACI will conduct an assessment to assure the student is working toward (at midterm) or completing (at final) the goals they had previously set.
4. The strengths, weaknesses, and any recommendations for improvement will be discussed with the student by their ACI and any other individuals deemed necessary, which may include the Director of Athletic Training, the Program Director, and the Clinical Coordinator.
5. All midterm evaluations must be submitted to the Clinical Coordinator by the end of week eight of that semester. All final evaluations must be submitted to the Clinical Coordinator by the last day of class for that semester.
6. You must turn in a copy of your goals along with the midterm evaluation of goals and a universal assessment for the Midterm Evaluation. You must turn in a copy of your goals, the final evaluation, the evaluation of the clinical instructor and evaluation of the clinical setting and universal assessment for the Final Evaluation. An optional anonymous evaluation is also available online if necessary.
7. A copy of the evaluation will be placed in the student's file located in a locked cabinet in the Athletic Training Office.

## DIRECTIONS FOR EVALUATION OF ATHLETIC TRAINING STUDENT

**Directions:** Each student will develop **at least two goals** which they would like to achieve by the end of term based on each clinical class they are enrolled in (ex. second semester students will come up with at least six goals for 270, 386 and 390). Work with your ACI, peers, and teachers to come up with goals that are specific and meaningful to the clinical setting and classes you are exposed to this semester. Once goals are defined they should be discussed with the clinical instructor, signed and dated. Make copies for your records and for midterm assessment. Goals should be delivered to your ACI and the Clinical Coordinator by the end of the first week of class.

Midterm assessment involves checking up on the student to see how they are progressing toward achieving their goals. Students and ACI's must make notes in the space provided indicating what has been done to accomplish the set goals and what still needs to be done. This space can also be used to rewrite goals if certain parameters are not specific enough or if goals are beyond reach. Changing your goals requires permission from your ACI. Once these are discussed with and approved by your ACI with a signature and date, make copies of this document for your records and for final assessment. Midterm evaluations (including universal evaluation) must be delivered to the Clinical Coordinator by the Friday of the eighth week of the semester.

Final assessment is a great chance for the student to prove their proficiency in the knowledge and skills they wanted to perfect as they previously stated in their goals. The ACI will evaluate all stated goals to assure they have been met and mastered. A letter grade will be given based on your clinical work and completion of goals during the semester. Once the final has been discussed with your ACI, signed and dated, make a copy of this document for your records. Final evaluations (including universal evaluation, end of semester self / program evaluation, evaluation of the clinical instructor and the clinical setting) must be delivered to the Clinical Coordinator by the last day of class of the semester.

# GOAL WORKSHEET

## UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

Goal setting is a task that should not be taken lightly. Each goal set will be something that you will take on and master by semester end. See the attached example if necessary. Guidelines for goal setting include:

- ◇ Keep them specific so you know when you have reached them
- ◇ Make them realistic, pertinent to your current coursework and level in the program
- ◇ Challenge yourself, make it something you have to work for
- ◇ Set long term goals (to be achieved by semesters end); as an option, set short term goals as well that will guide you on your way to attaining the long term goal, this is often a motivating factor that will help keep you on track
- ◇ Set positive rather than negative goals, “I will” instead of “I won’t”
- ◇ The most important thing you can use when setting goals is to make them personal and meaningful to you, something that you have struggled with before and really need to work on rather than something general that you and your friends need to work on

### SIM 102

*-I want to work on my record keeping.*

*(BAD GOAL: not specific, there is no way to measure when this goal is met)*

*-I will be able to write a SOAP note following an evaluation.*

*\*write a SOAP note at least three times per week and have it checked by my ACI*

*\*write practice SOAP notes with my ACI or peers based off fake scenarios*

*(GOOD GOAL: specific, challenging, long term and short term to help direct and motivate the student)*

### SIM 150

*-I will be able to assess vital signs. (long term)*

*\*practice taking heart rate and blood pressure on ACI or peers (short term)*

*\*volunteer to take vitals before doctors visits (short term)*

*-I will be able to take a complete history for an injured athlete. (long term)*

*\*Observe ACI performing evaluation (short term)*

*\*Assist ACI in performing evaluation (short term)*

# GOAL WORKSHEET

## UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

Semester in Program \_\_\_\_\_

**Athletic Training Student**

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

**Clinical Instructor**

Printed Name \_\_\_\_\_

Signature \_\_\_\_\_

Sport Exposure \_\_\_\_\_

Please type your goals:

SIM \_\_\_\_\_

SIM \_\_\_\_\_

SIM \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## MIDTERM CLINICAL EVALUATION

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

For the student: Evaluate yourself; is it clear to your ACI that you have been striving to attain your goals so far? What have you done to achieve your goals? Have you met any of your goals yet? What still needs to be done in order for you to accomplish your goals? Do any adjustments need to be made to your goals? Additional comments? Grade yourself on what you have done thus far.

Grade Yourself \_\_\_\_\_

For the ACI: Evaluate your student; have you noticed the student making a regular effort to attain their goals? How? Has the student met any of their goals yet? What guidance can you offer to the student so they may reach their goals by semesters end? Are goal adjustments necessary? Please grade the students' progress toward accomplishing their goals.

Grade the Student \_\_\_\_\_

Summative Evaluation: Please make additional comments regarding how you think the student has behaved and progressed toward becoming an athletic trainer. What does this student do well as an athletic trainer and what could use improvement? Keep in mind knowledge, practical application, communication skills, and professionalism.

Clinical Hours Completed \_\_\_\_\_

Clinical Proficiencies Completed \_\_\_\_\_ %

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

ACI Signature \_\_\_\_\_ Date \_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## FINAL CLINICAL EVALUATION

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

For the student: Is it clear that you worked hard to attain your goals? How have you done this? Were any of your goals unmet? Why? Could anything have gone differently for a more successful semester? How did this process help you grow as an athletic trainer? Additional comments? Please grade yourself on your accomplishments.

Grade Yourself \_\_\_\_\_

For the ACI: Has the student made an apparent effort to attain their goals this term? How? Could anything have gone differently for a more successful semester? What guidance can you offer to the student so they may reach their goals in the future? Please grade the students' efforts toward accomplishing their goals this term.

Grade the Student \_\_\_\_\_

Summative Evaluation: Please make additional comments regarding how you think the student has behaved and progressed toward becoming an athletic trainer. What does this student do well as an athletic trainer and what could use improvement? Keep in mind knowledge, practical application, communication skills, and professionalism.

Clinical Hours Completed \_\_\_\_\_

Clinical Proficiencies Completed YES / NO \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

ACI Signature \_\_\_\_\_ Date \_\_\_\_\_

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

CIRCLE:        FALL / SPRING  
       MIDTERM / FINAL

## UNIVERSAL CLINICAL EVALUATION

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

**Does the student display proper facility management?**

(daily cleaning, stocking, and typical daily activities)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student possess effective problem-solving skills?**

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student behaves in ethical and professional manner?**

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**In written form, does the student report pertinent and accurate information in a logical manner?**

(notes, daily logs, injury reports, etc...)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Can the student verbally communicate in a concise, clear, and appropriate manner?**

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student possess effective interpersonal communication with coaches/athletes/patients/clients?**

(confidence, respect, empathy, listening skills, counseling, tact)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student possess effective Interaction with peers/fellow professionals?**

(confidence, respect, consideration, quality of professional exchange, tact)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student present a personal appearance appropriate for clinical setting?**

(uniform, name tag, grooming & hygiene)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Is the student dependable, responsible, and punctual?**

(promptness and attendance)

Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Is the student eager to assist supervisor and peers when appropriate?**

(team player)

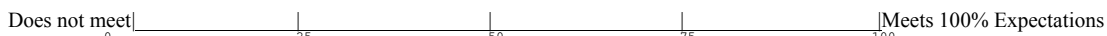
Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100

**Does the student express enthusiasm/interest in clinical placement?**

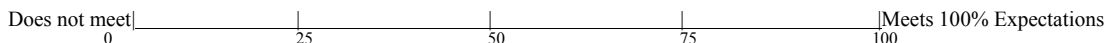
Does not meet | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | \_\_\_\_\_ | Meets 100% Expectations  
 0                    25                    50                    75                    100



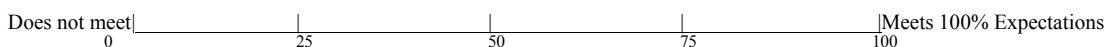
**Does the student demonstrate confidence appropriate for their level of progress through the AT program?**



**Does the student seek out supplemental information when knowledge/experience is limited or lacking?**

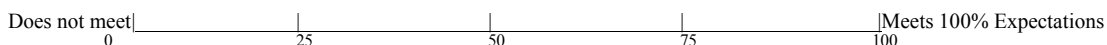


**Does the student have the ability to follow directions?**



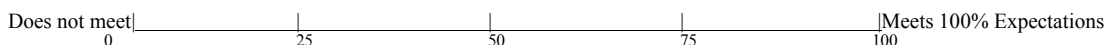
**Does the student respect confidentiality of all medical information?**

(medical records, injuries, sensitive medical conditions)

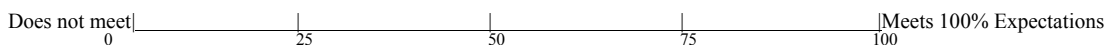


**Does the student demonstrate initiative?**

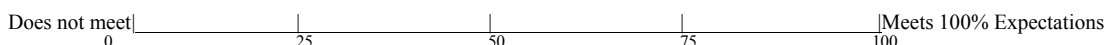
(performs obvious tasks without direction or prompting)



**Does the student possess organizational abilities?**

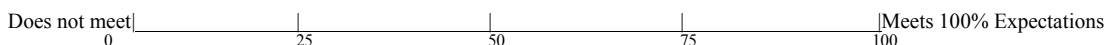


**Can the student accept constructive criticism?**



**Does the student recognize limitations and stay within the bounds of Athletic Training?**

(personal and professional)



## END OF SEMESTER SELF / PROGRAM EVALUATION

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

NAME \_\_\_\_\_ SEMESTER/YEAR \_\_\_\_\_

**Instructions:** Please type or print legibly. Complete this form and return it to the program director or clinical coordinator. This form does *not* need to be signed by your ACI.

Semester in Program:            1        2        3        4        5

1.        Please list your strengths in the field of athletic training.

2.        What do you feel are your weaknesses?

3.        What would you like to learn more about?



## END OF SEMESTER EVALUATION OF THE CLINICAL INSTRUCTOR UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

NAME \_\_\_\_\_ SEMESTER/YEAR \_\_\_\_\_

CLINICAL ASSIGNMENT \_\_\_\_\_

CLINICAL INSTRUCTOR \_\_\_\_\_

**Directions:** Please evaluate your ACI by using the rating scale shown below for each of the questions.

0 no comment	2 fair - disagree	4 good - agree
1 poor - strongly disagree	3 average	5 excellent - strongly agree

- |     |   |             |
|-----|---|-------------|
| 1.  | Discussed objectives and expectations of clinical site prior to the start of the assignment | 0 1 2 3 4 5 |
| 2.  | Exposed you to a variety of clinical problems and situations                                | 0 1 2 3 4 5 |
| 3.  | Demonstrations were clear and concise   | 0 1 2 3 4 5 |
| 4.  | Explained and discussed clinical techniques   | 0 1 2 3 4 5 |
| 5.  | Accessible to answer questions and provide guidance when appropriate                        | 0 1 2 3 4 5 |
| 6.  | Concerned for your learning in the clinical setting   | 0 1 2 3 4 5 |
| 7.  | Demonstrated patience towards your learning   | 0 1 2 3 4 5 |
| 8.  | Provided positive and constructive feedback   | 0 1 2 3 4 5 |
| 9.  | Was helpful in developing clinical skills   | 0 1 2 3 4 5 |
| 10. | Clinical techniques were thoroughly explained and discussed                                 | 0 1 2 3 4 5 |
| 11. | Served as an effective professional role model  | 0 1 2 3 4 5 |
| 12. | Provided daily direction and guidance   | 0 1 2 3 4 5 |
| 13. | Defined means of improving performance throughout the clinical experience                   | 0 1 2 3 4 5 |
| 14. | Placed emphasis on problem solving and technical skills                                     | 0 1 2 3 4 5 |
| 15. | Discussed alternative methods of evaluations and treatment                                  | 0 1 2 3 4 5 |
| 16. | <b>OVERALL RATING OF ACI</b>  | 0 1 2 3 4 5 |

17. Identify the MAJOR STRENGTHS OF YOUR ACI:

18. Identify MAJOR WEAKNESSES OF YOUR ACI:

19. Comments to the ACI regarding how they can improve:

**END OF SEMESTER EVALUATION OF THE CLINICAL SETTING**  
**UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM**

NAME \_\_\_\_\_ SEMESTER/YEAR \_\_\_\_\_

CLINICAL ASSIGNMENT \_\_\_\_\_

**Directions:** Please evaluate your ACI by using the rating scale shown below for each of the questions.

0 no comment	2 fair - disagree	4 good - agree
1 poor - strongly disagree	3 average	5 excellent - strongly agree

- |     |  |             |
|-----|--|-------------|
| 1.  | The clinical setting was educational   | 0 1 2 3 4 5 |
| 2.  | The clinical setting was conducive to learning   | 0 1 2 3 4 5 |
| 3.  | The clinical setting was a positive environment  | 0 1 2 3 4 5 |
| 4.  | The clinical setting was a comfortable working environment   | 0 1 2 3 4 5 |
| 5.  | Overall, I learned a great amount at this setting based on the competencies and proficiencies of athletic training | 0 1 2 3 4 5 |
| 6.  | This clinical setting met my expectations  | 0 1 2 3 4 5 |
| 7.  | Prior coursework prepared me to handle clinical tasks based on competency level                                    | 0 1 2 3 4 5 |
| 8.  | I was exposed to a variety of clinical problems  | 0 1 2 3 4 5 |
| 9.  | I had the opportunity to demonstrate clinical skills at my competence level  | 0 1 2 3 4 5 |
| 10. | The clinical setting helped in developing good professional work habits  | 0 1 2 3 4 5 |
| 11. | <b>OVERALL RATING OF THE CLINICAL SETTING</b>  | 0 1 2 3 4 5 |

12. Identify the MAJOR STRENGTHS OF THE CLINICAL SETTING:

13. Identify MAJOR WEAKNESSES OF THE CLINICAL SETTING:

14. Recommendations for improving the clinical setting:

**END OF SEMESTER ANONYMOUS EVALUATION**  
**UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM**

Semester/Year \_\_\_\_\_

The purpose of this evaluation is to get feedback from students to assist in the improvement of YOUR athletic training educational program, so please answer the following questions honestly. Do not be afraid to answer these questions, we are interested in your constructive criticism.

**PLEASE PRINT/TYPE LEGIBLY**

Semester in Program:                    1        2        3        4        5

1. Please list the strengths and weaknesses, which you feel, exist with the athletic training CLASSES.

Strengths:

Weaknesses:

2. How could the CLASSROOM aspect of your athletic training education be improved?

3. Please list the strengths and weaknesses, which you feel exist with the athletic training CLINICAL EXPERIENCE.

Strengths:

Weaknesses:

4. How could the CLINICAL aspect of your athletic training education be improved? (Give us suggestions for improving your clinical assignments)



# POLICIES AND PROCEDURES

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## **POLICIES AND PROCEDURES**

This section contains the portion of the policies and procedures for the UNLV Intercollegiate Athletics Department that pertains to the Athletic Training Educational Program. These policies and procedures have been adopted from the NCAA Sports Medicine Handbook, the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports, the NCAA Manual, the UNLV Team Physicians, and from policies in practice at UNLV.

In order to maintain NCAA medical compliance and to not compromise the health and safety of each athlete, these policies and procedures are to be adhered to at all times.

From an athletic training student perspective, these policies and procedures should serve as information for educational purposes. It is important to always ask your clinical instructor before acting on or interpreting any of these rules.

Failure of any member of the athletics department staff to adhere to these policies and procedures will result in non-compliance with both the NCAA and UNLV regulations and may result in disciplinary action.

### **MEDICAL POLICIES**

## **DEPARTMENT OF INTERCOLLEGIATE ATHLETICS**

## **UNIVERSITY OF NEVADA, LAS VEGAS**

REVISED MAY 1, 1988; AMENDED APRIL 14, 1990; AMENDED JULY 8, 1991  
AMENDED JULY 18, 1992; REVIEWED MAY 24, 1994  
REVIEWED, APRIL 25, 1995; REVIEWED, JUNE 26, 1996; REVIEWED JULY 1, 1998; REVIEWED JULY 1,  
2000; AMENDED JULY 1, 2003

### **POLICY STATEMENT**

The UNLV Department of Intercollegiate Athletics will provide medical care for any injury, illness or travel related to either activity, provided the injury, illness or travel is a direct result of a regularly scheduled practice and/or competition.

According to NCAA Bylaw 16.4.1 (j), the UNLV Department of Intercollegiate Athletics will finance expenses for medication and physical therapy utilized by an athlete during the academic year to enable the individual to participate in athletics, regardless of whether the injury or illness is a result of competition or practice.

The UNLV Department of Intercollegiate Athletics will not be responsible for any medical expenses incurred by an athlete competing in any event not identified in advance to and/or sanctioned by the UNLV.

According to NCAA Bylaw 16.4.2. ©, the UNLV Department of Intercollegiate Athletics will not be responsible for medical or hospital expenses incurred as the result of an injury while going to or from class, or while participating in classroom requirements (e.g., physical education), unless similar services are provided by the institution to all students or by the terms and conditions of the institution's overall insurance program.

According to NCAA Bylaw 16.4.1. (i), the UNLV Department of Intercollegiate Athletics will provide surgical expenses to treat an athlete (including partial qualifiers or non-qualifier) who is injured during the academic year while participating in voluntary activities that will prepare the athlete for competition. (Adopted 1/10/92)

The UNLV Department of Intercollegiate Athletics team physicians, will provide each athlete with a pre-participation physical examination prior to participation in intercollegiate athletics. The team physicians will assume the responsibility for determining the medical status of each athlete. If an athlete has been deferred for any reason, the athlete will not be permitted to participate until the medical condition has been resolved and clearance has been granted by the team physicians.

# PROCEDURES FOR MEDICAL ELIGIBILITY

## PRE-SCREENING PROCEDURES

All athletes will be mailed a packet of information each summer that is to be completed by the athlete and parent/guardian.

All first year and/or freshman athletes will be sent a cover letter thoroughly explaining the packet, an insurance letter and insurance form from the Director of Athletic Training, a Medical History Form, an Acknowledgement of Risk Form, and a Release of Information Form. ALL information should be returned directly to the Director of Athletic Training.

All returning athletes will be sent a cover letter and insurance form which must be resubmitted. Each returning athlete will complete a NCAA Health Questionnaire and a medical evaluation (blood pressure and medical records review) upon return to campus.

Any athlete who fails to return the requested information by August 1 for football, soccer, cross country and volleyball, or August 25 for all other sports will NOT be allowed to participate until all information is received.

## PHYSICAL EXAMINATIONS

Physical examinations will be administered by the UNLV team physicians. The times and dates for the examinations will be pre-set by the Director of Athletic Training and will be issued to each Head Coach.

### PROCEDURES:

1. All first year athletes must first receive academic clearance prior to being administered a physical examination.
2. All first year and/or freshman athletes, and returning athletes with previous health and/or injury related problems will be required to complete a physical examination. The team physician and Director of Athletic Training will determine those returning athletes who will be re-examined. A list of those individuals will be posted and delivered to each head coach.
3. It will be the responsibility of the coaches to make sure all athletes and/or prospective athletes are notified of appointment times.
4. Any athlete who misses a scheduled appointment for a physical will be assigned another time at the convenience of the team physicians. However, the athlete may be charged a fee for any physical performed in the offices of the team physicians, and the athlete will be responsible for payment.
5. Any athlete who fails the physical examination for any reason will not be permitted to practice or condition in any form of intercollegiate athletics until cleared by the team physicians. There will be no exceptions.
6. Any athlete without a physical examination will not be allowed to practice in any form until the physical examination is completed.
7. If any intercollegiate team at UNLV holds an in-season practice for walk-on, each participant must complete academic requirements and sign a waiver of liability form. This waiver is valid for one day only.

## CLOSE-OUT PHYSICAL EXAMINATIONS

1. Each athlete, upon completion of his/her athletic eligibility, will be given a complete physical examination if deemed necessary by the athlete, team physician, and/or the Director of Athletic Training.
2. The athlete must make a formal request by completing a close-out examination form in the athletic training room. This form must be completed within seven (7) days after the last scheduled competition.
3. Once the form is complete, an athletic training staff trainer will schedule an appointment for the athlete with the appropriate physician.
4. The Department of Intercollegiate Athletics will be responsible for payments incurred for up to one calendar year from the onset of the injury, provided: the athlete is not actively engaged in athletic competition in professional sports, international games, or any other form of organized athletics, or as deemed necessary by the team physician.

## INSURANCE COVERAGE

UNLV Department of Intercollegiate Athletics provides SECONDARY medical insurance coverage for all athletes during the playing season (refer to NCAA Manual, Article 17, playing and practice seasons, Bylaws 17.01 through 17.28, pages 227-319 for detailed description of allowable practice and competition) provided the injury and/or illness is athletically related. According to the NCAA Bylaw 16.4.1 (h), athletic related injury is defined as any injury incurred by an athlete during INTERCOLLEGIATE PRACTICE OR COMPETITION.

Surgical expenses for an athlete (including a partial qualifier or a non-qualifier) will be covered provided the athlete is injured during the academic year while participating in voluntary physical activities that will prepare the athlete for competition.

Medical expenses for injury and/or illness not a result of athletic related activities that occur are not covered nor are they the responsibility of UNLV.

All athletes must present proof of insurance, either coverage provided by their spouse, parent/guardian, student health insurance, or any other policy before any athlete will be allowed to commence with practice and/or competition at UNLV.

In the absence of primary coverage from the athlete, the parent/guardian of the athlete, and/or spouse, the coverage provided by UNLV will become primary during the academic year.

The Department of Intercollegiate Athletics will not provide expenses for any injury or illness which is incurred outside the academic calendar; summer weight training and conditioning programs, pick-up games, or any other program which is not a regularly scheduled practice or competition.

Each athlete may utilize student health services and/or purchase student health insurance to cover such expenses. All deductibles and incurred expenses from student health or student health insurance will be the responsibility of the athlete.

## INJURY AND ILLNESS PROCEDURE

In the event an athlete is injured or becomes ill, the athlete must first contact the Athletic Training Department.

1. Upon completion of an athletic training staff examination, an athletic training staff member may refer the athlete to the team physician or the Student Health Center. The athlete **MUST** present to the physician a completed medical referral form signed by an athletic training room representative. **Failure to present a completed medical referral form before services are rendered will result in the athlete being held financially responsible for all charges.**

Medical referral forms are only administered for athletic related injury and/or illness.

All non-athletic related injury and/or illness will be the responsibility of the athlete. (See INSURANCE COVERAGE for explanation of benefits)

2. In the event an athlete sustains a non-athletic illness and must be referred to a physician specialist outside the confines of the Student Health Center, the athlete will be held responsible for all medical payments. (i.e. X-ray, laboratory services, surgery, etc.)
3. Head Coaches, assistant coaches, graduate assistant coaches, managers, or any other UNLV personnel shall not be permitted to schedule appointments for any athlete without first consulting the Director of Athletic Training. Any referrals without following proper procedures will result in the athlete being held responsible for payments. In the event of an athletic related emergency, or the athletic training staff is unavailable, any UNLV personnel should provide the athlete access to a medical facility of choice.
4. The athlete will be responsible for payment of any fees resulting from missed appointments, including dental, eye exams, physical therapy, or any other medical problem.

## SECOND OPINIONS

Any athlete has the right to obtain a second opinion from a physician or healthcare provider of choice, provided the initial examination is performed by the UNLV team physicians. It will be the responsibility of the athlete to make all arrangements for the second opinion. UNLV cannot be held responsible for any medical expenses, including surgery, MRI's, therapy and/or treatment provided.

UNLV provides a staff of physicians and these physicians are no longer responsible for any medical problems that may arise from this injury/illness. The athlete must sign a waiver of liability releasing the UNLV team physicians from any liability.

A medical release from the attending physician and all medical records must be forwarded to the UNLV team physicians. The UNLV team physicians will evaluate the forwarded records and will determine the playing status of the athlete prior to returning the athlete to any practice and/or competition. A copy of all medical records will also be forwarded to the Director of Athletic Training.

In the event of a re-injury to the same body part, the athlete must be seen by the "second opinion provider" and then must be cleared by the UNLV team physicians. The athletic training staff, coaches, and administrators at UNLV are restricted from offering any assistance unless directed by the "second opinion provider".

## EMERGENCY - CARE PLAN

An emergency situation should be one that is endangering the health of the athlete in question. In most cases, general illness, such as the flu, colds, sore throats, etc. are not considered emergencies.

1. Contact the Athletic Training Department, Head Athletic Trainer, or the athletic trainer in charge.
2. The athletic training staff will notify the team physicians.
3. In the event the athlete must be admitted and/or cared for in an emergency room or hospital, the athlete must provide proof of insurance or submit the incident under student health insurance. All incurred medical expenses will be the responsibility of the athlete and not UNLV unless the incident is athletic related.
4. In the event of a non-athletic emergency, intercollegiate athletic department personnel should call 911 for assistance. Transportation should not be provided by intercollegiate athletic department personnel in an emergency situation.
5. In the event of an on-campus athletic emergency situation, the following procedures are recommended for the following athletic practices and/or events:

**Campus: Football, track and field, Lied Athletic Complex, Swimming, McDermott Physical Education (MPE) and Fertitta Tennis Complex.**

- \* Immediately call 911. A fixed emergency telephone (blue light) to the UNLV Public Safety (campus police) is located at the entrance of the football practice field, outside of the MPE, between turns 1 and 2 next to the track, next to the baseball stadium; additional fixed telephone lines accessible from the Lied Athletic Complex, in the MPE main hallway, on the pool deck in the swimming coaches offices, in the tennis coaches offices, near the main court; or cellular telephone carried by certified athletic trainers and coaches.
- \* Provide direct location and access to the emergency medical personnel. Enter campus from Swenson and proceed east on Harmon. Use the service access road on the west end of MPE. An athletic training staff member must meet the ambulance at the entrance to the access road and direct to appropriate site. For the South Gymnasium, direct the ambulance to the main entrance of the MPE building.

**Campus: Soccer and Baseball**

- \* Immediately call 911. A fixed emergency telephone (blue light) to the UNLV Public Safety (campus police) located next to the main entrance to the stadium; additional fixed telephone lines accessible both in and outside of the pressbox, next to the main entrance of the Miller Soccer Building; additional fixed telephone lines accessible from the coaches offices inside of the Miller Soccer Building, Lied Athletic Complex; or cellular telephone carried by certified athletic trainer and coaches
- \* Provide direct locations and access to the emergency medical personnel. Enter campus from Flamingo Road to the service access road to the Complex. The Soccer Complex and Baseball Stadium are both very visible from Flamingo and Swenson.

For baseball, have the ambulance proceed through to the north end of the Lied Complex and enter the baseball stadium through the right field gate. An alternate route would be to enter to the west of the scoreboard through the left field gate.

For soccer practices, direct the ambulance through to the West end of the Soccer Complex directly to the practice field.

**Thomas and Mack Arena: Men's and Women's Basketball**

- \* Immediately call 911. A fixed telephone lines accessible from the Cox Pavilion athletic training room; or cellular telephone carried by certified athletic trainer and coaches.
- \* Provide direct locations and access to the emergency medical personnel. The ambulance should enter from Paradise through the main entrance of the Thomas and Mack. Proceed north to the tunnel entrance and direct the ambulance down the tunnel into the arena. (Avoid referencing Jerry Tarkanian Way as an *access* because the road is easy to miss traveling west on Harmon)

**Campus: Softball**

- \* Immediately call 911. A fixed emergency telephone (blue light) to the UNLV Public Safety (campus police) located next to the main entrance of the stadium near the box office parking lot; additional fixed telephone lines accessible from the Eller Media pressbox; or cellular telephone carried by certified athletic trainer and coaches.
- \* Provide direct location and access to the emergency medical personnel. The ambulance should enter from Swenson to Harmon and proceed east directly to the softball field. The ambulance can avoid the barricaded road by proceeding through the grassy field adjacent to the softball field.

**Sam Boyd Stadium: Football**

- \* For all football contests, an ambulance will be available on site with immediate access to field.
- \* For practices, immediately contact 911. A fixed telephone line accessible from the home team athletic training room; fixed telephone line accessible behind the locker room area; or cellular telephone carried by certified athletic trainer.

\* Provide direct location and access to the emergency medical personnel. The ambulance should proceed east on Tropicana or Russell road, which will run directly into the Stadium. Ambulance dispatch will provide the most direct route. The ambulance will need to enter from the north end dressing room and scoreboard side. The field is accessible from both sides of the dressing room complex. An athletic trainer should meet the ambulance at the main parking lot entrance and ride to direct the ambulance to the field. An emergency dispatch to the Sam Boyd Stadium may take 5 to 20 minutes due to the location. Therefore, staff athletic trainers should carry all necessary life sustaining emergency equipment to the stadium for all practices.

**Intramural Field:**

\* A fixed telephone lines accessible at the MPE; or cellular telephone carried by certified athletic trainer and Intramural/Camp coaches.

\* Provide direct location and access to the emergency medical personnel. The ambulance should proceed east on Harmon. The field is located on the corner of Harmon and Swenson, adjacent to the Fertitta Tennis Complex. The ambulance should enter the gate on the north side of the Intramural Field.

All Sports Medicine staff members must be familiar with emergency procedures and access routes to ensure expedient care to the injured athlete. An athletic training staff member must accompany the injured athlete to the hospital. Preferred hospitals are Sunrise Columbia Hospital, located on Maryland Parkway and Desert Inn, Desert Springs Hospital, located on Flamingo Road and Burnham and University Medical Center located on West Charleston and Rancho.

## MEDICATIONS OR PHYSICAL THERAPY

In conjunction with the NCAA rule 16.4.1 (j), the Department of Intercollegiate Athletics is permitted to finance expenses for any medications and physical therapy utilized by the athlete during the academic year, regardless of whether the injury or illness is a result of intercollegiate competition or practice. Any prescriptions must be first presented to the Sports Medicine Staff representative.

A UNLV Sports Medicine Department prescription completed by a UNLV team physician will serve as authorization for permissible payment by the Student Health Center and a pharmacy identified by the Sports Medicine Department. Any prescription written on a standard physician's prescription pad must be presented to the pharmacist with a completed blue medical referral form to guarantee payment. Failure to follow this procedure will result in the athlete being held responsible for payment. **UNLV will not reimburse an athlete who presents a receipt for a filled prescription.**

Physical therapy services and prescribed rehabilitation programs are assigned by the UNLV team physicians. For the most part, the UNLV Sports Medicine staff in the Marilyn and Si Redd Sports Medicine Complex administers most rehabilitation programs. The UNLV team physicians are responsible for ordering rehabilitation services.

## DENTAL

The Department of Intercollegiate Athletics will provide medical coverage for any injury to the teeth, gums, or jaw that is the result of participation in intercollegiate athletics while participating in a regularly scheduled practice and/or competition.

Pre-season dental examinations may be administered in conjunction with regular pre-season physical exams. (NCAA Bylaws 16.4.1.(k)).

The department will not be held responsible for any general dentistry, including teeth cleaning, fillings, tooth extractions, or any other pre-existing conditions, unless the condition has been aggravated by participation in intercollegiate athletics. All dental appointments must be arranged through the Director of Athletic Training (NCAA Bylaw 16.4.1.(d)).

## GLASSES AND CONTACTS

The Department of Intercollegiate Athletics shall not be responsible for any charges for any student who, upon enrollment in this university, does not own, or have prior commitment to buy his/her own glasses or contacts.

The department will be responsible for payment to replace or repair glasses and/or contacts which are lost or broken provided the loss was due to the participation in intercollegiate athletics.

In the event an athlete does not previously wear prescribed glasses and/or contacts upon arrival at UNLV, it is permissible for the Department of Intercollegiate Athletics to supply glasses, contacts, or protective eye wear (i.e. goggles) for athletes who require visual correction in order to participate in intercollegiate athletics. (NCAA Bylaw 16.4.1 (f))

**PROVIDED:**

1. The athlete has been screened by the Athletic Training Staff and the eye condition is one that may jeopardize the health and well-being of the athlete in question.
2. The physician, upon evaluation and diagnosis, determines the eye problem to definitely affect the performance of the athlete.
3. In the event the eye problem does not warrant glasses and/or contacts in order for the athlete to compete in the intercollegiate athletic programs, the athlete may purchase the necessary corrective lenses at his/her expense and will be held responsible for the initial consultation fee.

The Department of Intercollegiate Athletics will provide the most reasonable care in relationship to the type of glasses or contacts. The department will not be responsible for any special lenses (tinted or disposable) unless this type of treatment is deemed necessary by the attending physician.

# ATHLETIC TRAINING STUDENT PROCEDURES

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# ATHLETIC TRAINING CODE OF ETHICS

## UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

### **Preamble:**

The Code of Ethics sets forth ethical standards, obligations, and responsibilities that a Certified Athletic Trainer exercises in carrying out their professional responsibilities. The Code of Ethics also instills in the members an obligation to promote the value and importance of athletic training and the athletic trainer.

Related Standards of Practice further define those ethical standards and obligations as set forth in the Code of Ethics. The Standards of Practice serve as a guide for the individual Certified Athletic Trainer in the everyday conduct of their professional duties.

### **Code of Ethics Principle I**

Athletic Trainers respect the right and dignity of all individuals. The Athletic Trainer performs their duties without discrimination or partiality in their efforts or interests.

### **Related Standards of Practice (RSP)**

RSP 1.1 The Athletic Trainer recognizes the uniqueness of each individual and respects the common principle of human dignity in their relationship with individuals.

RSP 1.2 The Athletic Trainer provides a comparable level of care to all athletes from all sports without regard to race, religion, sex, creed, or age.

RSP 1.3 The Athletic Trainer performs their duties with concern for the physical and mental well being of the athletes under their care.

RSP 1.4 The Athletic Trainer is responsible to and mutually cooperative with colleagues and associates.

RSP 1.5 Information relating to the athletic trainer-patient relationship is confidential. Such information is not to be released without prior consent from the involved individual and subject to applicable law.

RSP 1.6 Information relating to the athletic trainer-patient relationship may be disclosed to appropriate authorities when necessary to protect the welfare of an individual or community. Such disclosure shall be in accordance with applicable law.

### **Code of Ethics Principle II**

An Athletic Trainer promotes and instills the principle of fair play with athletes, coaches, and spectators. Athletic Trainers should not condone or practice unsportsmanlike conduct.

RSP 2.1 It is incumbent on the Athletic Trainer to promote safe and sound playing skills. The Athletic Trainer is responsible for promoting the playing of sports within the framework of recognized sport rules and regulations.

RSP 2.2 The Athletic Trainer is in the position to aid in the development of fair play and sportsmanship. This responsibility extends itself into promoting this principle with coaches, spectators, colleagues, and associates.

RSP 2.3 The Athletic Trainer is responsible for not condoning the teaching or practice of unsafe or illegal athletic skills or techniques.

### **Code of Ethics Principle III**

Athletic Trainers comply with all laws, rules, and regulations governing the practice of athletic training as established by law and/or the appropriate credentialing body.

RSP 3.1 Athletic Trainers are to provide care in accordance with the laws, rules, and regulations of the jurisdictions in which they practice.

RSP 3.2 Athletic Trainers are responsible for maintaining an appropriate relationship with professional athletic training organizations and for supporting the principles and professional standards of these bodies.

#### **Code of Ethics Principle IV**

Athletic Trainers accept responsibility for the exercise of sound judgment. The Athletic Trainer must carry out accepted procedures current with existing professional community standards of care for prevention and treatment of athletic injuries.

RSP 4.1 Athletic Trainers are to assume responsibility for providing care consistent with applicable laws.

RSP 4.2 The Athletic Trainer is responsible for evaluating and implementing care under the supervision of a physician. Such care is to be in accordance with the rules and regulations of the athletic training profession, as defined by law.

RSP 4.3 The Athletic Trainer is responsible for providing care as specified by a physician, or until benefit can no longer be obtained from such care, when such care is contraindicated, or if it is discontinued by the supervising physician.

RSP 4.4 The Athletic Trainer is responsible for documenting information related to evaluation and assessment, care/treatment plan, and final disposition/status of an athlete's health problem.

#### **Code of Ethics Principle V**

Athletic Trainers maintain and promote high standards in the practice of Athletic Training. The Athletic Trainer performs duties that are within the scope of their professional preparation and legal obligation.

RSP 5.1 The Athletic Trainer demonstrates a commitment to participate in and render care consistent with current procedures.

RSP 5.2 The Athletic Trainer is responsible to render care based on an evaluation of data collection and analysis, and through the process of performing appropriate tests and measurements determines the need and type of service or care and indicates when a change in such care would be appropriate.

#### **Code of Ethics Principle VI**

Athletic Trainers seek to promote the development of scientific principles and expand the body of knowledge in theoretical and applied sciences as related to the profession of athletic training.

RSP 6.1 The Athletic Trainer recognizes research as an integral part of the profession and supports and assists research and educational projects and programs. The Athletic Trainer participates in research activities, which are based on sound scientific principles and methodology.

RSP 6.2 The Athletic Trainer adheres to educational criteria and standards set forth by the NATA for professional preparation and continuing education.

RSP 6.3 Athletic Trainers are to participate in educational activities to increase their level of competency and provide new knowledge.

#### **Code of Ethics Principle VII**

It is incumbent upon the individual athletic trainer to accept the responsibility of protecting the public from illegal, unethical, or incompetent acts. The Athletic Trainer is expected to report such acts as he/she becomes aware in the manner provided for in professional standards of practice or legal statutes.

RSP 7.1 Athletic Trainers should attempt to educate the public and to create an awareness of the profession and its contributions in promoting the services and benefits of athletic training through appropriate educational and civic programs.

RSP 7.2 Athletic Trainers are to report any conduct, which appears to be unethical, incompetent or illegal in the proper manner and form provided for by laws, rules, and regulations.

RSP 7.3 The Athletic Trainer has a responsibility to the community in matters relating to athletic training and to health and safety aspects of athletic participation.

RSP 7.4 The Athletic Trainer will be held responsible for any type of conduct, which is unethical and/or illegal. The Athletic Trainer will suffer the consequences established by the faculty and/or staff and/or peers.

\*\*The UNLV Athletic Training Faculty and Staff would like to thank the Pennsylvania Athletic Trainers Society, Inc for their contributions to the UNLV Athletic Training Code of Ethics.

## ATHLETIC TRAINING STUDENT RESPONSIBILITIES AND ASSIGNMENTS

### ATHLETIC TRAINING POLICY:

Athletic training students are required to complete clinical rotations as a part of their clinical courses. The minimum and maximum hour requirements are included below. These hours are those documented from the first to the last day of instruction, anything obtained beyond this timeframe is not considered eligible for clinical hours.

Time period	REQUIREMENT	
	Minimum hours	Maximum hours
*Pre-fall practices	as required by assignment	100
Fall semester	200	250
December/January break	none	100
Spring semester- Semester 1	100	150
Semester 3 & 5	200	250

\*Students who wish to receive additional class credit for this clinical experience may register for SIM 497 during summer session III.

### PROCEDURE:

1. Each athletic training student will complete a class schedule form prior to the beginning of each semester and submit it to the Program Director, the Director Athletic Training, and their Individual ACI.
2. Classes should be completed before 1:00PM, when possible.
3. Students should make a concerted effort to minimize conflicts such as: outside work and other activities, which should not interfere with athletic training obligations.
4. All athletic training students are responsible for meeting the demands of their specific clinical assignment. A minimum of 48 hours notice must be given to the ACI when absence is necessary. It is the student's responsibility to find a replacement for practice/events that they cannot attend. Substitutions must be authorized by the ACI.
5. All athletic training students are responsible for recording clinical hours on the proper forms. Each form must be signed by the ACI.
6. Biweekly clinical hours must be totaled and submitted to the Clinical Coordinator. Students are responsible for maintaining a copy for their own records.
7. All athletic training students will be evaluated by their ACI thrice each semester. A meeting to discuss the evaluation will be held between each student and the student's ACI.

## ATHLETIC TRAINING STUDENT CONDUCT

### GENERAL CONDUCT RULES:

Observe all rules and regulations set by the Program Director, the Director of Athletic Training, Head Coaches, Team Physicians and the Director of Athletics.

Work with professionalism at all times and treat each individual with respect.

Act only within the scope of your education and do not exceed the responsibilities of an athletic training student.

### ATHLETIC TRAINING STUDENTS SHOULD REFRAIN FROM THE FOLLOWING:

- A. Talk to any media personnel (press, radio, TV) about athletes, injuries, policies or procedures, treatments, return days, or any other material that may be detrimental to the athlete, UNLV, parents and/or yourself.
- B. Make any diagnosis, administer treatments, prescribe or administer medications, or prescribe rehabilitation programs without first consulting an ACI or team physician.
- C. Discuss with the athlete the options, seriousness, or surgical procedures associated with an injury.
- D. Determine the playing status of any athlete.
- E. Make any derogatory, critical, or judgmental statements that could be interpreted as a policy of the Department of Intercollegiate Athletics, UNLV, or the National Athletic Trainers' Association.
- F. Make any medical, dental, or other medical appointments for athletes without the consent of the ACI or the team physician.

### ASSISTANT ATHLETIC TRAINERS AND GRADUATE INTERN ATHLETIC TRAINERS WILL:

- A. Carry out the responsibilities as assigned by the Director of Athletic Training.
- B. Instruct athletic training students. This will include day-to-day clinical instruction, clinical evaluations, in-service programs and professional preparation.
- C. Communicate daily with the coaches on the status of injured athletes.
- D. Schedule treatment and rehabilitation appointments.

## STUDENT CONTRACT

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

As an athletic training student in the Athletic Training Educational Program (ATEP) at the University of Nevada, Las Vega , students must agree to abide by the following expectations to retain a position in the program. Students will be given a copy of this contract to keep in their ATEP folder. Review each statement and initialize in the space provided to acknowledge your understanding.

I understand that I am required to have a pre-participation screening completed by a physician along with a copy of my immunization record. I understand that I must submit these documents to the Program Director (Dr. Mangus) by January 31 during my first semester of the ATEP in the spring and that I may not continue beyond the first month of the ATEP until this is completed and submitted.

Student initials: \_\_\_\_\_

I understand that I must complete the following classes by the semesters outlined below, or as amended by the program director (Dr. Mangus):

Spring 1<sup>st</sup> semester: SIM 102, SIM 150, KIN 245

Fall 2<sup>nd</sup> semester: SIM 386, SIM 390, SIM 270

Spring 2<sup>nd</sup> semester: SIM 387, SIM 480, SIM 271

Fall 3<sup>rd</sup> semester: SIM 456, SIM 481, SIM 470

Spring 3<sup>rd</sup> semester: SIM 471, SIM 495

Student initials: \_\_\_\_\_

I understand that I must maintain a cumulative UNLV GPA of 2.8 at all times and that if I fail to maintain this GPA I will be placed on academic probation from the ATEP and my graduation may be delayed.

Student initials: \_\_\_\_\_

I understand that I must complete all assigned clinical proficiencies in a timely manner as assigned by the Program Director (Dr. Mangus) and the Clinical Coordinator (Dr. Rubley). I understand that if I do not complete the clinical proficiencies on time I will receive an incomplete in the corresponding clinical class(es).

Student initials: \_\_\_\_\_

I understand that I must report for athletic training in-service orientation during the first week of August each semester. I understand that failing to return during this time will result in an official infraction notice.

Student initials: \_\_\_\_\_

I understand that I am required to work as an athletic training student for a *minimum* of 5 semesters consisting of a *minimum* of 100 hours during my first semester, and a *minimum* of 200 hours each subsequent semester; during my education at UNLV.

Student initials: \_\_\_\_\_

I understand that if I do not work the *minimum* number of hours per semester I will receive a failing grade in the subsequent clinical class(es).

Student initials: \_\_\_\_\_

I understand that if I receive a failing grade in one of my clinical classes I can be removed from the ATEP!

Student Initials: \_\_\_\_\_

I understand that I must submit my signed hour sheet to the Clinical Coordinator no later than 5 P.M. on the first and third Wednesday of each month.

Student initials: \_\_\_\_\_

I understand that if I fail to turn in my hours by the required date, the hours **will not** count towards the minimum semester hour requirement.

Student initials: \_\_\_\_\_

I understand that I will have a mandatory conference at least 2 times per semester with the Program Director (Dr. Mangus) to review my mid-semester evaluation and for academic advising.

Student initials: \_\_\_\_\_

I have been given a copy of the UNLV ATEP personal appearance policy and will abide by the policy at all times.

Student initials: \_\_\_\_\_

I understand the UNLV Athletic Training Policies and Procedures and will abide by policies and procedures at all times.

Student initials: \_\_\_\_\_

I have been given a copy of the UNLV ATEP Student Handbook and will abide by the handbook at all times.

Student initials: \_\_\_\_\_

I have been given a copy of the UNLV ATEP student illness policy and will abide by the policy at all times:

Student initials: \_\_\_\_\_

I understand the absence request policy, and will give a **minimum of 48 hours** written notice to my ACI when I need to miss a practice or event. If I am missing a game or event, I understand that it is **my responsibility** to find an equally (or more) qualified individual to perform my duties. I understand that taking a day off for academic reasons requires the 48-hour minimum notice.

Student initials: \_\_\_\_\_

I understand that if it becomes necessary to request an extended leave of absence I must request it in writing from the Program Director (Dr. Mangus) and it must be approved before my leave of absence begins. I understand that a leave of absence may delay my date of graduation.

Student initials: \_\_\_\_\_

I understand that if I am employed, my employment **must not** conflict with my athletic training clinical responsibilities. If my employment conflicts with my athletic training clinical responsibilities **I will adjust my employment schedule** around my athletic training clinical responsibilities.

Student initials: \_\_\_\_\_

I understand that I may be given an infraction notice for violations of policies, procedures, or exhibiting inappropriate behavior.

Student initials: \_\_\_\_\_

I understand that if I obtain any infraction as an athletic training student, I will have a meeting with the Program Director (Dr. Mangus) and the Clinical Coordinator (Dr. Rubley). I understand that subsequent infractions have further consequences in addition to meeting with the Program Director (Dr. Mangus) and the Clinical Coordinator (Dr. Rubley). I understand that infraction notices accumulate throughout my education in the UNLV ATEP and they are **never** expunged from my record.

2 Infractions: Suspension from the ATEP for 1 week

3 Infractions: Suspension from the ATEP for 2 weeks

4 Infractions: Suspension from the ATEP for 1 month

5 Infractions: Dismissal from the ATEP

Student initials: \_\_\_\_\_

I understand that the Program Director (Dr. Mangus) and the Clinical Coordinator (Dr. Rubley) will **ask** for my input on which clinical assignments I have each semester; but the Program Director (Dr. Mangus) and the Clinical Coordinator (Dr. Rubley) have the **final determination** on which clinical assignment I receive.

Student initials: \_\_\_\_\_

I understand that some clinical assignments are not on the UNLV campus (high schools and other internships). I understand that if I am assigned to any of these clinical experiences ***I must provide*** my own transportation to and from the facility and that the UNLV ATEP or the Department of Kinesiology ***will not*** reimburse me for any travel expenses I incur.

Student initials: \_\_\_\_\_

I understand that my ACI will evaluate me 2 times each semester.

Student initials: \_\_\_\_\_

I understand that I will evaluate my ACI once each semester.

Student initials: \_\_\_\_\_

I understand that I will evaluate myself 2 times each semester.

Student initials: \_\_\_\_\_

I understand that I may be put on probation or terminated from the ATEP at any time during my 5 semesters for failure to progress academically or clinically, for accumulation of infraction notices, or for inappropriate behavior as outlined by the UNLV ATEP personal appearance policy, the UNLV Athletic Training Policies and Procedures, and the UNLV ATEP student handbook.

Student initials: \_\_\_\_\_

<b>STATEMENT OF AGREEMENT</b>
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I have read the expectations herein set forth by the UNLV Athletic Training Educational Program Student Contract and have initialized the statements with the understanding that I will abide by these expectations to retain my position as a student in the educational program. I understand that failure to comply with these expectations may result in a probationary period and possible termination from the ATEP.

Student Name: \_\_\_\_\_  
(Print Legibly)

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## **TECHNICAL STANDARDS FOR ADMISSION**

### **UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM**

The Athletic Training Educational Program (ATEP) at UNLV is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of the UNLV ATEP is to prepare graduates to enter a variety of employment settings and to render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level Certified Athletic Trainer, as well as meet the expectations of the program's accrediting agency, Commission on Accreditation of Allied Health Education Programs (CAAHEP). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the NATABOC certification exam.

Candidates for selection to the Athletic Training Educational Program at UNLV must demonstrate:

1. the mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
2. sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. the ability to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced. This includes reporting to campus on August 1<sup>st</sup> each year for orientation and to begin your clinical experience. This also includes a minimum of 900 hours of work in the clinical experience. The clinical experience may include work during early mornings, late evenings, weekends and time outside of the academic calendar.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Candidates for selection to the Athletic Training Educational Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Disability Resource Center will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

*This form is to be signed and completed with the Supplemental Physical Form attached.*

**STUDENT STATEMENT**

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodations. I understand that if I am unable to meet these standards I will not be admitted into the program.

\_\_\_\_\_  
Signature of Applicant Date

\_\_\_\_\_  
Signature of Physician Date

**STATEMENT FOR STUDENTS REQUESTING ACCOMODATIONS**

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Disability Resource Center (702-895-0866) to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

\_\_\_\_\_  
Signature of Applicant Date

\_\_\_\_\_  
Signature of Physician Date

## General Physical Examination

UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Date:     /     / Height:     '     "     Weight:     Blood Pressure:     /

Gross Visual Acuity:     R Eye     /     L Eye     /     uncorrected

R Eye     /     L Eye     /     corrected

	Normal	Abnormal
Head: hair, scalp, masses		
Eyes: pupils, reflex, conjunctiva, sclera, peripheral vision		
Ears: canal, drum, hearing, discharge		
Nose: septum, obstruction, mucosa, polyps, sinuses		
Mouth: lesions, teeth, tongue		
Throat: tonsils, lesions		
Neck: adenopathy, thyroid, vessels, masses, voice abnormalities		
Thorax: shape, expansion, deformities, ribs		
Chest: masses, tenderness		
Lungs: bronchi, wheezing		
Heart: murmur, dizziness, lightheaded, angina, arrhythmia, palpitations		
Abdomen: organ enlargement, masses, scars, tenderness, hernia		
Scrotum: lesions, swelling, tenderness, descended testes, normal testes size		
Skin: acne, eczema		

## ORTHOPEDIC PHYSICAL EXAMINATION

UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

	Normal	Abnormal	Comments
Head and Neck			
Cervical Spine			
Thoracic Spine			
Lumbar Spine			
Shoulders			
Elbows/Upper Arms			
Wrist/Hand/Fingers			
Hip/Pelvis			
Quadriceps/Hamstrings			
Knees			
Ankles			
Feet/Toes			

**PHYSICIAN ASSESSMENT**

Diagnostic test(s) needed:  
 \_\_\_\_\_  
 \_\_\_\_\_

Physician Summary:  
 \_\_\_\_\_  
 \_\_\_\_\_

Cleared

Cleared pending test results

Deferred

**Physician Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**HIPAA LETTER OF INSTRUCTION**  
**UNLV EMPLOYEE/STUDENT/VOLUNTEER**  
**ANNUAL NONDISCLOSURE ACKNOWLEDGEMENT**

Name: \_\_\_\_\_ Starting Date: \_\_\_\_\_

Position: \_\_\_\_\_

As an employee with access to private health information, I am expected to maintain the privacy and confidentiality of student-athlete health information, as well as personal information such as age, address, telephone, marital status, etc. Recently enacted federal rules, adopted as part of the Health Insurance Portability and Accountability Act “HIPAA”, mandate new requirements designed to enhance patient privacy.

In an effort to maintain the privacy of student-athlete information, the University of Nevada, Las Vegas Athletic Training Department has required that I reaffirm my commitment made at the time of my employment/assignment to protect the confidentiality of health information.

I understand that I may be reminded of these confidentiality obligations on a periodic basis to help ensure compliance, due to the significance of this issue.

By my signature below, I acknowledge that I made the commitment set forth below at the time of my employment/assignment, I confirm my past compliance with it, and I reaffirm my continued obligation to it.

I understand that I have a legal and ethical responsibility to safeguard the privacy of all student-athletes and to protect the confidentiality of their health information. In the course of my employment/assignment at the University of Nevada, Las Vegas, I may come into possession of confidential patient information, even though I may not be directly involved in providing patient care.

I understand that such information must be maintained in the strictest confidence. As a condition of my employment/assignment, I hereby agree that, unless directed by my supervisor, I will not at any time during or after my employment/assignment with the University of Nevada, Las Vegas Athletic Training Department disclose any patient information to any person whatsoever or permit any person whatsoever to examine or make copies of any patient reports or other documents prepared by me, coming into my possession, or under my control, or use patient information, other than as necessary in the course of my employment/assignment.

When patient information must be discussed with other healthcare providers in the course of my work, I will use discretion to ensure that others who are not involved in the patient’s care cannot overhear such conversations.

The violation of these rules could result in significant civil and criminal penalties for myself and UNLV, particularly if an improper disclosure of information is done knowingly and for personal gain. I have/will receive training regarding these rules. In general, however, disclosure of health information to anyone other than the student-athlete typically requires the student-athlete’s express written authorization except in the following situations: 1) to co-employees who need the information for their job, or to a supervisor, 2) to another medical provider for treatment purposes, or 3) to an insurance company to obtain payment for a service.

As part of my job responsibilities, I am expected to comply with HIPAA and all procedures developed for its implementation. I understand the violation of these rules may result in discipline up to, and including, termination for a first offense.

If you have questions, please discuss it with your supervisor or the designated privacy officer. Please acknowledge receipt of this letter by signing below.

\_\_\_\_\_  
Signature of Employee/Student/Volunteer

\_\_\_\_\_  
Date

**UNLV**  
**DEPARTMENT OF KINESIOLOGY**  
**ATHLETIC TRAINING EDUCATIONAL PROGRAM**

**FIRST RESPONDER STATEMENT**

When an athletic training student (ATS) is not under the direct supervision of an approved clinical instructor (ACI), the ATS is limited to act *only* in the role of a **FIRST RESPONDER**. To be in direct supervision the ACI must be in direct sight and sound of the ATS and possess abilities to intervene in a immediately to protect subjects and the ATS from hazards that may incur without proper supervision.

A first responder is defined as a student that has completed and has become certified in CPR and AED use and has taken the OSHA blood borne pathogens course as offered at UNLV. When an ATS is acting as a first responder, duties are limited to: providing prophylactic taping, prophylactic stretching, and performing first aid and emergency care as outlined by your training certificates in first aid, CPR, and AED use.

**STATEMENT OF AGREEMENT**

I have read and understand the First Responder Statement. I will comply with this policy during all practices, games, and events I attend as an ATS in the UNLV ATEP. I will comply with this policy also during any road practices, games, and events I may attend.

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**PROFESSIONAL SETTING PERSONAL APPEARANCE POLICY**  
**UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM**

*In order to maintain an expected level of professionalism it is required that all athletic training students at UNLV follow guidelines for dress and appearance. Personal hygiene and appearance are a reflection on UNLV athletics and the UNLV ATEP. Athletic trainers are health care professionals requiring themselves and their working environment to remain sanitary.*

Hair (including facial hair) will be neatly groomed and an acceptable color. Hair-length that may interfere with daily treatment of athletes will be pulled back and tied up. Facial jewelry (excluding earrings) shall not be worn at any time for the safety of the athletic training student during unexpected incidences on the field of play, i.e. strikes from soccer balls, volleyballs, football, etc. Appropriate hair and jewelry standards are interpreted by the Program Director (Dr. Mangus) only.

Collared shirts will be worn at all times while working with athletes inside any athletic training facility. UNLV athletic training long-sleeved and short-sleeved t-shirts are only appropriate for outdoor sport practices; but must be replaced with a collared shirt when working with athletes inside any athletic training facility. Shirts must be tucked in at all times and have no holes or permanent stains. Belts are to be worn at all times. If the shirt is designed to be untucked,, it must be at a length where the bottom of the shirt reaches well below the top of the pants (skin of the back and/or abdomen should not be visible). Undershirts are permitted only if they are of the solid colors: black, gray, white; no prints and patterns will be tolerated. If sweatshirts and jackets are necessary inside the facility, only UNLV athletics issued apparel will be permissible.

Khaki pants or Khaki shorts (cloth material) must be worn at all times while in the athletic training facilities. Khakis must be neutral colored: acceptable colors include black and shades of beige or tan; unacceptable colors include greens, blues, reds, pinks, pastels, etc.. Black or red nylon pants may be worn outside only and must be replaced with cloth khaki pants or shorts in the athletic training facilities.

Hats are not permitted in any athletic training facility; UNLV issued hats may be worn during outdoor events.

Tennis shoes or dress shoes are required at all times. Sandals, open toe shoes, heels, boots, clogs, platforms, flip-flops, or other footwear is not appropriate at any time. Jeans, jean shorts, cut-off shorts, spandex, spaghetti strap tops, or other revealing clothing is not appropriate at any time.

This policy is in effect at all times and covers all UNLV athletic training facilities. If you are not dressed appropriately please do not enter any athletic training facility or perform any duties until your appearance is appropriate.

If your appearance is not appropriate you will be asked to leave the facility by an ACI and/or the Program Director (Dr. Mangus) with the expectation that when you return your appearance conforms to these standards. The final decision on personal appearance is the interpretation of your ACI and/or the Program Director (Dr. Mangus). Continually failing to follow these guidelines may result in an official infraction notice.

At no time should UNLV athletic training apparel be worn to bars, nightclubs, or other similar adult establishments.

**STAMENT OF AGREEMENT**

By signing this document, I acknowledge the personal appearance policy at UNLV. I understand that if my appearance is not appropriate, I will be asked to leave and return when my appearance conforms to these standards. I understand that my ACI and/or the Program Director (Dr. Mangus) has the final judgment as to if I am following the personal appearance policy.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## STUDENT ILLNESS POLICY

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

We understand that illnesses are common amongst college-aged students and that illnesses are usually difficult to predict. We want all our athletic training students (ATS) to remain healthy but understand that illnesses do occur. If you become ill and feel that you are unable to attend class and/or your clinical assignment because of an illness ***you must*** contact the Program Director (Dr. Mangus), your individual ACI, as well as any instructors in any class you are missing (whether the instructor is affiliated with the UNLV ATEP or not) in a timely manner. It will be noted that your absence from the day was because of an illness and the absence may be excused. ***The clinical or curriculum instructor(s) will determine if any assignments and/or test missed during your absence may be “made-up” based on their particular guidelines described in the syllabus of each class.***

If you are ill for more than 2 days we will *ask* you to see a physician for your health and the health of others (classmates, instructors, athletes, and coaches) to determine if your condition is communicable or requires further treatment. If the physician believes you should not return to class or your clinical assignment because the illness may be spread amongst others please inform the Program Director (Dr. Mangus), Clinical Coordinator (Dr. Rubley), and your individual ACI so you are not unfairly penalized.

If you attend a practice, game, or event and your ACI determines that you are ill or if your ACI believes that you may spread the illness amongst the athletes, coaches, clinical staff, or other students; the ACI may require you to leave the facility and return when your symptoms have resolved. The ACI may require you to leave for the health of others despite how many hours you are deficient in your clinical assignment or how your departure may affect your grade. If this occurs, it is ***your responsibility*** to arrange to make-up the missed hours or assignments that you were unable to perform because of the illness.

You *may ask* for an extended leave of absence from the UNLV ATEP if your are diagnosed with a condition that requires further treatment or the condition prevents you from continuing your education while you are being treated. If this occurs ***you must*** request an extended leave of absence from the UNLV ATEP from the Program Director (Dr. Mangus). An extended leave of absence may delay your date of graduation.

<h3>STATEMENT OF AGREEMENT</h3>
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By signing this document, I acknowledge the UNLV ATEP Student Illness Policy. I understand this policy is in effect while I am enrolled as an athletic training student at UNLV.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## DAILY MEDICAL CARE

### POLICY:

Every day, every athletic trainer will have the opportunity to care for one of the many athletes involved in the UNLV Intercollegiate Athletic Programs. The athletic trainer must be prepared to tend to the needs of the athlete within the limitations of reason for the NATA, UNLV, and the team physicians. Therefore, every athletic trainer must follow a standard routine in order to maintain reasonable efficiency and communication between fellow athletic trainers, coaches, and the athlete.

### PROCEDURE:

When confronted with a medical, physical, or emotional problem, the athletic trainer should do the following:

- a. Obtain a complete medical history concerning the nature of the problem. **NEVER ACT UNTIL YOU HAVE A COMPLETE HISTORY!!**
- b. For musculoskeletal problems, check range of motion strength, pain, inflammation, deformities, swelling, blisters, open sores, open wounds, or any other abnormal signs.
- c. If the problem is emotional, show concern, suggest alternatives but never agree or take sides. Your verbal responses to the athlete are critical. Remain calm. Be careful on what you say and how you say it. When emotions are high, personality conflicts easily interrupt the process of solving the problem.
- d. Follow up on your actions. If you refer an athlete to a physician, follow up to ascertain the physician's intentions. Be certain that you know all of the protocols before proceeding.
- e. Obtain second opinions from fellow athletic trainers to ensure accuracy and confidence.
- g. Re-evaluate daily. Do not provide unnecessary treatments.
- f. **YOU, UNDER THE SUPERVISION OF YOUR CLINICAL INSTRUCTOR, ARE THE AUTHORITY. NEVER LET A COACH OR ATHLETE INFLUENCE YOUR DECISIONS.**

## OFFICE OPERATIONS

1. All sports medicine staff offices are off limits to all except those asked in or accompanied by an athletic trainer. Athletes should not be in the office for any other reason.
2. Telephone etiquette: to answer the telephone please respond with the following: "Athletic training, this is (your name), may I help you"
3. Athletes are not permitted to use the telephone for any reason.
4. All supplies or equipment taken from the complex needs to be checked out. The athletic trainers responsibility is to record checked out items on the **EQUIPMENT CHECK-OUT FORM**. Failure to return borrowed supplies will result in the cost of the item being deducted from the athletes scholarship stipend.

## **ATHLETIC TRAINING ROOM OPERATIONS**

1. The sports medicine complex is for injured athletes ONLY.
2. There will be no horseplay, foul language, or any other shenanigans in the sports medicine complex.
3. The sports medicine complex is CO-EDUCATIONAL. Appropriate dress must be worn at all times. (refer to The Professional Setting Appearance Policy).
4. No smoking or tobacco of any kind will be allowed in the sports medicine complex.
5. No lounging or sleeping on training tables will be tolerated.
6. Athletic training students should keep all personal belongings and books in the lockers provided.
7. Cell phones should be on silent or vibrate and should not be talked on while in the athletic training room.
8. The medical cabinets within the sports medicine complex are off limits to all athletes.
9. All athletic training supplies, including stainless steel equipment, are to be confined to usage in the work areas. NO EXCEPTIONS.
10. Physician referrals are to be issued for athletic related conditions only. All medical referrals must be approved by a staff athletic trainer.
11. TREATMENTS ARE TO BE ADMINISTERED BY ATHLETIC TRAINING STAFF ONLY. Athletes are not to use, adjust, or manipulate any of the modalities in the sports medicine complex.
12. Treatments will be administered between normal operating hours. Athletes may, when appropriate, be treated a minimum of twice daily in order to insure a more progressive recovery. The athletic training staff and/or the team physicians will determine the appropriate treatments to be administered.
13. No cleats or athletic shoes are to be worn by the athletes in the sports medicine complex. No shoes are to be worn by the athletes during the administration of treatments.
14. The sports medicine complex is a reasonably sanitary environment and reasonable efforts should be made to maintain the facility in that manner.
15. THE MAINTENANCE OF A REASONABLY CLEAN, SANITARY AND SAFE WORKING ENVIRONMENT IN THE TRAINING ROOM IS THE RESPONSIBILITY OF THE ATHLETIC TRAINING STAFF, THE COACHES, AND THE ATHLETES.

## CLINICAL WORKSHOP AND ORIENTATION

Each fall, athletic training students are required to attend an orientation and workshop. The purpose of this workshop is to provide athletic training students with introductory and procedural information necessary to ensure a smooth transition into the Athletic Training Educational Program. Athletic training students are required to report for this workshop two to three days prior to pre-fall semester practice. This reporting date depends on the athletic schedule but is typically around August 1.

The fall workshop will consist of the following:

**\*Mandatory CPR re-certification:** Each athletic training student, graduate intern and staff member is required to maintain current CPR certification. Any athletic trainer without current CPR training will not be permitted to work in the Athletic Training Educational Program until certification is achieved.

**\*Mandatory Blood Borne Pathogens/HIV and AIDS Requirements:** Athletic training students are required to complete an OSHA blood borne pathogens program. This program is conducted by the UNLV Department of Environmental Safety. The program consists of lecture and a video presentation outlining the requirements and recommendations for prevention and safety regarding the transmission of blood borne pathogens. A complete copy of the blood borne pathogens policy and procedures may be found in the UNLV Athletic Training Policies and Procedures Manual.

In addition, the athletic training student will be afforded the opportunity to enroll in an immunization program protecting against hepatitis B virus.

**\*Emergency recognition and transportation:** This program will consist of a hands-on laboratory experience on the use of emergency equipment, including CPR masks, various splints and vacuum immobilizers, face mask removal, and spine boards used to transport the catastrophic athlete.

**\*Equipment fitting:** A member of the athletic equipment staff will instruct the athletic training students on the proper procedures for sizing and fitting football equipment and other athletic equipment or apparel. In addition, the athletic training students will be instructed on how to properly repair equipment.

**\*Other topics will include, but may not be limited to:**

- Policies and procedures for intercollegiate athletics
- Heat related concerns; the importance of hydration
- Injury recognition and initial on-the-field assessment
- Treatment and rehabilitation protocols
- Medical records documentation and procedures
- Medical referral procedures
- Drug testing procedures
- Practice and game preparation
- Lied Athletic Complex Policies and procedures

## CLINICAL HOUR DOCUMENTATION

The first priority for all athletic training students is academics. Therefore, if time off for study or other academic requirements is necessary, it is the responsibility of the athletic training student to telephone or communicate with their clinical instructor to request time off. This must be done at least 48 hours in advance of the requested time off. At no time will an athletic training student be denied time off for academic reasons.

Athletic training students are responsible for documenting their own clinical hours. Athletic training students are responsible for a minimum of 100 hours their first semester and a minimum of 200 hours for the following 4 semesters.

Due to sport assignments, clinical rotations and other clinical responsibilities, athletic training students may be required to spend additional time to complete assigned responsibilities.

Athletic training students are required to attend all practices and games. In addition, athletic training students will be required to attend all pre and post practice and game athletic training activities including treatments, taping/bracing, practice/event set-up, and/or other designated responsibilities.

Athletic training students who need time-off for any reason other than scheduled classes need to complete an absence request form. This form must be returned to, and approved by, the clinical instructor at least 48 hours in advance of the request.

It is the responsibility of the athletic training student to find a replacement to cover practice or game assignments when absences have been approved. The athletic training skills of the replacement must be greater than or equal to the student requesting time off. Replacements must also be approved by ACI

## GAMBLING

### POLICY:

Athletic training students are not permitted to gamble on any NCAA sanctioned athletics. Information that may be gained as a result of working in the athletic training room may not be divulged to anyone for the purpose of monetary gain.

For a complete listing of additional policies and procedures for the Lied Athletic Complex and the Marilyn and Si Redd Sports Medicine Complex, refer to the [UNLV Student Athlete Services Handbook](#).

## ABSENCE REQUEST FORM

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

Athletic training students who foresee a specific date(s) that wish to be excused for **MUST** submit an "Absence Request Form" to their approved clinical instructor. This form **MUST** be submitted and approved at least 48 hours in advance of the requested date of absence. It is the athletic training student's responsibility to find a replacement that is acceptable to their approved clinical instructor to cover for their absence in their particular assignment.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ DATE(S) REQUESTING ABSENCE: \_\_\_\_\_

TIMES REQUESTING ABSENCE: \_\_\_\_\_

REASON: \_\_\_\_\_

\_\_\_\_\_

REPLACEMENT FOR COVERAGE: \_\_\_\_\_

INSTRUCTIONS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

APPROVED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

SIGNATURE OF APPROVAL: \_\_\_\_\_ DATE: \_\_\_\_\_

# INFRACTIONS

## UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

Athletic training students will be graded on situations or incidents resulting from inappropriate behavior or actions. Each infraction will be documented on an infraction notice form and discussed with the student, ACI, Clinical Coordinator, Program Director and the Director of Athletic Training. Patterns of behavior or an increase in frequency of inappropriate behavior will be weighed. Continued infractions in the mild, moderate, or severe areas may result in termination from the program. Infractions are never expunged from the student's record.

- 2 Infractions: Suspension from the ATEP for 1 week
- 3 Infractions: Suspension from the ATEP for 2 weeks
- 4 Infractions: Suspension from the ATEP for 1 month
- 5 Infractions: Dismissal from the ATEP

### INFRACTION NOTICE

Students Name: \_\_\_\_\_

Date of Notice: \_\_\_\_\_ Date of Occurrence: \_\_\_\_\_

Incident: \_\_\_\_\_

\_\_\_\_\_

Category of Infraction:      MILD              MODERATE              SEVERE

Date of meeting with student: \_\_\_\_\_

Outcome of meeting: \_\_\_\_\_

\_\_\_\_\_

Student Response: \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director of Athletic Training: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

# CLINICAL ROTATIONS

# **ATHLETIC TRAINING EDUCATIONAL PROGRAM STRUCTURING OF ATHLETIC TRAINING CLINICAL EXPERIENCES**

Students entering the Athletic Training Educational Program will be required to purchase the textbook entitled Clinical Experiences in Athletic Training by Kenneth Knight (available in the UNLV bookstore). Students will be required to pass the proficiencies in this book as outlined in this manual.

Rotations for all students will include the following areas: lower extremity, upper extremity, equipment intensive, male, female, team, and general medical. In addition, students will have the opportunity for a rotation at a local high school or sports medicine clinic affiliated with UNLV. The Program Director, along with the Athletic Training Staff, will see that the appropriate assignments in all of the above mentioned areas are made for each student in the Athletic Training Educational Program. Students may want to consult with the Program Director should they want to make a specific request for a sport during a future semester. Athletic Training Students with more experience and more favorable evaluations, in the judgment of the Program Director and Athletic Training Staff, will be given assignments with greater responsibility.

## **UNLV INTERCOLLEGIATE ATHLETICS SPORT ASSIGNMENTS**

Once the Program Director and the Director of Athletic Training have assigned you a sport, your responsibility will be to provide complete medical coverage, under the direct supervision of the approved clinical instructor for the sport assigned.

If procedures are not clear for your sport, please inform the ACI/Director of Athletic Training so that athlete safety is never in jeopardy.

### **1. PHYSICAL EXAMINATIONS**

- a. Pre-screening on all athletes will be performed by mail during the summer months. The responsibility of the athletic trainer will be to accurately maintain all medical records of the athletes involved with your sport.
- b. All first year athletes are required to complete a physical examination administered by the UNLV team physicians. All returning athletes should have completed the NCAA Health Questionnaire and all returning athletes that were previously injured at UNLV or were injured during the summer months must be examined by the UNLV team physicians.

**ATHLETES WILL NOT BE PERMITTED TO PARTICIPATE UNTIL ALL INFORMATION IS RECEIVED AND/OR THEY HAVE BEEN CLEARED BY THE TEAM PHYSICIANS. NO EXCEPTIONS.**

### **2. OFFICIAL PRACTICE SESSIONS**

- a. Attend all scheduled practices. **DO NOT USE PRACTICE TIME TO STUDY, DO HOMEWORK, LISTEN TO MUSIC, OR RELAX.**
- b. Record all injuries and/or illness on the **DAILY INJURY REPORT**. Record all injuries on the injury form.
- c. On a daily basis, inform each coach of the status of athletes.
- d. Record all progress notes and treatments administered.
- e. The sports medicine complex should be opened a minimum of one hour prior to the beginning of practice.

### **3. GAME PREPARATIONS**

- a. A letter should be sent to all visiting teams on your schedule informing them of the athletic training facilities available upon their arrival at UNLV.
- b. Open the sports medicine complex to allow an ample amount of time to set up for the event and to treat and tape the athletes.
- c. Except for emergency situations, treat and care for the UNLV athletes first.



- d. In general the following should be provided: Ice, towels, cups and coolers for both home and visiting teams, emergency procedures, and an ambulance.
- e. Introduce yourself to visiting coaches, athletic trainers, referees, and offer your assistance if needed.
- f. During the game, monitor play and do your job. Do not get emotionally involved with the game.

#### 4. AWAY GAMES

- a. Contact the host athletic trainer in advance.
- b. Schedule treatments while on the road.
- c. You are making a trip to learn and work as an athletic trainer. YOU ARE NOT GOING ON VACATION.
- d. Upon arrival at the site, familiarize yourself with the nature and location of the necessary facilities, equipment, and emergency medical care procedures.

#### 5. YEAR END RESPONSIBILITIES

- a. Neatly arrange all medical records in the permanent file of the athletes.
- b. A YEAR END INJURY LISTING AND INJURY STATISTIC SUMMARY IS TO BE PRESENTED TO THE DIRECTOR OF ATHLETIC TRAINING AND THE COACHING STAFF IMMEDIATELY AT THE CONCLUSION OF THE SEASON.
- c. OBTAIN AND FOLLOW-UP WITH ANY POST-SEASON INJURIES. BE SURE TO OBTAIN THE POST-PARTICIPATION PHYSICAL EXAMINATION FORM.

## ATHLETIC TRAINING EDUCATIONAL PROGRAM STUDENT EXPECTATIONS

### Clinical Assignments

At the end of each semester, athletic training students will be given a clinical assignment for the following semester. This assignment carries the expectation that the athletic training student will assist with practices, games and other team requirements deemed necessary by the ACI of that sport.

It is expected that athletic training students become involved in the pre-participation physical examination, emergency procedures specific to a sport, evaluation of injuries, rehabilitation programs, injury documentation, and communications between athletes, coaches, and the ACI of the assigned sport.

### Time Criteria

Athletic training students are required to spend a minimum of 5 semesters working in the Athletic Training Educational Program. It is also expected that athletic training students will commit between 200-250 hours per semester (100-150 in semester I) to your ACI, UNLV athletics or your clinical site by being active in the athletic training duties of the sport for approximately 15-20 hours per week. Some athletic training students, by the nature of their assignment, will be committing more than others and putting in more contact hours per week. Each athletic training student must understand that all athletic training students will have an assignment sometime in their five semesters that requires more time allocation and that other athletic training students will not be spending as much time in their assignment during that particular semester. Athletic training students must be aware that outside obligations should not conflict with the duties and responsibilities of the sport assignment.

### Educational Priorities

Athletic training students must be aware that the primary reason they are attending UNLV is to complete their education. Classroom requirements are important and class attendance should be of paramount concern for the athletic training student. However, in the field of athletic training much can be learned in the practical application of the theoretical education process and clinical experience should be ranked just as important as the classroom.

Athletic training students should not miss class to attend practice, nor should athletic training students miss an opportunity to learn at practice. The athletic training student is expected to take the initiative to query the athletic trainers with whom they are working about relevant athletic training topics and should do so on a regular basis.

## Summary

Athletic training students are assigned to work with a specific sport on a daily basis. The athletic training student is to become highly involved as an athletic training student through the entire season.

Athletic training students will spend a minimum of 5 semesters working in the clinical aspect of the educational program and spend a minimum of 100 hours their first semester and a minimum of 200 hours for each four following semesters.

Athletic training students are to be available for all practices and games balanced with proper class attendance. Athletic training students should not let outside obligations become their main priority. Additionally, athletic training students will take the necessary initiative to ensure they are learning in all phases of their education at UNLV.

Athletic training students are to be encouraged to communicate any problems they are having relative to their approved clinical instructor, the Director of Athletic Training, the Clinical Coordinator, and the Program Director. Questions about educational requirements should be directed to the Program Director.

Athletic training students must be aware that not meeting the expectations as set forth in this document and as explained in the classroom may result in suspension or expulsion from the Athletic Training Educational Program.

## ROLES AND RESPONSIBILITIES OF THE ATHLETIC TRAINING STUDENT

You, the Athletic Training Student (ATS) will be learning in a variety of settings as part of the Athletic Training Educational Program (ATEP) at UNLV. You will have different responsibilities based on the level of supervision that is provided. Definitions are provided below so that you will have a better understanding of these responsibilities.

**Clinical Education:** You will be assigned to a sport during each semester of the ATEP. When you are learning and providing care under the direct supervision of an approved clinical instructor (ACI) you are considered to be involved in clinical education. This direct supervision is defined as constant visual and auditory supervision and the intent is that the ACI will be readily available to intervene and protect the patient should this be needed. It is only the ACI that can formally evaluate the clinical proficiencies assigned to this experience.

**Field Experience:** If a health care professional other than your ACI provides direct supervision this is defined as a field experience. The supervision and instruction by other experts in the field should be valued. However, it is only the ACI who can formally evaluate your clinical proficiencies during a clinical experience.

## SPECIAL EVENTS & SCHOLARSHIP PROGRAMS

Although not required, athletic training students are encouraged to participate in special events such as providing athletic training services for high schools, collegiate and pro rodeo events, NCAA Championship events, summer camp programs, Olympic or Junior National events or any other programs beneficial to your educational experiences.

From time to time, the UNLV clinical instructors will post such events. Students can "volunteer" or in some cases you may be compensated for your services.

The hours that you work under the direct supervision of a clinical instructor during special events will count toward certification.

In addition, the clinical staff encourages you to participate in public relations programs, career days or any other programs, which encourage or promote athletic training in the work place.

Also, it is strongly suggested that each athletic training student seriously consider applying for scholarship programs through the district or national levels.

As an athletic training student, these programs and awards help establish a resume which will separate you from the hundreds of other athletic training students who are seeking employment, graduate assistants positions, or other postgraduate opportunities.

Therefore, when you do engage in one of these special event programs or are awarded scholarships or academic awards, take time to document those experiences. This will help you remember all of your experiences and assist you in preparing a professional resume.

# CLINICAL PROFICIENCIES

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NAME: \_\_\_\_\_.

## Clinical Proficiencies

### UNLV ATHLETIC TRAINING EDUCATIONAL PROGRAM

#### Objective:

Clinical proficiencies are set up for the staff and faculty to determine your “hands on” skills in working with athletes in your clinical assignments over the next five semesters. As you begin to learn new athletic training skills we classify your newly attained skills as *emergent* and as you become more comfortable, knowledgeable, and your skills are more refined we assess you as being *competent*. Once you have competence in hands on skills and understand both the cognitive aspects of those skills and your role as a student athletic trainer along with the role of the certified athletic trainer, you will be deemed *proficient*.

#### Terminology:

The term *emergent* refers to the initial development or surfacing of the task, you have only just learned about something and can speak about that skill with some guidance. Having *competence* in a skill means that you are able to apply what you have learned in a supervised setting. In many instances, you know what needs to be done without being specifically directed to apply a skill each time it needs to be completed. Being *proficient* in a skill is a step beyond that; you are able to apply your knowledge by knowing both what to do and why it is done.

*Example: Ultrasound is first presented during your second semester in SIM 390; at this point you may be able to talk about the basic goals of the modality (generates a heating effect – recognizes warning signs) and some general parameters (intensity and time of application) that are used. This understanding represents emergent skill. The following semester, your third, you set this modality up on patients/athletes regularly. Later, being able to use multiple parameters demonstrates a base level of competence. During your fourth semester you are able to recognize when this modality is appropriate to use and you can explain and demonstrate that to patients/athletes or other athletic trainers. Being able to do so illustrates that you are proficient at the task.*

#### Grading Procedures:

As you are learning many new athletic training skills over the next five semesters you will be evaluated on your ability to apply these skills. Should you not meet the minimum standards (*emergent* level) for the clinical proficiency that you are attempting, it is possible to fail on that particular proficiency. If this happens the ACI will sign and date your score sheet in the space designated for the failed attempt. The only way to pass would be to return to the same ACI, no sooner than one week from when the failure occurred, and reattempt the proficiency. It is possible to fail more than once so be prepared.

In an effort to illustrate learning over time, several of the clinical proficiencies need to be evaluated more than once. Grades should either rise a level with each evaluation, or remain the same if the previous rating is already *competent*. Should you not move from *emerging* to *competent* this will be considered a failed attempt as this does not prove that more learning has taken place from the last attempt. It is not expected that you will be *proficient* at all things.

#### When are you first able to attempt a proficiency?

Once a skill is taught and learned in a class, you will have an opportunity to pass off that particular level of each proficiency. Proficiencies requiring two or three approvals may receive signatures no more than twice per semester, as long as they are obtained at least eight weeks apart (with the exception of reattempting a failed proficiency). Additionally, A and B proficiencies must be completed during the semesters indicated only.

#### Who can sign the proficiencies?

Your first approval of a proficiency must be obtained from the person who taught it to you. Each signature following the emergent category should be attained from your direct ACI or a member of the athletic training faculty.

## When should this be done by?

On the following page is a list indicating the specific proficiencies to be completed by the end of each semester. If a skill is learned during the second semester that does not require a signature until the third semester, feel free to get the approval early. Doing so leaves you less work to do later on.

- Semester I proficiencies should be completed prior to the tenth week of the semester.
- Semester II students must complete the A's and B's prior to the fifth week of the semester, the rest must be completed by the end of the semester.
- Semester III students must complete the C's by the end of the fifth week of the semester, the E's, F's, and G's by the tenth week of the semester, the H's must get approved twice during this semester and must be completed by the end of the semester.
- Semester IV students must complete the A's and B's prior to the fifth week of the semester, C's, D's, E's, and F's (those listed) by the end of week ten, the rest must be completed by the end of the semester.
- Semester V students must complete the D, E and F proficiencies listed by the end of week five, the rest must be completed by the end of the semester.

It is in your best interest to be prepared when it is time to gain approval on your proficiencies. Read over your materials; make sure that you know what the proficiency is requiring of you. Work with your peers; present to them and listen to what they know to ensure you have the information before attempting approval from an ACI.

It is **your responsibility** to recognize when you have learned a skill and when you are ready to work with your ACI for skill assessment to move on to the next level. It is **not the responsibility of the Program Director, Clinical Coordinator, Staff Athletic Trainers or Graduate Student Athletic Trainers** to ask if you want them to sign your proficiencies. You must take initiative and approach your ACI at the time you find appropriate to obtain approval. You can schedule time outside of class or clinical hours with an ACI to work on proficiencies. You should not wait until the last minute to get everything completed. This shows a lack of organization and time management and will be reflected in your clinical evaluations and grades. Students should show ambition and motivation toward completing the assigned proficiencies in an orderly fashion.

Proficiency Assignments By Semester

Semester I:	Semester II:	Semester III:	Semester IV:	Semester V:
A1	A1	C1	A1	D1
A2	A2	C2	A2	E3
A3	A3	C3	A3	E4
A4	A4	C4	A4	E5
A5	A5	C5	A5	E6
B1	B1	C6	B1	F1
B2	B2	C7	B2	F2
B3	B3	C8	B3	<u>F3 (by week 5)</u>
B4	B4	<u>C9 (by week 5)</u>	B4	J9
B5	B5	E1	B5	J10
B6	B6	E2	B6	J11
B7	B7	E3	B7	J12
B8	B8	E4	B8	J13
B9	B9	E5	B9	J14
B10	B10	E6	B10	J15
B11	<u>B11 (by week 5)</u>	F4	<u>B11 (by week 5)</u>	J16
<u>D2 (by week 10)</u>	C1	G1	C1	J17
	C2	G2	C2	J18
	C3	G3	C3	
	C4	G4	C4	
	C5	G5	C5	
	C6	G6	C6	
	C7	G7	C7	
	C8	G8	C8	
	C9	G9	C9	
	D1	G10	D1	
	D2	G11	D2	
	D3	<u>G12 (by week 10)</u>	D3	
	D4	H1 x 2	D4	
	G1	H2 x 2	E1	
	G2	H3 x 2	E2	
	G3	H4 x 2	<u>F4 (by week 10)</u>	
	G4	H5 x 2	J1	
	G5	H6 x 2	J2	
	G6	H7 x 2	J3	
	G7	H8 x 2	J4	
	G8	H9 x 2	J5	
	G9	H10 x 2	J6	
	G10	H11 x 2	J7	
	G11	H12 x 2	J8	
	G12	H13 x 2	L1	
		H14 x 2	L2	
		H15 x 2	L4	
		H16 x 2	L5	
			M1	
			M2	
			M3	

**A1:** The ATS has reviewed the UNLV Administrative Policies and Procedures manual. The ATS understands the daily maintenance routine of the athletic training facilities.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**A2:** The ATS has reviewed UNLV's record keeping processes and can discuss the importance of quality record keeping. The ATS can properly fill out an initial injury evaluation and daily treatment logs and can properly file the paperwork. The ATS can describe the difference between HOPS, HIPS, and SOAP.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**A3:** The ATS demonstrates knowledge with regards to the purpose and function of medication supplies found in UNLV's athletic training room. The ATS knows how the medications are purchased, inventoried, and stored at UNLV.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**A4:** The ATS is familiar with the medical equipment used at UNLV including: purchasing, inventory, and storage of the equipment.

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**A5:** The ATS demonstrates knowledge in regards to the medical instruments and machines used to treat and rehab an injured athlete at UNLV. The ATS knows the names, locations, and uses of the equipment.

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ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_



**B1:** The ATS knows the Emergency Action Plan for their clinical assignment and can implement it effectively. The ATS knows where the EAP for all other venues are located. The ATS knows how to triage victims.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B2:** The ATS has undergone CPR training and has been issued a CPR card from an instructor certified by either The American Red Cross or The American Heart Association.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B3:** The ATS can demonstrate the necessary skills to recognize and manage choking, sever hemorrhage, and shock on a victim. The ATS can demonstrate basic first aid skills.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B4:** The ATS can explain/demonstrate proper transportation of athletes off the field or to the hospital. The ATS can properly use various splinting material for different body parts and injuries. The ATS can properly care for cervical, injuries including spineboarding.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B5:** The ATS is familiar with the names and titles of various health care professionals, employed both on and off campus, utilized by UNLV. The ATS knows the locations of facilities used by UNLV athletic training and where the phone numbers to each facility are located.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B6:** The ATS was able to describe and demonstrate the principles of RICES. The ATS knew how long each treatment should be performed and the interval between treatments. The ATS was able to describe how to apply RICES to differing body areas. The ATS demonstrated how to fit crutches for an injured athlete and was able to describe how to use the crutches properly and safely. The ATS demonstrated how to apply various types of slings.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B7:** The ATS knows the five types of open wounds. The ATS described universal precautions, how to stop the bleeding, clean the wound, disinfect the wound, treat the wound, dress the wound, protect the wound during competition, and manage the wound throughout the healing process.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B8:** The ATS has undergone an OSHA approved safety course and has received a certificate of completion. The ATS can describe various bloodborne pathogens, their effects on the human body, and how to prevent exposure to them.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B9:** The ATS demonstrated skills necessary to properly recognize and manage environmental injuries and illnesses, including the conditions which cause the environmental hazard. The ATS knows how to use a sling psychrometer and the wet bulb globe index. The ATS described the difference between heat cramps, heat exhaustion, heat syncope, heat stroke, and hypothermia, including the management and treatment of each. The ATS described the possible environmental hazards present at various athletic venues. The ATS demonstrated how to use and interpret weight charts.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B10:** The ATS demonstrated the skills necessary to use epinephrine and bronchodilators in an emergency. The ATS described the proper use of each intervention including the legal implications.

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ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**B11:** The ATS knew how to report a drug overdose or poisoning to the nearest poison control center.

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ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C1:** The ATS can demonstrate the skills necessary to tape or brace an ankle for prophylactic measures. The ATS can demonstrate how to apply a compression wrap, tape, or a brace for an acute ankle sprain.

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ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C2:** The ATS can discuss the differences and similarities between varying knee braces. The ATS knows which knee brace is appropriate for prophylaxis, immobilization, and chronic injury and how to apply each. The ATS can tape or wrap the knee for collateral ligament, hyperextension, or patellofemoral injuries.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C3:** The ATS can demonstrate how to wrap the thigh for a sprain, tape the Achilles tendon, and tape for medial tibial stress syndrome. The ATS can fabricate a heat moldable pad for a quadriceps or shin contusion.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C4:** The ATS can care for a foot blister, corns or bunions, and ingrown toenail. The ATS can apply tape for a sprained hallux, sprained digit, longitudinal arch, or a heel bruise. The ATS can select and apply a pad for metatarsal stress fracture, toe fracture, heel spur, or heel bruise.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C5:** The ATS can demonstrate how to apply an elastic wrap for a groin strain. The ATS can tape the hip/abdomen for a hip pointer. The ATS can apply a brace for a lumbosacral sprain.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C6:** The ATS can apply a shoulder sling with a cloth bandage or an elastic wrap. The ATS can apply a shoulder spica. The ATS can demonstrate how to tape a shoulder/chest for an AC or SC sprain. The ATS is able to select and apply a shoulder harness, shoulder pads, AC pad, and SC pad.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C7:** The ATS can apply an elastic wrap for an acute elbow contusion. The ATS can demonstrate how to apply an elastic wrap to a sprained wrist on either a gymnast or football player. The ATS can apply a double friction blister pad to the wrist of a gymnast to allow continued competition. The ATS can tape for elbow hyperextension, collateral ligament sprain, forearm splints, or wrist strains.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C8:** The ATS has demonstrated how to apply tape for a finger sprain, hand contusion, thumb sprain, PIP sprain, DIP sprain, boutonniere deformity, finger dislocation, finger hyperextension, or mallet finger.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**C9:** The ATS can manufacture a custom mouthpiece. The ATS know how to manufacture a custom facemask for protection of facial or nose fracture. The ATS can fit a neck roll to prevent neck hyperextension. The ATS can fit a cervical collar for management of a neck injury.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**D1:** The ATS can demonstrate the skills necessary to measure height, weight, blood pressure, pulse, limb girth, limb length, vision (with a Snellen eye chart), and body composition.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**D2:** The ATS can demonstrate how to properly select and fit a protective helmet and head gear, shoulder pads, footwear, and a rib brace/guard for physical activity.

Score: \_\_\_\_\_ Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**D3:** The ATS can instruct and demonstrate exercises to develop flexibility for the cervical region, shoulder girdle, elbow, wrist, hand and fingers, lumbar region, hip and pelvis, knee, lower leg, ankle, foot and toes.

Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**D4:** The ATS can instruct and demonstrate proper lifting techniques for parallel squat, heel raises, power clean, bench press, shoulder press, dead lift, arm curl, triceps extension, knee curl, knee extension, and leg press. The ATS can instruct and demonstrate proper spotting techniques for parallel squat, shoulder press, dead lift, bench press, and power clean.

Score: \_\_\_\_\_ Score: \_\_\_\_\_

ACI: \_\_\_\_\_ ACI: \_\_\_\_\_

Date: \_\_\_\_\_ Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E1:** The ATS can describe how to take a general medical history, including: surgical, family, medication, social and chief medical complaint. The ATS is able to measure oral, axillary, and tympanic body temperature. The ATS can measure vital signs and can assess their rate and quality. The ATS can determine pain, rigidity, or guarding during palpation of abdominal quadrants and knows what these indicate. The ATS can use a stethoscope to identify normal breathing sounds, heart sounds, and bowel sounds. The ATS can identify pathological breathing patterns associated with apnea, tachypnea, hyperventilation, bradypnea, dyspnea, or an obstructed airway. The ATS can explain and demonstrate how to use an otoscope.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E2:** The ATS can perform a postural assessment for the cervical spine and head, shoulder, lumbothoracic region, hip and pelvis, knee, ankle, foot, and toes. The ATS can identify kyphosis, lordosis, scoliosis, pelvic obliquity, tibial torsion, hip anteversion and retroversion, genu valgum, varum, and recurvatum, rearfoot valgus and varus, forefoot valgus and varus, pes cavus and planus, foot and toe posture, and describe how each can predispose an athlete to injury. The ATS can describe body characteristics of endomorph, ectomorph, and mesomorph.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E3:** The ATS can identify and assess cranial nerves, dermatomes, myotomes, deep tendon reflexes, and pathological reflexes.

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E4:** The ATS can identify by palpation bony landmarks of the head, trunk, spine, scapula, and extremities. The ATS can identify by palpation soft tissue structures of the head, trunk, spine, and extremities. The ATS can identify by palpation abdominal and thoracic structures. The ATS can identify by palpation primary neurological and circulatory structures.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E5:** The ATS can accurately assess active, passive, and resistive range of motion for the temporomandibular joint, cervical spine, shoulder, elbow, wrist and hand, thumb and fingers, hip, lumbar spine, thoracic spine, knee, ankle, foot and toes.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**E6:** The ATS can perform and interpret repetition maximum tests for the elbow flexors and leg (press or squat). The ATS can perform and interpret isokinetic tests to measure the strength of the knee and of the shoulder. The ATS can perform and interpret isometric tests for the ankle, foot and toes, knee, hip, trunk and torso, shoulder, elbow, wrist, hand and fingers. The ATS can perform and interpret an upper or lower body strength test, an upper or lower body power test, an upper or lower body muscular endurance test, agility, and speed.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

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Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_



**F1:** The ATS can demonstrate the skills necessary to properly use the *Physician's Desk Reference (PDR)*, *Drug Facts and Comparisons*, or on-line resources for obtaining information on medications related to athletic training. The ATS can utilize the references to identify generic and brand names, indications for use, contraindications, warnings, dosage, side or adverse effects, and banned substances.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**F2:** The ATS can explain the main points of the Nevada laws governing prescription and over the counter medications. The ATS knows the policies and procedures for dispensing OTC meds, which OTC is appropriate for differing physical ailments, how to identify precautions and expirations, how to record when OTC medications is administered. The ATS can demonstrate the tracking of medications by recording athlete and medication information.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**F3:** The ATS can discuss the Recommended Daily Allowances (RDA) nutritional food pyramid and how to use it. The ATS can access nutritional intake information for a male or female athlete. The ATS can calculate the basal metabolic rate (BMR), energy expenditure, and optimal caloric intake for different athletes at the university. The ATS can use nutritional guidelines to prepare a preparticipation meal, weight loss program, weight gain program, and fluid replacement.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**F4:** The ATS can identify the common signs and symptoms of anorexia, bulimia, and obesity. The ATS knows proper referral sources for disordered eating. The ATS can describe how to conduct an intervention for an athlete with an eating disorder.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G1:** Whirlpool - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using a whirlpool for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G2:** Moist Heat Packs - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using moist heat packs for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G3:** Paraffin Bath - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using a paraffin bath for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G4:** Cryotherapy - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: cold whirlpool, controlled cold therapy unit, ice pack, vapo-coolant spray, ice immersion, and ice massage. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G5:** Cryokinetics - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using cryokinetics for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency of treatment. The ATS can properly document treatments.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G6:** Cryostretch - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions for the use of cryostretch for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency of treatment. The ATS can properly document treatments.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G7:** Intermittent Compression Devices - The ATS can discuss the effects, advantages/disadvantages, indications/contraindications, and precautions of using intermittent compression devices for sport injury treatment and rehabilitation. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G8:** Ultrasound - The ATS can discuss the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: thermal, nonthermal, combination w/ electrical stimulation, phonophoresis, and indirect application. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G9:** Diathermy - The ATS can discuss the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: microwave and pulsed short-wave diathermy. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments.

Score: \_\_\_\_\_

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**G10:** Electrical Stimulation - The ATS can discuss the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: sensory-level pain control, noxious-level pain control, motor-level pain control, muscle reeducation, muscle pumping, muscle atrophy retardation, acute edema reduction, muscle splinting/spasm reduction, monophasic stimulator (high-volt), biphasic stimulator (TENS or NMES), direct current (iontophoresis), alternating current (interferential or NMES), and multifunction electrical stimulation devices. The ATS can explain preparation of the athlete and of the modality, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up and maintain the modality.

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**G11:** Therapeutic Massage - The ATS can discuss the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: effleurage, petrissage, friction, tapotement, vibration, and myofascial release techniques. The ATS can explain preparation of the athlete and of the therapy, including dosage, duration, and frequency of application. The ATS can properly document treatments. The ATS knows how to clean-up the therapy.

Score: \_\_\_\_\_

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**G12:** Traction - The ATS can discuss the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: mechanical, manual, and positional traction. The ATS can explain preparation of the athlete and of the therapy, including dosage, duration, and frequency of application. The ATS can properly document treatments.

Score: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H1:** The ATS can demonstrate the ability to design an overall rehabilitation program that will progress an athlete from injury to full sport participation. Rehab program should include: phases or elements, goal of each phase, specific modalities or exercises used in each phase, criteria for progressing from phase to phase, and assessment tools used to determine that progression criteria is met. The ATS can discuss the roles of other allied health professionals in athletic and sport rehabilitation.

Score: \_\_\_\_\_

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**H2:** The ATS can demonstrate how to motivate a patient during rehabilitation through the use of verbal motivation, visualization, imagery, and desensitization. The ATS can discuss techniques of increasing patient compliance with rehabilitation.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H3:** Range of Motion and Flexibility - The ATS can discuss the role of improving ROM during sport injury rehab and when to use it. The ATS knows the difference between anatomical and functional ROM. The ATS can demonstrate how to use a goniometer at various joints. The ATS can demonstrate proper passive, active, and active-assisted ROM exercises at various joints throughout the body.

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H4:** Joint Mobilization - The ATS can explain the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using each of the following: loose and close packed positions, joint play, roll, glide, spin, concave and convex rules, long-axis distraction, and glides (A-P, S-I). The ATS can define and demonstrate grades I-IV of mobilization as defined by Maitland. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments. The ATS can demonstrate self mobilization for a randomly chosen body part.

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H5:** Isometric Resistance Exercises - The ATS can explain the similarities and differences between isometric resistance and isotonic or isokinetic resistance. The ATS can demonstrate proper use of isometrics for strengthening the lower extremity, upper extremity, cervical spine, trunk and torso. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
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Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H6:** Isotonic Strength Training Devices - The ATS can explain the similarities and differences between isotonic resistance and isometric or isokinetic resistance. The ATS can demonstrate proper use of isotonic weight training for strengthening the knee and thigh, overall legs, shoulder, trunk and torso, and cervical spine. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

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Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H7:** Daily Adjustable Progressive Exercise - The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using DAPRE. The ATS knows why DAPRE can only be used with isotonic and isometric equipment. The ATS knows the role of verbal encouragement and how to do it. The ATS can explain DAPRE for knee, ankle, and shoulder strength. The ATS can explain preparation of the athlete and of the therapy. The ATS can properly document treatments.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H8:** Isokinetic Dynamometers - The ATS can explain the similarities and differences between isokinetic resistance and isometric or isotonic resistance. The ATS can discuss the similarities and differences between the three principle types: mechanical, electrical, and computer generated. The ATS can demonstrate proper use of isokinetic dynamometer for measuring the knee or shoulder strength. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments. The ATS understands simple maintenance.

Score: \_\_\_\_\_ Score: \_\_\_\_\_  
ACI: \_\_\_\_\_ ACI: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_  
Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H9:** Muscular Endurance - The ATS can explain the role of improving muscular endurance during rehabilitation. The ATS can demonstrate proper use of the following exercises: aquatics, upper body ergometer, physioballs, and stair steppers. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

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ACI: \_\_\_\_\_

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Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H10:** Aquatic Therapy - The ATS can describe the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of aquatic therapy. The ATS can explain the use of a swimming pool for joint ROM, muscular endurance, cardiovascular endurance, general muscle soreness, and general mental fatigue. The ATS can explain preparation of the athlete and of the therapy. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H11:** Neuromuscular Control and Coordination Exercises - The ATS can discuss the role of improving neuromuscular control and coordination during sport injury rehab and when to use it. The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of the following: PNF patterns, proprioception board, balancing, rebounder, rhythmic stabilization, incline board, and postural correction. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H12:** Muscular Speed Exercises - The ATS can discuss the role of improving muscular speed during sport injury rehab and when to use it. The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of the following: upper and lower body reaction drills, sprint work, and fartlek training. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H13:** Agility Exercises - The ATS can discuss the role of improving agility during sport injury rehab and when to use it. The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of the following: throwing, catching, carioca, crossover, and figure eight. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H14:** Plyometrics - The ATS can discuss the role of plyometrics during sport injury rehab and when to use it. The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of using plyometrics. The ATS can demonstrate proper use of plyometrics for an upper or lower body muscular power program. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can discuss how to perform exercises safely and how to tell if a patient is cheating. The ATS can properly document treatments.

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H15:** Cardiorespiratory Endurance - The ATS can discuss the role of improving cardiorespiratory endurance during sport injury rehab and when to use it. The ATS knows the effects, advantages/disadvantages, indications/contraindications, and precautions of the following: UBE, stationary bicycle, stair climber, aquatics, treadmill, and running on a field, court, or track. The ATS can explain preparation of the athlete and of the therapy. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**H16:** Activity-Specific Skills - The ATS can discuss the role of improving activity-specific skills during sport injury rehab and when to use it. The ATS knows the therapeutic effects, advantages/disadvantages, indications/contraindications, and precautions of the following: running for speed or endurance, striking, catching, throwing, and swimming. The ATS can explain preparation of the athlete and of the therapy, including application procedures, duration, and frequency. The ATS can properly document treatments.

Score: \_\_\_\_\_

Score: \_\_\_\_\_

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ACI: \_\_\_\_\_

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Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_



**J1:** Foot Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and pulses within the foot. The ATS can name the articulations within the foot.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected foot injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected foot injuries: compression test, percussion test, tinel's sign, weight-bearing vs. non-weight-bearing alignment, and gait analysis compression test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength in the foot.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J2:** Ankle Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and pulses of the ankle. The ATS can name the articulations of the ankle.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected ankle injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected ankle injuries: anterior drawer test, talar tilt test, kleiger's test, and tap test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the ankle.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J3:** Lower Leg Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and pulses of the lower leg. The ATS can name the articulations of the lower leg.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected lower leg injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected lower leg injuries: homan's sign and thompson's test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the lower leg.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J4:** Knee Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, pulses, bursa, and fat pads within the knee. The ATS can name the articulations of the knee.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected knee injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected knee injuries: tibiofemoral alignment, patellar alignment, patellar glide, tilt, and rotation, valgus stress test, varus stress test, lachman's test, anterior drawer test, posterior drawer test, posterior sag sign, slocum's test, hughston's test, lateral pivot shift maneuver, mcmurray's test, apley's compression and distraction test, patellar grind test, sweep test, and ballottable patella. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the knee.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J5:** Thigh Injury Management - The ATS can palpate the prominent bony structures, muscles, tendons, and nerves within the thigh. The ATS can name the articulations of the thigh.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected thigh injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess strength of the thigh.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J6:** Hip & Pelvic Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and bursa of the hip and pelvis. The ATS can name the articulations of the hip and pelvis.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected hip or pelvic injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected hip or pelvis injuries: leg length discrepancies, patrick's/FABER, gaenslen's test, pelvic compression/distraction test, femoral nerve traction test, trendelenburg's test, Thomas test, rectus femoris contracture test, ober's test, noble's test, piriformis test, and straight leg lifting test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the hip and pelvis.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J7:** Thorax & Lumbar Spine Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, and internal organs of the thorax and lumbar spine. The ATS can name the articulations of the thorax and lumbar spine.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected thorax or lumbar spine injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected thorax or lumbar spine injuries: spinal posture, leg length discrepancies, valsalva's maneuver, straight leg raise test, well straight leg test, babinski's reflex test, oppenheim's gait test, kernig's sign, brudzinski's sign test, bowstring test, hoover's sign test, stork standing test/spondylolisthesis test, and spring test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the thorax and lumbar spine.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J8:** Thorax & Abdominal Injury Management - The ATS can palpate the prominent bony structures, muscles, tendons, nerves, and internal organs of the thorax and abdomen. The ATS can name the articulations of the thorax and abdomen.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected thorax or abdominal injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the thorax and abdomen.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J9:**     Shoulder Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and bursa within the shoulder. The ATS can name the articulations of the shoulder.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected shoulder injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected shoulder injuries: symmetry, efficiency of movement, scapulohumeral rhythm, anterior drawer test, posterior drawer test, relocation test, apprehension test, clunk test, sulcus sign, shear test, compression test, speed's test, drop arm test, empty can test, impingement test, hawkins-kennedy impingement test, neer's impingement test, pectoralis major contracture test, yergason's test, ludington's test, adson's maneuver, allen's test, and military brace position. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the shoulder.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J10:**     Arm & Elbow Injury Management - The ATS can palpate the bony structures, ligaments, muscles, tendons, nerves, pulses, and bursa of the arm and elbow. The ATS can name the articulations of the arm and elbow.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected arm or elbow injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected arm or elbow injuries: symmetry, carrying angle, efficiency of movement, tenosynovitis and tendonitis, muscle atrophy, valgus stress test, varus stress test, lateral epicondylitis inflammation, medial epicondylitis inflammation, tinel's sign, and pinch grip test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the arm and elbow.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J11:** Wrist & Hand Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, pulses, and eminences of the wrist and hand. The ATS can name the articulations of the wrist and hand.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected wrist or hand injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_



The ATS can administer the following special tests for suspected wrist or hand injuries: finkelstein's test, valgus stress test, varus stress test, glide test, tinel's sign, and phalen's test. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the wrist and hand.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J12:** Cervical Spine Injury Management - The ATS can palpate the prominent bony structures, ligaments, muscles, tendons, nerves, and pulses within the cervical spine. The ATS can palpate the dermatomes and myotomes of the body. The ATS can name the articulations of the cervical spine.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected cervical spine injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected cervical spine injury: valsalva's maneuver, distraction/compression, spurling's test, shoulder depression, vertebral artery test, brachial tension test, tinel's sign, upper extremity neurological evaluation. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the cervical spine.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J13:** Head & Facial Injury Management - The ATS can palpate as possible the prominent bony structures, nasal passage, auris, external auditory canal, tympanic membrane, ossicles, cochlea, semicircular canal, cornea, lens, iris, anterior chamber, posterior chamber, conjunctiva, and retina of the head and face. The ATS can name the articulations of the head and face.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can take an appropriate medical history of an athlete with a suspected head or facial injury.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can administer the following special tests for suspected head or facial injuries: amnesia, levels of consciousness, orientation, intracranial hematoma, balance and coordination, pupil and eye movements, pulse, blood pressure, facial postures, cranial nerves, cognitive tests, cerebellar function, and spinal nerve roots. The ATS can describe what a positive sign is and what that would indicate.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS can properly assess ROM and strength of the head and face.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J14:** Simple Dermatological Conditions - The ATS can describe, with the use of pictures, the structure of the skin. The ATS can describe signs, symptoms, and predisposing conditions associated with diseases and conditions such as: abscess, acne vulgaris, blister, carbuncle, cellulites, molluscum contagiosum, dermatitis, eczema, folliculitis, frostbite, furunculosis, herpes simplex, tinea versicolor, pediculosis, herpes zoster, hives, impetigo, psoriasis, ringworm, scabies, sebaceous cyst, tinea cruris, tinea pedis, urticaria, verruca plantaris, verruca vulgaris, and tinea capitis. The ATS can explain the impact certain conditions would have on sports participation. The ATS can demonstrate appropriate techniques to prevent or manage such conditions.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J15:** Common Syndromes and Diseases - The ATS can describe signs, symptoms, and predisposing conditions associated with syndromes and diseases such as: diabetes, hyperthyroidism, hypothyroidism, pancreatitis, infectious mononucleosis, measles, mumps, epilepsy, syncope, reflex sympathetic dystrophy, meningitis, iron-deficiency anemia, sickle cell anemia, lyme disease. The ATS can explain the impact certain conditions would have on sports participation. The ATS can demonstrate appropriate techniques to prevent or manage such conditions.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J16:** Common Viral and Respiratory Tract Conditions and Disorders - The ATS can describe signs, symptoms, and predisposing conditions associated with conditions and disorders such as: common cold, influenza, laryngitis, pharyngitis, rhinitis, sinusitis, tetanus, tonsillitis, asthma, bronchitis, hyperventilation, hay fever, pneumonia, and upper respiratory infection. The ATS can explain the impact certain conditions would have on sports participation. The ATS can demonstrate appropriate techniques to prevent or manage such conditions.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J17:** Common Cardiovascular and Gastrointestinal Tract Conditions and Disorders - The ATS can describe signs, symptoms, and predisposing conditions associated with conditions and disorders such as: hypertension, hypotension, hypertrophic cardiomyopathy, migraine headache, sudden death, appendicitis, colitis, constipation, diarrhea, esophageal reflux, gastritis, gastroenteritis, indigestion, ulcer, and irritable bowel syndrome. The ATS can explain the impact certain conditions would have on sports participation. The ATS can demonstrate appropriate techniques to prevent or manage such conditions.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**J18:** Common Genitourinary, Gynecological, and Sexually Related Conditions, Disorders, and Diseases - The ATS can describe signs, symptoms, and predisposing conditions associated with conditions and disorders such as: kidney stones, spermatic cord torsion, candidiasis, urethritis, urinary tract infection, hydrocele, hemorrhoid, varicocele, amenorrhea, dysmenorrhea, oligomenorrhea, pelvic inflammatory disease, vaginitis, HIV/AIDS, hepatitis, chlamydia, genital warts, gonorrhea, syphilis. The ATS can explain the impact certain conditions would have on sports participation. The ATS can demonstrate appropriate techniques to prevent or manage such conditions.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**L1:** The ATS is able to use computer software including: word processing, file management systems, spreadsheets, world wide web, communication via email, budgeting, and injury tracking software.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**L2:** The ATS can describe the goals and rationale for giving preparticipation exams. The ATS is familiar with the medical and musculoskeletal tests used to evaluate the ability to participate in athletics. The ATS has assisted in planning and conducting preparticipation exams and is able to document the information.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**L4:** The ATS has developed administrative plans that include at least: risk management, policies and procedures, budget, and addressing facility hazards.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**L5:** The ATS has designed an athletic training facility that includes at least: detailed floor design, furniture and equipment, rehab and treatment areas, and a facility evacuation plan.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**M1:** The ATS has read a case study (published within the past 5 years). The ATS can discuss if the case study followed proper procedures, how a case study can help you provide better health care, potential errors that could be made by reading and interpreting a case study, and what questions the case study brought up.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

The ATS has read a literature review (published within the past 5 years). The ATS can discuss if the literature review followed proper procedures, how a literature review can help you provide better health care, potential errors that could be made by reading and interpreting a literature review, and what questions the literature review brought up.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**M2:** The ATS has developed an outline and visual aids for a 10-minute presentation of an athletic training topic to a group of peer athletic trainers, physicians, parents, athletic personnel, general public, or athletes. The ATS has turned the outline into a computer based presentation.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

**M3:** The ATS has developed a professional resume. The ATS has written a letter of intent to apply for a professional position or graduate program.

Score: \_\_\_\_\_

ACI: \_\_\_\_\_

Date: \_\_\_\_\_

Failed Attempts: ACI: \_\_\_\_\_ Date: \_\_\_\_\_ ACI: \_\_\_\_\_ Date: \_\_\_\_\_

# SUGGESTED TEXTBOOKS AND JOURNALS

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SUGGESTED BOOKS AND MATERIALS

Agostini, *Medical and Orthopedic Issues of Active and Athletic Women*. Hanley & Belfus, Inc./Mosby, 1994.

*Athletic Training and Sports Medicine*. Schench, R.C., editor. American Academy of Orthopedic Surgeons. 3<sup>rd</sup> edition. Jones & Bartlett Publishers, 1999.

American Academy of Orthopedic Surgeons, *Athletic Training and Sports Medicine*. 2<sup>nd</sup> edition. American Academy of Orthopedic Surgeons, 1991.

American College of Sports Medicine. *Exercise Management for Persons with Chronic Disease and Disabilities*. Human Kinetics, 1997.

Anderson, Hall, *Sports Injury Management*. 2<sup>nd</sup> edition. Lippincott, Williams & Wilkins, 2000.

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Baechle, *Essentials of Strength Training and Conditioning*. Human Kinetics, 1994.

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Brock, J.H., *Clinical Athletic Training*. 2000.

Ciccone, *Pharmacology in Rehabilitation*. FA Davis, 2002.

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Denegar, C.R., *Therapeutic Modalities for Athletic Injuries*. 1<sup>st</sup> edition. Human Kinetics, 2000.

Gould, J.A., *Orthopedic and Sports Physical Therapy*. 2<sup>nd</sup> edition. Mosby, 1990.

Grant, H.D., et al., *Emergency Care*. 7<sup>th</sup> edition. Prentice Hall, 1991.

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Hales, D., *An Invitation to Health*. Brooks-Cole, 1997.



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- Hislop, H.J., Montgomery J., *Daniels and Worthingham's Muscle Testing: Techniques of Manual Examination*. 7<sup>th</sup> edition. W B Saunders, 2002.
- Holcomb, W.R., *Practical Skills Manual for Evaluation of Athletic Injuries*. FA Davis, 2002.
- Hoppenfeld, S., *Physical Examination of the Spine and Extremities*. Prentice Hall, 1976.
- Kendall, F.P., McCreary, E.K., Provance, P.G., Rodgers, M., & Romani, W. *Muscles: Testing and Function, with Posture and Pain*. 5<sup>th</sup> edition. Lippincott, Williams & Wilkins, 2005.
- Kettienbach, G., *Writing SOAP Notes*. 2<sup>nd</sup> edition. FA Davis, 1995.
- Kisner, C., Colby, L.A., *Therapeutic Exercise: Foundations and Techniques*. FA Davis, 2002.
- Knight, K.L., *Assessing Clinical Proficiencies in Athletic Training: A Modular Approach*. 3<sup>rd</sup> edition. Human Kinetics, 2001.
- Knight, K.L., *Cryotherapy in Sport Injury Management*. Human Kinetics, 1995.
- Konin, *Clinical Athletic Training*. Slack, 1997.
- Konin, J.G., *Special Tests for Orthopedic Examination*. 2<sup>nd</sup> edition. Delmar Learning, 2002.
- Lavangie, P.K., Norkin, C.C., *Joint Structure and Function: A Comprehensive Analysis*. 3<sup>rd</sup> edition. F.A. Davis Company, 2001.
- Magee, D.J., *Orthopedic Physical Assessment*. 4<sup>th</sup> edition. W.B. Saunders Company, 2002.
- McArdle, et al., *Essentials of Exercise Physiology*. Williams & Wilkins, 1995.
- Mellion, M.B., et al., *The Team Physician's Handbook*. 2<sup>nd</sup> edition. Hanley & Belfus, 1997.
- Michlovitz, S.L., *Thermal Agents in Rehabilitation*. 3<sup>rd</sup>, edition. F.A. Davis Company, 1996.
- Moore, K.L., Dalley, A.F., *Clinically Oriented Anatomy*. 4<sup>th</sup> edition. Lippincott Williams & Wilkins, 1999.
- NATA Code of Ethics*

*NATA Recertification Guidelines 1994-1996*

Norkin, C.C., White, D.J., *Measurement of Joint Motion: A Guide to Goniometry*. 3<sup>rd</sup> edition. F.A. Davis Company, 2003.

O'Keefe, Brady, *Emergency Care*. Prentice Hall, 1998.

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Pfeiffer, R.P., Mangus, B. C., *Concepts of Athletic Training*. 4<sup>th</sup> edition. Jones & Bartlett Publishers, 2004.

Prentice, W.E., *Techniques in Musculoskeletal Rehabilitation*. 1<sup>st</sup> edition. McGraw-Hill/Appleton & Lange, 2001.

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Ziegler, T., *Management of Bloodborne Infections in Sport: A Practical Guide for Sports Healthcare Providers and Coaches*. Human Kinetics, 1997.

## SUGGESTED PERIODICALS

American Journal of Sports Medicine  
American Journal of Physical Medicine  
Archives of Physical Medicine and Rehabilitation  
Athletic Therapy Today  
International Journal of Sports Medicine  
Journal of the American Physical Therapy Association  
Journal of Applied Physiology  
Journal of Athletic Training  
Journal of Biomechanics  
Journal of Bone and Joint Surgery  
Journal of Canadian Athletic Therapists Association  
Journal of Orthopaedic and Sports Physical Therapy  
Journal of Physical Therapy  
Journal of Rehabilitation  
Journal of Sports Medicine and Physical Fitness  
Journal of Sports Medicine  
Medicine and Science in Sports and Exercise  
Physical Therapy Reviews  
Physician and Sports Medicine  
Physiotherapy