

Vision Statement

The University of Nebraska athletic training education program will continue to provide an accredited athletic training education curriculum to undergraduate students at the University. The athletic training education program will remain dedicated to providing a program noted for excellence in the athletic medicine community of Nebraska, as well as in national professional communities.

Mission Statement

The athletic training education program at the University of Nebraska is committed to providing athletic training students with an outstanding educational experience. We are dedicated to creating and maintaining an educational major that surpasses the standards set by the National Athletic Trainers Association, as well as providing a wide variety of practical assignments in modern, well equipped athletic medicine facilities.

Our goals are threefold. First, the University of Nebraska athletic training education program will prepare the athletic training student, through academic course work and practical experiences, to become eligible to take the National Athletic Trainers Association Board of Certification (NATA-BOC) examination. The educational program is designed to meet the standards of the Commission on Accreditation of Athletic Training Education (CAATE).

Second, the University of Nebraska athletic training education program will provide educational opportunities for athletic training students at various levels of athletic endeavor, including team and individual sports, men's and women's sports, and contact and non-contact sport. During these experiences, concepts of equality and fairness will be developed in the athletic training student.

Finally, the University of Nebraska athletic training education program will provide the athletic training student with an understanding of the career of athletic training and the possibilities of advancing within that career field.

The athletic training education program is dedicated to excellence within its field. It is committed to providing athletic training students with educational programming that is recognized as state of the art and to providing athletic training students with opportunities to work in outstanding facilities with teams noted for success. It is also expected that athletic training students will display professional competence in academic and work settings, and will adhere to the highest standards as put forth in the National Athletic Trainers Association (NATA) Code of Professional Ethics.

The University of Nebraska athletic training education program is dedicated to the continual assessment of our program and our athletic training students in order to maintain our standards. It is expected that the program will maintain national accreditation and faculty and staff will continue with the process of lifelong learning. In addition, it is expected that the athletic training student will achieve and maintain

professional certification and will continue with education in both the formal and informal setting.

The academic aspect of athletic training is very important to the enhancement of the clinical experiences. At the University of Nebraska, the athletic training education program has undergone major revisions in course content. The components of the athletic training major were approved and implemented in the spring of 1999; a self-study was submitted to the JRC-AT, and a site visit was completed in fall of 2003. The program received Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation in the summer of 2004. In 2005 accreditation was transferred to CAATE, and will expire in 2009. Completion of the academic major including work experiences will make the athletic training student eligible to take the National Athletic Trainers Association Board of Certification (NATA-BOC) examination upon completion of the bachelor's degree.

Upon successful completion of the certification exam, the certified athletic trainer (denoted by the credential A.T.C.) can seek employment at public or private schools, colleges, universities, professional sports, and industrial or clinical sites. Recently, athletic trainers have found employment in various work environments not captured by these settings. In addition, an athletic trainer may continue working towards advanced degrees in medicine, sports and exercise performance, health-related professions, or other related areas.

The curriculum consists of general education requirements mandated by the College; background courses in basic and applied sciences which lay the basis for athletic training; a core of academic courses devoted to the knowledge needed to be a successful athletic trainer; and a three-year practical clinical experience. The head athletic trainer, the assistant athletic trainers, and the graduate assistant athletic trainers in the intercollegiate athletic department supervise the clinical experiences.

The athletic training staff works out of five fully equipped athletic training facilities. Athletic training rooms are located in the Osborne Athletic Complex, Devaney Center, the Coliseum, Haymarket Park, and the Recreation Center. During their course of study, athletic training students are exposed to sports with a predominance of upper body injuries, sports with a predominance of lower body injuries, sports that require extensive protective equipment, and sports with associated general medical concerns. Throughout their course of study, the athletic training students are exposed to the latest in equipment and technique.

Athletic Training Major

General Education (37 Hrs)

Communications: Written & Oral (6hrs)

ENGL 101 Composition and Literature I or 102 Composition and Literature II or 150 Composition 1 or 151 Composition II or JGEN 200 Technical Communication I or JGEN 300 Technical Communication II

COMM 109 Fundamentals of Human Communication or 209 Public Speaking

Mathematics & Statistics (5-6 hrs)

Math 102 Trigonometry

EDPS 330 Measurement and Evaluation in Nutrition, Fitness, and Health Promotion or EDPS 459 Statistical Methods

Human Behavior, Culture, and Social Organizations (9 hrs)

Psychology 181 Introduction to Psychology

ATHC 279 - Coaching Effectiveness

NUTR 100 – Nutrition, Exercise, and Health

Science and Technology (16-17 hrs) (lab required)

Biology 101, 101L – General Biology or Biology 102 Cell Structure and Function

Historical Studies (3 hrs)

Essential Studies (ES) list E

Humanities (3 hrs)

(ES) list F

Arts (3 hrs)

(ES) list G

Race, Ethnicity and Gender (3 hrs)

(ES) list H

Human Sciences Core

CEHS 200 – Families, Schools, and Communities

Supporting Core (34-35 hrs)

A. Supporting Science Core (16-17 hrs)

CHEM 109 - General Chemistry I

CHEM 110 - General Chemistry II

PHYS 141 – Elementary General Physics OR 151 – Elements of Physics

BIOS 213, 213 L - Human Physiology

B. Human Performance Core (18 hrs)

NUTR 150 – Foundations in Nutrition and Health Promotion

NUTR 250 – Human Nutrition and Metabolism

BIOS 214 – Nursing Anatomy

NUTR 351 - School Health Programs

NUTR 384 – Biomechanics of Human Movement

NUTR 484 - Physiology of Exercise

C. Electives (13-15)

Athletic Training Requirements (35 hrs)

ATHT 145	Introduction to Athletic Training (3)
ATHT 146	First Aid, Treatment, and Management of Athletic Injuries (3)
ATHT 245	Organization and Administration (3)
ATHT 246	Prevention of Athletic Injuries (3)
ATHT 249	Therapeutic Modalities (3)
ATHT 345	Evaluation of Athletic Injuries (4)
ATHT 346	Rehabilitation and Reconditioning (4)
ATHT 445	Advanced Studies in Athletic Training (3)
ATHT 446	Medical Aspects of Athletic Training (3)
ATHT 247	Clinical Education 1 (1) - Organization skills
ATHT 248	Clinical Education 2 (1) - Prevention skills
ATHT 347	Clinical Education 3 (1) - Evaluation skills
ATHT 348	Clinical Education 4 (1) - Rehabilitation skills
ATHT 447	Clinical Education 5 (1) - - Advanced skills 1
ATHT 448	Clinical Education 6 (1) - - Advanced skills 2

Student Schedule Planning Guide

Year	Fall Semester	Spring Semester
1	<p>ATHT 145 -Introduction to Athletic Training (3) NUTR 100 – Nutrition, Exercise, and Health (3) ENGL 101Composition and Literature I or 102 Composition and Literature II or 150 Composition 1 or 151 Composition II or JGEN 200 Technical Communication I or JGEN 300 Technical Communication II (3) Math 102 Trigonometry (2) Biology 101, 101L – General Biology or Biology 102 Cell Structure and Function (4) (15)</p>	<p>ATHT 146 - First Aid, Treatment, and Management of Athletic Injuries (3) COMM 109Fundamentals of Human Communication or 209 Public Speaking (3) Psychology 181- Intro to Psychology(4) Nutrition 150 - Foundations in Nutrition and Health Promotion (1) Arts - (ES) list G (14)</p>
2	<p>ATHT 246 - Prevention of Athletic Injuries (3) ATHT 247 - Clinical Education 1 - Organization skills (1) NUTR 250 – Human Nutrition and Metabolism (3) ATHC 279 - Coaching Effectiveness (3) BIOS 214 – Nursing Anatomy (5) (15)</p>	<p>ATHT 249 - Therapeutic Modalities (3) ATHT 248 - Clinical Education 2 - Prevention skills (1) PHYS 141 – Elementary General Physics OR 151 – Elements of Physics (4 or 5) CEHS 200 – Families, Schools, and Communities (3) Historical Studies (ES) list E (3 hrs) (14 or 15)</p>
3	<p>ATHT 345 - Evaluation of Athletic Injuries (4) ATHT 347 - Clinical Education 3 - Evaluation skills (1) Chemistry 109 - General Chemistry 1 (4) NUTR 351 - School Health Programs (3) NUTR 384 – Biomechanics of Human Movement (3) EDPS 330Measurement and Evaluation in Nutrition, Fitness, and Health Promotion or EDPS 459 Statistical Methods (3) (18)</p>	<p>ATHT 346 - Rehabilitation and Reconditioning (4) ATHT 348 - Clinical Education 4 - Rehabilitation skills (1) Chemistry 110 - General Chemistry II (4) ATHT 245 - Organization and Administration (3) BIOS 213, 213 L - Human Physiology (4) (16)</p>
4	<p>ATHT 445 - Advanced Studies in Athletic Training (3) ATHT 447 - Clinical Education 5 - Advanced skills 1 (1) NUTR 484 - Physiology of Exercise (3) Humanities (ES) list F (3 hrs) Electives (13)</p>	<p>ATHT 446 - Medical Aspects of Athletic Training (3) ATHT 448 - Clinical Education 6 - Advanced skills 2 (1) Race, Ethnicity and Gender (ES) list H (3 hrs) Electives (14-16)</p>

The Athletic Training Courses - A Brief Look

ATHT 145 Introduction to Athletic Training (3)

Introduction to the preparation and work of the certified athletic trainer and to the profession and professional expectations and requirements. Includes observation and laboratory experiences

ATHT 146 First Aid. Treatment and Management of Athletic Injuries (3)

Presentation of the role of the athletic trainer in providing first aid and care to the injured athlete. The course will explore emergency medical care systems and personnel, emergency planning, and first aid treatment techniques. Standard first aid and CPR will be presented as well.

ATHT 245 Organization and Administration (3)

A broad variety of topics related to supporting the daily activities of athletic trainers will be presented and discussed. Topics will include, but are not limited to, legal concepts, forms and record keeping, drug testing, insurance, concepts of financial management, facility management, and personnel management. Taken concurrently with ATHT 347, Clinical Education 4.

ATHT 246 Prevention and care of Athletic Injuries (3)

Explores the athletic trainer's duties and function in dealing with the prevention of athletic injuries through administering physical examinations, analyzing sports risk, supervising physical conditioning, properly fitting pads and equipment, and monitoring environmental conditions. Taken concurrently with ATHT 247, Clinical Education 1.

ATHT 249 Therapeutic Modalities (3)

The theoretical and practical guidelines for using light, hydrotherapy, thermal energy, electro-therapeutic equipment, TENS, traction, and manual treatment techniques. Taken concurrently with ATHT 248, Clinical Education 2.

ATHT 345 Evaluation of Athletic Injuries (4)

Presents knowledge and skills needed by the athletic trainer to conduct a thorough evaluation of athletic injuries and illnesses for the purpose of formulating an impression of the injury so that proper care and disposition of the injury may be achieved. Includes extensive lab experiences. Taken Concurrently with ATHT 347, Clinical Education 3.

ATHT 346 Rehabilitation and Reconditioning (4)

The planning and implementation of comprehensive rehabilitation/reconditioning programs for athletes is presented. Physiological response to trauma, the healing cycle, evaluation of goals and objectives, and the principles of therapeutic exercise and therapeutic modalities are presented. Includes extensive lab experiences. Taken Concurrently with ATHT 348, Clinical Education 4.

ATHT 445 Advanced Studies in Athletic Training (3)

Exploration of current philosophical and ethical problems in the field of athletic training, as well as advanced treatment techniques. Taken Concurrently with ATHT 447, Clinical Education 5

ATHT 446 Medical Problems Aspects in Athletic Training (3)

Study of recent and current medical research and its application to treatment of injuries sustained by participation in athletics. Identification and application of methods of staying abreast of medical advances in prevention and treatment of injuries. Taken Concurrently with ATHT 448, Clinical Education 6

ATHT 247 Clinical Education 1 - Organization skills (1)

Demonstration and practice of skills in: daily athletic training room operations; administration of physical examinations; practice of common skills found within the domains of athletic training; use of appropriate wound care technique.

ATHT 248 Clinical Education 2 - Prevention skills (1)

Demonstration and practice of skills in: the use of various devices and techniques necessary to screen and evaluate athletes fitness and health; use of commercial conditioning equipment; collecting climatic data; fitting equipment; and the application of taping, wrapping, splints, and braces.

ATHT 347 Clinical Education 3 - Evaluation skills (1)

Demonstration and practice of skills in: taking the history of an injury; identifying objective signs of injury through observation, palpation, range of motion, and “special tests”; incorporating findings into an effective clinical evaluation

ATHT 348 Clinical Education 4 - Rehabilitation skills (1)

Demonstration and practice of skills in: use of manual muscle testing; goniometry; use of ambulatory aids; application of clinical modalities; use of exercise in the recovery from injury/illness.

ATHT 447 Clinical Education 5 - Advanced skills 1 (1)

Demonstration and practice of advanced skills in evaluation, treatment, and rehabilitation of athletic injury including isokinetic testing; PNF techniques; joint mobilization techniques

ATHT 448 Clinical Education 6 - Advanced skills 2 (1)

Demonstration and practice of skills in the evaluation of athletic injury and illness, as well as the evaluation of common general medical conditions.

Levels of athletic training students within the program

Observational

Before being admitted to ATHT 247, students must undergo a period of observation in the athletic training rooms at the University of Nebraska. This period serves two purposes. First, the observation period aids students in making an informed decision about whether they wish to pursue athletic training as a career. Students should be aware of the commitment they are making when pursuing athletic training as a major and a career. Second, it provides the staff athletic trainers an opportunity to observe the students work habits and social skills. The ability to work long, sometimes tedious hours and the ability to work well with people is absolutely necessary to be a successful athletic trainer. Observation lasts for one year, and is tied to completion of ATHT 145 and ATHT 146.

During the first two weeks of the fall semester, the student will be assigned to a rotation between the various sports and athletic training rooms at the University of Nebraska. The student will be asked to observe approximately five hours per week with the various athletic trainers at the University. During these rotations the student is expected to finish weekly assignments that reflect the knowledge and abilities that are expected of an introductory student in athletic training. If a student does not complete the course of study or does not complete ATHT 145 or ATHT 146 with a “B” or better, the student will be required to repeat the observational period.

During the spring semester, the students interested in continuing in the athletic training curriculum will apply to the director of athletic training education for admittance to ATHT 247. Applications will be considered based on the following criteria:

1. Completion of ATHT 145 and ATHT 146 with a grade of "B" or better.
2. A cumulative grade point average of 2.5 or better.
3. Evaluations completed by the staff athletic trainers during the students observational experiences.
4. Completion of an application provided by the director of athletic training education.
5. Completion of an interview with a selection committee which will include the Director of Athletic Training Education, the Head Athletic Trainer, a selected staff athletic trainer, and the College of Education and Human Sciences advisor for Nutrition and Health Sciences. A copy of the score sheet used to evaluate students by the interview committee can be found in the appendices.

In order to maintain ratios of athletic training students to staff that allow for appropriate instruction and supervision, the number of athletic training students that are admitted to the program is limited. Therefore, this application process is competitive. Candidates will be evaluated by the entire athletic training staff, and will be selected based on the work and academic criteria outlined above.

Regular Status

Observational students who are admitted to ATHT 247 will be assigned to a staff athletic trainer who will supervise the athletic training student for the academic year. This will be done by agreement of the director of athletic training education and head athletic trainer. These assignments will be varied from year to year to ensure the athletic training student exposure to a wide variety of sports, athletes, and injuries. Athletic training students are evaluated each semester by their supervising athletic trainer. These evaluations are meant to point out an athletic training student's strengths, as well as identify areas needing improvement so that the athletic training student can continue to develop the necessary skills required by an entry-level athletic trainer. Evaluations are not meant to be punitive in nature.

In addition, the athletic training student is expected to document the attainment of skills that are reflective of their standing in the educational program. These skills are outlined in the course syllabi for the clinical education courses, and will be provided to the athletic training student and the supervising athletic trainer at the beginning of each semester.

Athletic training students are retained in the program based on the following criteria:

1. A cumulative grade point average of over 2.5.
2. A grade point average in the athletic training course work of at least 3.0.
3. Documentation of successful completion of each semester's clinical skills.
4. Completion of required courses with a grade of C+ or better.
5. Evaluation by the staff athletic trainers, which indicate the appropriate development of work habits and social skills needed by athletic trainers.

Athletic training students who do not successfully complete the requirements for retention in the program will be put on probation for one semester. The athletic training student will be assigned to half time assignment in the athletic training room, and will not be allowed to provide any game or travel coverage with their assigned team. If the athletic training student corrects the deficiency and is reinstated to full status, the student may resume the course of study at the level at which they were placed on probation. If the deficiency is not corrected after one semester, the athletic training student is considered dropped from the program and must reapply for admission on a competitive basis.

Typical Progression within the Program

The Athletic Training education program is intended to take at least six semesters to complete.

Paid Status

Scholarship money may be made available through the athletic department and is awarded by the head athletic trainer. Application materials may be received from him.

Transfer Students

Transfer students are welcome at the University of Nebraska with several provisions. Transfer credit will only be received for ATHT 145 and ATHT 146. The transfer student must document completion of six hours of athletic training didactic coursework, at least 200 hours of practical clinical work, and must have current first aid and CPR certification. No other specific athletic training courses may be waived, no accumulated hours will be transferred nor will the three-year practical experience be shortened. In addition, the transfer student must meet all other requirements for eligibility in the athletic training education program.

Transfer students who demonstrate exemplary prior experience will be accepted provisionally to the athletic training curriculum. If, after the first half of their first semester, they demonstrate the qualities expected of the athletic training students, transfer students will be accepted to full status. Paid status will only be awarded at the discretion of the head athletic trainer.

An application to the curriculum as well as documentation of the requirements must be provided to the director of athletic training education during the first 10 days of the school calendar year.

Provisional assignments will be made on a two-month basis to Osborne Complex training room and one month each to the Coliseum and Devaney Center athletic training rooms. Demonstration of the qualities expected of athletic training students will be evaluated the staff and graduate assistant athletic trainers. Input from the athletic training students may be accepted as evidence.

Acceptance is contingent on not offending athletic training student/staff ratios, and on the ability of the program to provide meaningful clinical experiences. ATHT 247 will be added to the athletic training student's schedule with permission from the director of athletic training education after documentation of requirements is received.

Evaluation of Clinical Skills

Clinical assignments (ATHT 247, 248, 347, 348, 447, 448) will be made according to the standards and guidelines included in the next section. Satisfactory completion of clinical assignments will be made according to the following standards.

Completion of a standard athletic training student evaluation by the supervising athletic trainer. The Director of Athletic Training Education will distribute the evaluation forms during the mid week of the semester and again during the last week of the semester. They must be completed by the supervisor, reviewed with the athletic training student, and returned to the Director by the last day of finals. If the athletic training student is directly supervised by a graduate assistant, the form must also be evaluated by the facility coordinator.

Completion of the clinical skill sheets assigned for each class. If the athletic training student is unable to complete the skill evaluations for any reason, they will not be assigned to their next clinical rotation until the deficiency is corrected.

It is assumed that the athletic training student is responsible for finding convenient times to review the clinical skills with their staff supervisor throughout the semester. In many cases the athletic training student will delay in starting the skill check-off and the staff athletic trainer is faced with trying to evaluate large numbers of skills from several athletic training students during the last weeks of the semester. This is absolutely an unacceptable reason for skill sheets not being completed.

Clinical Assignments

It is recognized that a well-rounded educational experience will provide an athletic training student with opportunities to learn in a variety of environments with a variety of professional mentors. The University of Nebraska athletic training education program provides athletic training students with opportunities to work with a wide variety of sports and under the supervision of multiple clinical instructors during their educational experience.

Sports are assigned to the following broad categories:

	Upper body	Lower body	Equipment intensive	General medical
Female athletes	Tennis Swimming Volleyball Softball Gymnastics	Soccer Track and field Basketball		Completed during semester that student takes ATHT 446 and 448
Male athletes	Tennis Gymnastics Baseball Wrestling	Football Track and field Basketball	Football	Completed during semester that student takes ATHT 446 and 448

*IPC: Injury Prevention and Care Center at Campus Recreation

Each athletic training student will be assigned to at least one eight-week assignment with a sport in each column and will have at least one eight-week assignment to a sport in each row during their course of study. This is regarded as a minimal standard, with the ideal to have even amounts of experiences between each column and each row.

ATHT 247 and 248

An eight-week rotational schedule for these clinical experiences will be used. By the end of ATHT 248 it is intended that each athletic training student will have been exposed to at least one experience in each of the following:

1. A sport where there is a predominance of upper body injuries
2. A sport where there is a predominance of lower body injuries
3. An equipment intensive sport

Athletic training students will also be rotated to male and female or mixed gender teams. If the rotational schedule does not accommodate meeting the minimal rotational requirements, the athletic training student with deficiencies will be given priority in sport assignments for ATHT 347 and 348 to complete meeting the column and row requirement.

1. During these experiences athletic training students will be assigned to low risk sports, or as a second athletic training student to high-risk sports.
2. Athletic training students will be limited to 15 to 20 hours of work per week and will have one afternoon off per week.
3. Athletic training students will not be expected to travel with teams.
4. Athletic training students in ATHT 247 and 248 will not be paid by the athletic department.
5. Athletic training students will provide occasional evening and weekend coverage of home, low risk sports activities.

ATHT 347 and 348

1. Athletic training students will be selected to work with clinical supervisors covering low risk sports activities or sports activities with low numbers of athletes.
2. Criteria for sport selection will be made based, in order, on 1) fulfilling required rotations 2) providing a more well rounded experience 3) athletic training student interest.
3. Athletic training students will be limited to 20 hours of work per week and will have one afternoon off per week. Evenings and weekends may be required in-season.
4. Athletic training students may travel with a certified athletic trainer.

ATHT 447 and 448

1. Athletic training students will be selected to work with sports with high-risk sports or large numbers of student athletes.
2. Athletic training students will be assigned to clinical supervisors in each of the various facilities. They are expected to demonstrate:
 - a. Advanced clinical skills – should be able to work without constant supervision of staff athletic trainer, but will work in direct communication with the supervisor.
 - b. Organizational and administrative skills – should be able to organize the athletic training room, arrange doctor's visitation, direct younger athletic training students, prepare the facility for practice and games.
3. Athletic training students may work more than 20 hours of work per week. However, they will never work more than in any individual week. The clinical supervisor will also insure that compensatory time is given during the semester so that the average per week will not exceed 20 hours.
4. Athletic training students may travel with any of the sports teams with an appropriate clinical supervisor. The athletic training student is not

expected to be a staff replacement. Travel is to be viewed as a reward for achieving advanced clinical skills.

5. The ATHT 448 clinical rotation has also been designated as the students “general medical rotation”. Goals, outcomes, and documentation sheets for this experience can be found in the appendices. In the extremely unlikely event that the athletic training student does not have the opportunity to present an ill athlete to Dr. Albers during their regular clinical rotation, they need to make arrangements with him to complete at least 20 contact hours in medical clinic during the last two weeks of the semester.

Student Athletic Trainer Skill Level Guidelines **By Semester**

Freshman:

1st and 2nd Semester: Observation

- Participate in cleaning training room and stocking supplies
- Learning theories of hot and cold application
- Make ice bags, able to administer hot packs, ice cup, and ice bags
- Learning taping techniques

Sophomores: Should have basic knowledge of training room supplies and uses, able to administer treatments under direct supervision of ATC

1st Semester: Prevention of Athletic injuries

- Perform basic wound care
- Able to follow OSHA guidelines
- Gaining proficiency and experience with taping and bracing techniques
- Learning general stretching techniques
- Gaining knowledge in application of fitness and conditioning programs

2nd Semester: Modalities

- Learning what each modality is and reasons for use, acute/chronic
- Learning appropriate parameters and set-up for each modality
- Gaining hands on knowledge of application and set-up techniques

Juniors:

1st Semester: Evaluation of Athletic Injuries

- Understanding symptoms of possible injuries and what they could mean
- Learning application techniques of special tests, beginning with head injuries and working towards lower body
- Be able to apply appropriate special tests for different injuries and interpret information

2nd Semester: Rehabilitation

- Be able to perform a complete evaluation of an orthopedic injury
- Be able to understand the *Why's* of rehabilitation
- Learning the 3 stages of rehabilitation
- Learning application and proper selection of rehabilitation exercises in accordance with the 3 stages
- Should be able to answer direct questions regarding selection of modalities and rehabilitation exercises
- Gaining hands-on experience developing and applying rehabilitation programs

Seniors:

1st Semester: Advanced Athletic Training

- Be able to evaluate and understand concepts of non-orthopedic issues
- Gaining knowledge in pharmacology and should be able to properly dispense OTC's and understand reasons for use
- Be able to recognize women's issues in athletics
- Learning proper drug testing techniques

2nd Semester: Medical Aspects of Athletic Training (putting it all together)

- Be able to perform a complete evaluation of a non-orthopedic injury
- Understand proper referrals to specialists and reasons why
- Should be able to perform independently in athletic training situations

Evaluation of athletic training students in the clinical setting

Athletic training students are expected to maintain a high level of academic achievement in the athletic training education program. Of equal importance is their ability to develop and utilize professional knowledge and skill in the clinical setting.

To improve the performance of the athletic training student, each of the staff athletic trainers has completed the approved clinical instructor workshop at the University of Nebraska. They are trained to observe, evaluate, and give feedback on the clinical skills the athletic training student will develop during their career. Verification of the mastery of these skills is evidenced by completion of clinical skills packets each semester. Completion of the clinical skills packets is mandatory to achieve a passing grade in the required clinical education class.

The athletic training staff also supervises the athletic training students on a day-to-day basis in the athletic training rooms as health care is provided for the student athletes. Each clinical supervisor will provide athletic training students with written evaluation of performance twice per semester, once at approximately the mid-semester point and once at the end of the semester. The supervisor will give general feedback of professional behaviors and attitudes, provide an overall grade for the athletic training student, and will assess how an athletic training student might improve their performance. As part of this evaluation process, the athletic training student will also share with the supervisor a self-assessment of how to improve their performance.

In the unlikely event the supervisor should give the athletic training student an unsatisfactory assessment, the supervisor will provide the athletic training student with specific steps that must be taken to achieve a passing grade before the next evaluation. Each of the steps will be matched with a specific measure or outcome that would demonstrate accomplishment of the step.

If a supervisor gives the athletic training student a second unsatisfactory evaluation the athletic training student will be moved to a different supervisor. The new supervisor will be apprised of the corrective steps that were given by the previous supervisor. If the athletic training student receives a third unsatisfactory evaluation, the student will be removed from the athletic training education program.

A supervisor may observe behavior that needs immediate correction and would not be appropriate to wait for a mid-semester or end-of-semester evaluation to provide remediation. For instance, gross insubordination or arriving to the athletic training room under the influence of drugs or alcohol might fall into this category. In this case the clinical supervisor will request an evaluation form from the program director and will complete and review it with the athletic training student. Even though this is not a regularly scheduled evaluation, it would constitute an unsatisfactory assessment subject to the guidelines provided above.

Athletic training student Health Policy

Being an athletic training student does present a small but real health risk. Athletic trainers frequently come into contact with athletes who are ill with potentially infectious diseases, and they often are required to tape or bandage wounds that present the potential to come into contact with blood borne pathogens. In addition, athletic trainers who are ill with an infectious disease may present a health risk to athletes.

The University of Nebraska Athletic Medicine Department aspires to prevent exposure to disease for both staff and athletes, insure the health and welfare of the athletic training staff, and put into place procedures for following post-exposure care.

Incoming Athletic training students

Students in ATHT 146 who plan to apply for admission to the athletic training education program will receive a health history form with their admission application. This form will be turned into the team physician for review.

Upon review of the history, the team physician will determine if the student will require a follow up interview or physical examination. If it is deemed necessary, the student and team physician will make an appointment at an agreeable time.

The team physician will report to the Director of Athletic Training Education the status of the applicants to the program. Determination of status will be based on:

- 1) General health that is adequate to meet the physical demands for athletic trainers.
- 2) Current vaccinations.

- 3) Control of chronic disease states (i.e. asthma, allergies, and diabetes) that will allow the athletic training student to function in a daily work environment.
- 4) Control and ongoing care of chronic infectious diseases, which may pose risk to student athletes and athletic medicine, staff members.

To maintain confidentiality, the team physician will not report individual information to the Director of Athletic Training Education except when it is determined that such information is medically necessary to protect staff and athletes. The athletic training student will be informed of such decisions before the information is transmitted.

Infection control

The use of universal precautions to limit the exposure to blood borne pathogens is necessary to limit the risk to athletic training students. OSHA blood borne pathogen training for medical workers will be conducted each fall, and will be annually required for each athletic training student. This session will also include a review of institutional and program infection control policies.

Hepatitis B vaccinations will be provided through the student health service at no cost to the athletic training student.

Ill Athletic training students

Athletic training students must realize that ill health care workers present a risk to the patients they treat and with whom they come into contact. To limit this risk, the following steps should be followed.

- 1) The athletic training student who becomes ill with a potentially infectious disease should seek medical help through the Team physician, student health service, personal physician, or through other local medical providers.
- 2) If it is determined that the athletic training student has any potentially infectious disease, they are asked to relate that information to the team physician before their next scheduled clinical work time.
- 3) The team physician will determine if the athletic training student requires examination before returning to work. The physician may schedule an examination, bar the athletic training student from reporting, or allow the athletic training student to report to work.
- 4) If the physician determines either through interview or examination that the athletic training student should not report for their clinical assignment, he will inform the staff supervisor of his decision.
- 5) Staff supervisors may require that an athletic training student who appears ill be examined, either by the team physician or through other health care providers.
- 6) The team physician must examine athletic training students who miss any clinical time due to infectious illness before they are allowed to resume their work schedule.

Technical Standards Policy for Admission

The Athletic Training Educational Program at the University of Nebraska is a rigorous and intense program that places specific requirements and demands on the students

enrolled in the program. An objective of this program 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 athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]).

Admission Requirements

All students admitted to the Athletic Training Educational Program must satisfy the following abilities and expectations. 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 NATA-BOC certification exam.

Candidates for retention in the Athletic Training Educational Program 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.
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.

Verification of the student's ability to meet these standards will be assessed yearly. A copy of the technical standards policy verification form can be found in the appendices.

General Policies

Academics

Your academic pursuits are your top priority. It is your responsibility to budget your time properly so that neither your studies nor your work in the athletic training room suffers. Anyone who is unable to meet minimum GPA standards (2.5 overall, 3.0 in the professional sequence) will be put on academic probation.

Class Schedule

You will need to be in the athletic training room by 1:30 p.m. when you are scheduled to work. For this reason, you should not schedule classes that meet after that time. If unavoidable conflicts arise, you should discuss your schedule with your supervising athletic trainer.

Days Off

Long hours are part of an athletic trainer's job. There will be times you will have to work weekends and holidays. If you need a day off for a conflict in your schedule, it is your responsibility to:

- a) Request the time off as far in advance as possible from your supervisor. Your supervisor will try to honor your request, but this is not always feasible. If your request is granted;
- b) Find someone not already scheduled to work for you.

In case of emergency, try to directly contact your supervising athletic trainer. Arrangements to cover your schedule will be taken care of by the staff.

Punctuality

It is very important that you arrive for work at your scheduled time. Professional staff members and athletes are depending on you to fulfill your responsibilities. Please notify your immediate supervisor if you will be arriving late due to a class or meeting with your instructors.

Dress Code

It is important that all members of the athletic training staff are easily identifiable and professional looking at all times. Staff uniforms are issued to each staff member and regular status athletic training students and should be worn in the athletic training room at all practices games, and other events. Your uniform is to be clean and presentable. If you are not wearing staff uniforms, you will be asked to leave and return wearing them.

Please abide by the following rules while in the athletic training room and covering team events.

- Blue jeans, tights, or cycling shorts are not permitted.
- Shorts with pockets, professional sweats, and t-shirts are acceptable for observational students only. These are not permitted for regular status athletic training students. Absolutely no tank tops, low necklines, advertisements for alcohol or tobacco, fraternity or sorority letters, or logos from other colleges are permitted on clothing in the athletic training rooms.

- No hats are to be worn indoors.
- When traveling, the athletic training students should adhere to the team dress codes.
- Athletic training issued clothing is to be worn for athletic department business only.
- No open-toed shoes are to be worn in the athletic training room. Flat soled, athletic type shoes are required.
- Hanging arm test – Let your arms hang at your side; the hem of your shorts or skirt should be lower than your fingertips.
- No facial or oral piercings of any type are permitted. Pierced earlobes are acceptable, but only stud earrings are to be worn. Any body piercings should be completely covered and not noticeable.
- Shirtrails must be tucked in at all times. If your shirt is too short to tuck in, GET A LONGER SHIRT. All underwear, including bra straps, should be completely covered by the outer clothing.

Telephone Use

The telephone is a business phone and should not be used for personal calls. Never use the phone for long distance or toll calls without prior approval. Do not have personal calls or messages forwarded to the athletic training rooms.

When you answer the telephone, always say, "Nebraska Athletic Medicine, this is (your name) speaking." Always write down messages and include the time and date of the call. All phone messages should be left in the appropriate mailbox or desk.

Recording of Athletic Training Student Hours

All hours supervised by a certified athletic trainer should be recorded on a monthly form. Put down the month and year, and mark the hours for each day. At the end of the month, total the hours and have your supervisor initial the form. You then must turn the sheets into the director of athletic training education by the fifth of the next month. At the end of each semester, you will receive an accounting of your cumulative total.

Discussion of Injuries with Media and Others

The work that an athletic trainer performs with an athlete is considered confidential, and disclosing any information about an athlete's condition is considered unethical by the National Athletic Trainers Association (NATA). Any question should be directed to the sports information department or the head coach.

Medication Policy

Limited supplies of various over-the-counter (OTC) medications are stocked in the athletic training room. OTC drugs should not be given out without the approval of a full-time staff member.

The team physicians stock a limited supply of prescription items. These drugs are not to be given out by anyone other than the physicians.

You should not have any prescription drugs in your kit unless you are carrying a medication for an athlete. The container should be clearly marked as to what the drug is, and whom it belongs to.

Any medication that is dispensed should be recorded. Record the athlete's name, date, and the medication issued on the appropriate form.

Travel with Teams

Traveling with an athletic team is one of the privileges that athletic training students earn. Always remember that you are representing yourself, your school, and your profession.

Athletic training students should follow these guidelines:

1. Dress at least up to the team dress code, if not better.
2. Obey team rules, including team curfew.
3. If you are going anywhere without the team, it must be cleared with either the head coach or your supervising athletic trainer.
4. Consumption of alcohol is prohibited unless approved by the head coach or supervising athletic trainer. Consumption of alcohol is strictly prohibited for any athletic training student under the age of 21.

Alcohol and Drugs

The use of alcohol and drugs while working is strictly prohibited. If a staff athletic trainer believes that you are under the influence of alcohol and drugs you will be dismissed for the day. If a second incidence occurs, you will be referred to University Counseling Service, and you will be relieved of your responsibilities until you demonstrate that you are following through on a course of counseling. A third incidence will be grounds for dismissal from the athletic training education program.

Athletic training student membership in professional organizations

Athletic training students are strongly encouraged to join the various professional groups that represent athletic trainers at the local, regional, and national level. These organizations provide many benefits including scholarships, informational service, educational symposiums, scholarly journals, lobbying of governmental agencies, and job placement services.

Non - Discrimination

In compliance with university policy, the athletic training education program does not discriminate on the basis of race, sex, national origin, handicap, religion, age, or sexual orientation.

In addition, it is the policy of the athletic training education program to extend these principles into our daily work. All coaches, staff, and athletes must be judged and treated under these same conditions.

Appendices	
Sophomore level evaluation:	page 22
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Evaluation of clinical instructor and clinical rotation	page 31
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**UNIVERSITY OF NEBRASKA-LINCOLN
ATHLETIC TRAINING EDUCATION PROGRAM**

Athletic Training Student Evaluation Form – SOPHOMORE LEVEL

NAME _____ DATE _____

CLINICAL INSTRUCTOR _____

Please utilize the following scale:

5 = *outstanding performance*

4 = *above average*

3 = *average*

2 = *need for improvement*

1 = *unacceptable*

N/O = *not observed by clinical instructor*

I. GENERAL REQUIREMENTS

- Exhibits knowledge of athletic training room procedures _____
- Enforces athletic training room procedures _____
- Reports on time for clinical assignment _____
- Notifies ACI of schedule conflicts in advance _____
- Adheres to policies and procedures in athletic training student handbook _____

II. TASK-ORIENTED SKILLS

- Demonstrates knowledge & appropriate use of athletic training room supplies _____
- Maintains clean and sanitary conditions in the athletic training room _____
- Follows directions promptly and without need of repetition _____

III. TECHNICAL SKILLS

- Demonstrates the ability to select and apply preventative and protective taping, wrapping, splinting, bracing, and rehabilitative devices _____
- Obtains and interprets environmental data, recognizes potential hazardous conditions and situations, and implements the appropriate emergency procedures _____
- Demonstrates ability to instruct proper weight room techniques cardiovascular exercises, and 1 RM measurement _____
- Performs anthropometric techniques and other appropriate exam and screening procedures _____
- Palpates bony anatomical structures and identifies them correctly _____
- Performs and interprets upper and lower body isometric testing _____

IV. PERSONAL QUALITIES

- Demonstrates initiative _____
- Is faithful, reliable, and dependable _____
- Is able to work well with others _____
- Exhibits willingness to teach and aid peers _____
- Demonstrates communication and listening skills _____
- Demonstrates desire to expand personal knowledge _____
- Maintains positive attitude _____

V. PROFESSIONALISM

- Wears appropriate attire in the athletic training room _____
- Has respect of ACI, athletes, coaches, and peers _____
- Is open and responsive to constructive criticism _____
- Demonstrates fairness to athletes, coaches, and peers _____
- Puts personal stresses aside when interacting with others _____

VI. OVERALL GRADE

- A. ___ **Superior for athletic training student of this experience level**
- B. ___ **Meets all expectations for athletic training student of this experience level**
- C. ___ **Meets most expectations for athletic training student of this experience level**
- D. ___ **Unsatisfactory: Fails to meet expectations for athletic training student of this experience level.**

VII. STRENGTHS

**VIII. THREE GOALS FOR ATHLETIC TRAINING STUDENT TO IMPROVE
OVERALL GRADE**

**IX. THREE GOALS FOR SELF IMPROVEMENT, WITH OBSERVABLE
OUTCOME – (Completed by athletic training student)**

ATHLETIC TRAINING
STUDENT SIGNATURE _____ DATE _____

ACI SIGNATURE _____ DATE _____

**UNIVERSITY OF NEBRASKA-LINCOLN
ATHLETIC TRAINING EDUCATION PROGRAM**

Athletic Training Student Evaluation Form – JUNIOR LEVEL

NAME _____ DATE _____

CLINICAL INSTRUCTOR _____

Please utilize the following scale:

5 = *outstanding performance*

4 = *above average*

3 = *average*

2 = *need for improvement*

1 = *unacceptable*

N/O = *not observed by clinical instructor*

I. GENERAL REQUIREMENTS

- Exhibits knowledge of athletic training room procedures _____
- Enforces athletic training room procedures _____
- Reports on time for clinical assignment _____
- Notifies ACI of schedule conflicts in advance _____
- Adheres to policies and procedures in athletic training student handbook _____

II. TASK-ORIENTED SKILLS

- Demonstrates knowledge & appropriate use of athletic training room supplies _____
- Maintains clean and sanitary conditions in the athletic training room _____
- Follows directions promptly and without need of repetition _____

II. TECHNICAL SKILLS

- Palpates soft tissue anatomical structures and identifies them correctly _____
- Practices record-keeping skills while maintaining patient confidentiality _____
- Relates the findings of a physical exam to determine appropriate usage and parameters of therapeutic modalities _____
- Demonstrates knowledge of emergency procedures _____
- Understands and follows appropriate medical-related guidelines (OSHA, NATA, NCAA) _____
- Performs clinical evaluations of major body areas to assess and interpret reason for injury/illness _____
- Exhibits appropriate use and interpretation of goniometrical measurements _____
- Demonstrates and correctly interprets upper and lower body muscle testing _____

III. PERSONAL QUALITIES

- Demonstrates initiative _____
- Is faithful, reliable, and dependable _____
- Is able to work well with others _____
- Exhibits willingness to teach and aid peers _____
- Demonstrates communication and listening skills _____
- Demonstrates desire to expand personal knowledge _____
- Maintains positive attitude _____

IV. PROFESSIONALISM

- Wears appropriate attire in the athletic training room _____
- Has respect of ACI, athletes, coaches, and peers _____
- Is open and responsive to constructive criticism _____
- Demonstrates fairness to athletes, coaches, and peers _____
- Puts personal stresses aside when interacting with others _____

V. OVERALL GRADE

- E. ___ Superior for athletic training student of this experience level**
- F. ___ Meets all expectations for athletic training student of this experience level**
- G. ___ Meets most expectations for athletic training student of this experience level**
- H. ___ Unsatisfactory: Fails to meet expectations for athletic training student of this experience level.**

VI. STRENGTHS

VII. THREE GOALS FOR ATHLETIC TRAINING STUDENT TO IMPROVE OVERALL GRADE

VIII. THREE GOALS FOR SELF IMPROVEMENT, WITH OBSERVABLE OUTCOME (Completed by athletic training student)

ATHLETIC TRAINING
STUDENT SIGNATURE _____ DATE _____

ACI SIGNATURE _____ DATE _____

UNIVERSITY OF NEBRASKA-LINCOLN
ATHLETIC TRAINING EDUCATION PROGRAM
Athletic Training Student Evaluation Form – SENIOR LEVEL

NAME _____ DATE _____

CLINICAL INSTRUCTOR _____

Please utilize the following scale:

5 = *outstanding performance*

4 = *above average*

3 = *average*

2 = *need for improvement*

1 = *unacceptable*

N/O = *not observed by clinical instructor*

I. GENERAL REQUIREMENTS

- Exhibits knowledge of athletic training room procedures _____
- Enforces athletic training room procedures _____
- Reports on time for clinical assignment _____
- Notifies ACI of schedule conflicts in advance _____
- Adheres to policies and procedures in athletic training student handbook _____

II. TASK-ORIENTED SKILLS

- Demonstrates knowledge & appropriate use of athletic training room supplies _____
- Maintains clean and sanitary conditions in the athletic training room _____
- Follows directions promptly and without need of repetition _____

III. TECHNICAL SKILLS

- Understands and follows appropriate medical-related guidelines (OSHA, NATA, NCAA) _____
- Performs appropriate isokinetic tests (Cybex) and interprets results _____
- Instructs and demonstrates to patients how to perform ROM exercises _____
- Utilizes and is familiar with the proper techniques of joint mobilization of upper and lower extremity joints _____
- Demonstrates the ability to assess neurological responses using dermatome, myotome, reflex, and cranial nerve testing _____
- Performs clinical evaluations of major body areas (history, appropriate ROM/MMT/special tests) to assess and interpret reason for injury/illness. _____
- Instructs and demonstrates patients in appropriate upper and lower body proprioceptive exercises. _____
- Utilizes proper emergency techniques and procedures in the athletic training room and on the practice/game field _____
- Instructs and demonstrates endurance, plyometric, and agility exercises _____

IV. PERSONAL QUALITIES

- Demonstrates initiative _____
- Is faithful, reliable, and dependable _____
- Is able to work well with others _____
- Exhibits willingness to teach and aid peers _____
- Demonstrates communication and listening skills _____
- Demonstrates desire to expand personal knowledge _____
- Maintains positive attitude _____

V. PROFESSIONALISM

- Wears appropriate attire in the athletic training room _____
- Has respect of ACI, athletes, coaches, and peers _____
- Is open and responsive to constructive criticism _____
- Demonstrates fairness to athletes, coaches, and peers _____
- Puts personal stresses aside when interacting with others _____

VI. OVERALL GRADE

- I. ___ **Superior for athletic training student of this experience level**

- J. ___ **Meets all expectations for athletic training student of this experience level**

- K. ___ **Meets most expectations for athletic training student of this experience level**

- L. ___ **Unsatisfactory: Fails to meet expectations for athletic training student of this experience level.**

VII. STRENGTHS

VIII. THREE GOALS FOR ATHLETIC TRAINING STUDENT TO IMPROVE OVERALL GRADE

**IX. THREE GOALS FOR SELF IMPROVEMENT, WITH OBSERVABLE
OUTCOME – (Completed by athletic training student)**

ATHLETIC TRAINING
STUDENT SIGNATURE _____ DATE _____

ACI SIGNATURE _____ DATE _____

**UNIVERSITY OF NEBRASKA-LINCOLN
ATHLETIC TRAINING EDUCATION PROGRAM**

Approved Clinical Instructor & Clinical Rotation Evaluation Form

ATHLETIC TRAINING
STUDENT NAME _____ DATE _____

CLINICAL INSTRUCTOR _____

CLINICAL SITE _____

Please utilize the following scale:

- 5 = *strongly agree*
- 4 = *Agree*
- 3 = *Neutral*
- 2 = *Disagree*
- 1 = *strongly disagree*

I. My Clinical Instructor...

- Demonstrated confidence _____
- Took the time to explain actions in appropriate learning situations _____
- Was accessible/available when I needed to find him/her _____
- Demonstrated patience _____
- Was a role model for me _____
- Showed concern for me as an athletic training student _____
- Provided me with guidance and direction _____
- Demonstrated professionalism _____
- Provided appropriate feedback _____
- Provided constructive criticism _____
- Allowed me to practice the skills that I learned in the classroom at appropriate times in the clinical setting _____
- Was respected by athletes, peers, coaches, and physicians _____
- Communicated with all athletic training students, not just those supervised _____
- Provided supervision that met/exceeded CAATE standards _____
- Was able to communicate clearly _____
- Made clear to me the expectations and objectives of the rotation prior to the start of the rotation _____
- Understood that there is more than a single way to do something and allowed me to provide input at appropriate times _____
- Encouraged me to think critically and make decisions _____

II. My Clinical Setting...

- Provided me with a learning experience _____
- Reinforced what I am learning in the classroom _____
- Followed OSHA guidelines _____
- Provided me with challenging experiences _____
- Met my expectations as far as what I thought I would learn _____
- Followed guidelines set forth by the NCAA in terms of medical treatment of student-athletes _____
- Followed the NATA Code of Ethics _____
- Was a positive environment _____

III. Strengths of my ACI included...

IV. Weaknesses of my ACI included...

V. Strengths of my clinical setting included...

VI. Weaknesses of my clinical setting included...

VII. This clinical can be improved by...

**University of Nebraska
Athletic Training Curriculum
Professional Program Application**

Instructions

- Please complete the application in its entirety. If you are unsure of what information is being requested, please contact Dr. Rudy. Applications are due back to Dr. Rudy by 5:00, April 16th.
- On a separate sheet, please briefly explain your career goals and why you are interested in The University of Nebraska Athletic Training Education Program.
- Include a personal resume for yourself with this application. Please include any relevant work experiences you have had other than through the University of Nebraska Athletic Medicine program, any volunteer experiences, clinics, workshops, symposiums, and any memberships or licenses you currently hold. A good resume is neat, orderly, and no more than 1-2 pages. Do not include a list of personal or professional references.
- It would be helpful if you would provide a recent photograph with your application. **THE PHOTOGRAPH IS OPTIONAL AND NOT REQUIRED.** Omission of the photograph will not influence this application; it is merely for identification purposes.
- Please provide a copy of your most recent transcripts. If you have attended other universities or colleges (including junior college) please provide a transcript from those schools as well.
- Please be sure to review the athletic training student health policy in the athletic training student policy and procedure manual. Complete the health history form (provided separately) and return it to Dr. Albers in the Osborne Complex.

**University of Nebraska
Athletic Training Education Program Application**

Please note, this is not an application for admission to The University of Nebraska. This is an application to the University of Nebraska Athletic Training Education Program requiring your previous admittance to the University of Nebraska

Please type or print in ink. Complete the following information and return to:

Jeffrey P. Rudy
Director of Athletic Training Education
202F Ruth Leverton Hall
Lincoln, NE 68583-0806

Name _____
Last First MI

Home Address _____
Street Box

City State Zip

Home Phone (____) _____

Local Address _____
Street Box

City State Zip

Local Phone (____) _____

Student ID Number: _____

Birth Date _____
Month/Day/Year

Year in school: _____

Intended Major: _____

Have you reviewed a copy of the athletic training student handbook, and are you familiar with the policies and procedures of the University of Nebraska Athletic Medicine Program? () Yes () no

Academic Performance

Please complete the following information as completely as possible. Do not enter grades for classes, which you are currently taking; indicate only the semester.

College/University Credits earned: _____

Overall grade point average: _____

Junior College Credits earned: _____

Junior College grade point average: _____

Supporting Science Core			
Course	Credits	Semester	Grade
Biology 101			
Biology 101 L			
Chemistry 109			
Chemistry 110			
Physics 141 or 151			
Psychology 181			
Total science credits:		Science Grade Point Average:	

Human Performance Core			
Course	Credits	Semester	Grade
NUTR 100 – Nutrition, Exercise, and Health			
NUTR 351 – School Health Programs			
BIOS 214 – Nursing Anatomy			
Biology 213 – Human Physiology			
Biology 213 L			
NUTR 384 – Biomechanics of Human Movement			
NUTR 484 – Physiology of Exercise			
NUTR 150 – Foundations in Nutrition and Health Promotion			
NUTR 250 – Human Nutrition and Metabolism			
ATHC 279 – Coaching Effectiveness			
Total Human performance credits:		Human Performance Grade Point Average:	

Athletic Training Courses			
	Credits	Semester	Grade
ATHT 145			
ATHT 146 - current grade			
Total Athletic Training Credits:		Current Athletic Training Grade Point Average:	

Experience as an Athletic Training Student

Number of hours, 1st semester:

Number of hours, 2nd semester:

List other athletic training student volunteer experiences at UNL other than regularly scheduled times (i.e. track meets, flag football tournaments, etc.)

Please list experiences other than those at UNL on your resume.

Technical Standards Policy for Admission

The Athletic Training Educational Program at the University of Nebraska is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program 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 athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]).

Admission Requirements

All students admitted to the Athletic Training Educational Program must satisfy the following abilities and expectations. 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 NATA-BOC athletic trainer certification exam.

Candidates for retention in the Athletic Training Educational Program must demonstrate: 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.

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.

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. The ability to record the physical examination results and a treatment plan clearly and accurately.

The capacity to maintain composure and continue to function well during periods of high stress.

The perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.

Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.

Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Clinical instructors will assess student’s compliance with these standards during the clinical portion of the athletic training education program. Inability to demonstrate the qualities may impair or preclude the student’s ability to complete the clinical portion of the education program.

Accommodations for Students with Disabilities

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards with or without accommodation.

Certification

I certify that I have read and understand the technical standards listed above and recognize that they must be satisfied before I will be considered for admittance or retention into the athletic training education program. By marking “yes”, I verify that I meet the listed standard.

Yes	No	
		Mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve.
		Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations.
		Ability to communicate effectively and sensitively with patients and colleagues.
		Ability to record the physical examination results and a treatment plan clearly and accurately.
		Capacity to maintain composure and continue to function well during periods of high stress.
		Perseverance, diligence and commitment to complete the athletic training education program.
		Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
		Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.

Signature of Applicant

Date

It is the policy of The University of Nebraska that students on each campus shall be admitted to and enjoy the privileges of the University without regard to individual characteristics other than qualifications for admission, academic performance, and conduct in accordance with NU policies and rules and laws applicable to student conduct.

Athletic Training Student Interview score sheet

	Candidate's Name	Pts. Possible	Pts. Awarded
a	Overall GPA	(1 - 9)	
b	Supporting GPA	(1 - 9)	
c	Science GPA	(1 - 9)	
d	Athletic Training GPA	(1 - 9)	
e	Professional Interest	(1 - 9)	
f	Ability to cope with stressful situations	(1 - 9)	
g	Ability to balance school and professional life	(1 - 9)	
h	Study skills	(1 - 9)	
i	Oral communication and interview skills	(1 - 9)	
j	Discretionary pts	(1 - 9)	
k	Staff rating - average of rating by staff and graduate assistant athletic trainers	(1 - 9)	
l	Student rating - average rating of each of the three levels of admitted students.	(1 - 9)	
	Total Pts. (12 - 108)		0
	Scoring Key		
a, b, c, d	1= meets minimum expectation		
	9=outstanding overall grades		
e	1=unsure of career and it's demands		
	9=keenly aware of career; long standing interest in athletic training		
f	1=relates poor coping skills		
	9=relates positive methods of stress management		
g	1=unsure of how to prioritize		
	9=recognizes that some priorities will have to be set and organized		
h	1= demonstrates/describes poor study skills and habits		
	9=demonstrates/describes outstanding study skills		
i	1=poor interview skills		
	9=excellent interview skills		
k, l	1=poor candidate		
	5=no basis for comparison		
	9=excellent candidate		

Student athletic trainer medical rotation

Objectives:

The student will:

- 1) demonstrate the ability to take an appropriate medical history of an ill athlete
- 2) utilize physical assessment skills to assist in the triage of ill athletes or the administration of pre-participation physical examinations
- 3) recognize signs and symptoms of illness which warrant referral to a physician or physician extender
- 4) recognize signs and symptoms of illness which warrant referral to an emergent care center
- 5) assist with documentation and record keeping for a medical practitioner

These hours and experiences will be completed during:

- 1) Pre-participation physical exams
- 2) Sick call for athletes in Dr. Albers office
- 3) Presentation of ill athletes in athletic training rooms
- 4) Completing records, filling, and documentation for physicians

The following clinical skills have been demonstrated in the didactic portion of the athletic training education program. The student should identify all of the skills which have been utilized in the clinical portion of the program

The student will be able to demonstrate the ability to assess an athlete's:

	height
	weight
	blood pressure
	pulse
	vision using a Snellen eye chart
	limb girth
	limb length
	body composition using a manual skinfold caliper.

The student will be able to demonstrate the ability to:

	use SOAP notes to record an injury;
	select and utilize injury, rehabilitation, referral, and insurance documentation;
	use progress notes.

The student will identify the location of the following organs

	Heart
	Lungs
	Pancreas
	Liver
	Spleen
	Kidney
	Stomach
	Intestine
	Gallbladder
	Urinary bladder

The student will be able to demonstrate the ability to:

	Ascertain body temperature
	Palpate the four abdominal quadrants and assess for:
	Guarding/rigidity
	Pain
	Rebound tenderness
	Percussion
	Use a stethoscope to identify:
	Pathological breath sounds;
	Pathological heart sounds;
	Pathological bowel sounds.
	Demonstrate proficiency in the use of an otoscope.
	Demonstrate proficiency in the use of an ophthalmoscope

List any additional skills that you have learned or applied in the evaluation or treatment of ill athletes:

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

List any illnesses or diseases in which you have assisted in the presentation of history or physical findings to a physician.

- 1)
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)
- 10)

