

Portfolio Assessment

Student Name: _____

Student assessment will involve multiple different evaluation tools to measure students cognitive, affective, and psychomotor skills in relation to the Athletic Training Competencies as listed in the 5th edition. . Students must pass each CIP 3 times prior to obtaining approval by the Program Director to take the BOC, Inc exam. Using the Portfolio Evaluation Rubric Form, the student's advisor, a clinical instructor, and/or the Athletic Training Program-Program Director will evaluate the student's Atrack portfolio to determine if the CIP requirement has been met. Prior to students receiving approval for registration for the BOC, Inc. exam students must receive the approval by the Program Director. To obtain approval by the Program Director students must pass the Program Competencies Exam (clinical exam taken at the end of each clinical course, implemented Spring 2012) with a 78% and have completed the requirements for the Athletic Training Program Student Portfolio. Portfolios are due at the end of the semester of the student's capstone course for evaluation, or prior to registration for the BOC, Inc. exam. This will allow for the faculty to determine if the student has sufficiently completed the competencies and proficiencies (performed Clinical Integration Proficiencies successfully for students in the 5th Edition of the Competencies and attained three proficient scores on action-based proficiencies taught in the student's clinical courses. Action-based competencies are defined using the following terminology: administer, apply, assess, assist, create, demonstrate, develop, establish, fabricate, fit, formulate, implement, instruct, integrate, obtain, perform, use, and utilize and are highlighted in the Student Portfolio Tracking Sheet.

Student assessment will be performed in each of the clinical courses that assess the competencies set forth by the Athletic Training Educational Competencies 5th Edition. The Proficiency Evaluation Forms will be filled out by the clinical course instructor or Preceptor and entered in to the Athletic Training Program Assessment System on ATrack. Students will have access to their scores on ATrack and will receive the Proficiency Evaluation Forms to be kept in their personal file. The Proficiency Evaluation Forms may be used to recognize weakness or strengths of students to help to direct the student to the appropriate educational endeavor.

Prevention and Health Promotions

CIP-1 Administer testing procedures to obtain baseline data regarding a client's/patient's level of general health (including nutritional habits, physical activity status, and body composition). Use this data to design, implement, evaluate, and modify a program specific to the performance and health goals of the patient. This will include instructing the patient in the proper performance of the activities, recognizing the warning signs and symptoms of potential injuries and illnesses that may occur, and explaining the role of exercise in maintaining overall health and the prevention of diseases. Incorporate contemporary behavioral change theory when educating clients/patients and associated individuals to effect health-related change. Refer to other medical and health professionals when appropriate.

Prevention and Health Promotions	
Portfolio shows 3 Proficient Scores on CIP-1	___ Yes or ___ No

CIP-2 Select, apply, evaluate, and modify appropriate standard protective equipment, taping, wrapping, bracing, padding, and other custom devices for the client/patient in order to prevent and/or minimize the risk of injury to the head, torso, spine, and extremities for safe participation in sport or other physical activity.

Prevention and Health Promotions	
Portfolio shows 3 Proficient Scores on CIP-2	___ Yes or ___ No

CIP-3 Develop, implement, and monitor prevention strategies for at-risk individuals (eg, persons with asthma or diabetes, persons with a previous history of heat illness, persons with sickle cell trait) and large groups to allow safe physical activity in a variety of conditions. This includes obtaining and interpreting data related to potentially hazardous environmental conditions, monitoring body functions (eg, blood glucose, peak expiratory flow, hydration status), and making the appropriate recommendations for individual safety and activity status.

Prevention and Health Promotions	
Portfolio shows 3 Proficient Scores on CIP-3	___ Yes or ___ No

Portfolio Evaluation Rubric Form 5th Edition Competencies

CLINICAL ASSESSMENT & DIAGNOSIS / ACUTE CARE / THERAPEUTIC INTERVENTION

CIP-4 Perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity, head, neck, thorax, and/or spine injury or condition. This exam should incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Based on the assessment data and consideration of the patient's goals, provide the appropriate initial care and establish overall treatment goals. Create and implement a therapeutic intervention that targets these treatment goals to include, as appropriate, therapeutic modalities, medications (with physician involvement as necessary), and rehabilitative techniques and procedures. Integrate and interpret various forms of standardized documentation including both patient-oriented and clinician-oriented outcomes measures to recommend activity level, make return to play decisions, and maximize patient outcomes and progress in the treatment plan.

CLINICAL ASSESSMENT & DIAGNOSIS / ACUTE CARE / THERAPEUTIC INTERVENTION	
Portfolio shows 3 Proficient Scores on CIP-4	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4a upper extremity	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4b lower extremity	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4c head	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4d neck	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4e thorax	___ Yes or ___ No
Portfolio shows 3 Proficient Scores on CIP-4f spine	___ Yes or ___ No

CIP-5 Perform a comprehensive clinical examination of a patient with a common illness/condition that includes appropriate clinical reasoning in the selection of assessment procedures and interpretation of history and physical examination findings in order to formulate a differential diagnosis and/or diagnosis. Based on the history, physical examination, and patient goals, implement the appropriate treatment strategy to include medications (with physician involvement as necessary). Determine whether patient referral is needed, and identify potential restrictions in activities and participation. Formulate and communicate the appropriate return to activity protocol.

CLINICAL ASSESSMENT & DIAGNOSIS / ACUTE CARE / THERAPEUTIC INTERVENTION	
Portfolio shows 3 Proficient Scores on CIP-6	___ Yes or ___ No

Portfolio Evaluation Rubric Form 5th Edition Competencies

CIP-6 Clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (eg, CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding).

CLINICAL ASSESSMENT & DIAGNOSIS / ACUTE CARE / THERAPEUTIC INTERVENTION	
Portfolio shows 3 Proficient Scores on CIP-6	___ Yes or ___ No

PSYCHOSOCIAL STRATEGIES AND REFERRAL

CIP-7 Select and integrate appropriate psychosocial techniques into a patient's treatment or rehabilitation program to enhance rehabilitation adherence, return to play, and overall outcomes. This includes, but is not limited to, verbal motivation, goal setting, imagery, pain management, self-talk, and/or relaxation

PSYCHOSOCIAL STRATEGIES AND REFERRAL	
Portfolio shows 3 Proficient Scores on CIP-7	___ Yes or ___ No

SOCIAL STRATEGIES AND REFERRAL

CIP-8 Demonstrate the ability to recognize and refer at-risk individuals and individuals with psychosocial disorders and/or mental health emergencies. As a member of the management team, develop an appropriate management plan (including recommendations for patient safety and activity status) that establishes a professional helping relationship with the patient, ensures interactive support and education, and encourages the athletic trainer's role of informed patient advocate in a manner consistent with current practice guidelines.

SOCIAL STRATEGIES AND REFERRAL	
Portfolio shows 3 Proficient Scores on CIP-8	___ Yes or ___ No

HEALTHCARE ADMINISTRATION

CIP-9 Utilize documentation strategies to effectively communicate with patients, physicians, insurers, colleagues, administrators, and parents or family members while using appropriate terminology and complying with statutes that regulate privacy of medical records. This includes using a comprehensive patient-file management system (including diagnostic and procedural codes) for appropriate chart documentation, risk management, outcomes, and billing.

HEALTHCARE ADMINISTRATION	
Portfolio shows 3 Proficient Scores on CIP-9	___ Yes or ___ No

Portfolio Evaluation Rubric Form 5th Edition Competencies

Verification by ATP Program Director

Signature below verifies that the student has met the requirements of three proficient scores on each Clinical Integration Proficiency listed in this document.

ATP Program Director Printed Name / Date

ATP Program Director Signature / Date