University of Mobile
Athletic Training Education Program
Student Evaluation by ACI/ CI
HPES 326 (General Medical Intensive)

Athletic Training Student: _____ Midterm or Final Eval (circle one)

Clinical Experience Site: _____

Dates of Clinical Experience: _____ to _____ (mth and yr)

ACI/ CI: _____

- Directions for completing this form: the ACI/ CI will please respond to the following items regarding the Athletic Training student's (ATS) performance during the clinical experience utilizing the Likert Scale as follows:

4 =	**Outstanding-**	**Demonstrates skills above expectations for this level**
3=	**Good-**	**Meets expectations for this level**
2=	**Average-**	**Skill mastery and performance average for this level**
1=	**Unacceptable -**	**Skill and performance level is below average for this level and may show serious deficiencies**

I. Performance Evaluation:

1). Time line- ATS is on time and remains until assignments are complete.
4 3 2 1

2). Professional appearance- ATS student dresses appropriately for clinical experience.
4 3 2 1

3). ATS follows directions and does not exceed instructions.
4 3 2 1

4). ATS completes tasks as assigned.
4 3 2 1

5). ATS demonstrates an initiative to learn.
4 3 2 1

6). ATS has learned and follows clinical site policies and procedures.
4 3 2 1

7). ATS demonstrates knowledge of use and respect of clinical site supplies and equipment.
4 3 2 1

8). ATS demonstrates effective communication skills.
4 3 2 1

9). ATS demonstrates a positive professional attitude in the clinical setting.
4 3 2 1

Specific to this course, has the athletic training student learned, reviewed, practiced, utilized, and been evaluated on the following:
Enter L for learned, R for reviewed, P for practices, U for utilized, and E for evaluated.
Due to the specialized aspects of this rotation, the program director will work closely with the CI on evaluation of competencies. Clinical supervisors will document athletic training student's journal regarding competency mastery and work with the PD regarding official documentation of clinical competencies.

10). Patient history documentation
4 3 2 1

11). Vital signs measurements
4 3 2 1

12). Abdominal quadrant palpation.
4 3 2 1

13). Proper use of stethoscope.
4 3 2 1

14). Ability to identify pathological breathing patterns.
4 3 2 1

15). Proper use of otoscope.
4 3 2 1

16). Recognition of skin pathologies.
4 3 2 1

17). Recognition of ENY pathologies.
4 3 2 1

18). Recognition of respiratory system pathologies.
4 3 2 1

19). Recognition of cardiovascular pathologies.
4 3 2 1

20). Recognition of endocrine pathologies.
4 3 2 1

21). Recognition of gastro-intestinal pathologies.
4 3 2 1

22). Recognition of eating disorders.
4 3 2 1

23). Recognition of signs and symptoms of sexually transmitted diseases.
4 3 2 1

24). Recognition of genitourinary tract and organ pathologies.
4 3 2 1

25). Recognition of viral syndromes.
4 3 2 1

26). Recognition of neurological disorders.
4 3 2 1

27). Recognition of system disorders.
4 3 2 1

28). Proper use of a PDR.
4 3 2 1

29). Documentation of medications.
4 3 2 1

30). Proper use of Chem strips
4 3 2 1

II. Narrative Section:

31). Identify the athletic training student's strengths.

32). Recommendation for improvement of the athletic training student.

III. Evaluation Summary:

33). Has this student made satisfactory progress and improved skills during this clinical experience.
YES NO

34). Has this athletic training student met clinical experience site expectations.
YES NO

35). Has this athletic training student demonstrated competence at his/her respective level.
YES NO

All letter grades for clinical experiences for University of Mobile Athletic Training Education courses are assigned by University of Mobile faculty. However, if you were asked what letter grade would accurately depict this athletic training student's performance during this clinical experience, what grade would be appropriate in your opinion? _____

_____	_____
Athletic Training Student	Date
_____	_____
ACI	Date
_____	_____
Program Director	Date

- This is only a useful evaluation tool if it is discussed in detail with the student regarding their strengths and weaknesses. Several problems can be alleviated by just sitting down with the student after midterm evaluations and reviewing this form.