

responsibilities commensurate with their skill development. Thus, students need not worry about being in over their heads, and the athletic training staff can be confident that students are able to perform assigned duties. More importantly, it facilitates increased clinical responsibility which requires increasingly complex clinical decision making and thus enhances student growth, development, and proficiency.

Modular Approach

The structured but flexible program presented in this text is designed to guide students through experiences that will help them develop the skills and background necessary to be a competent entry-level AT. The program will assist them in applying the knowledge gained in didactic classes.

Module Program

The program consists of 150 modules arranged into three levels and 20 blocks of related subject matter. Most of these blocks (A–Q) are located within a specific level; however, blocks X, T, and O/P are found across the three levels. Each subject area (block) is designated by a letter:

- Modules A through Q develop specific clinical skills.
- X modules involve directed clinical experience.
- T modules are peer-teaching modules.
- O/P modules are oral and practical examinations.

The following sections will give an idea of the three levels of experience as well as the format of the modules, the subject matter of each block of modules, and the number of modules in each block.

Level 1: Introduction to AT Clinical Education

- 3 X modules: Directed Clinical Experience (Clinic Orientation and Student Staff)
- 3 A modules: Developing Clinical Skills
- 6 B modules: Athletic Training Clinic Operations
- 13 C modules: Emergency and Acute Care of Injuries and Illnesses
- 1 O/P module: O/P Examination 1

Level 2: Individual Athletic Training Skills Development

- 9 X modules: Directed Clinical Experience (Athletic Training Staff)

- 1 T module: Peer Teaching and Supervision
- 2 D modules: Surgical Procedures
- 4 E modules: The Body
- 9 F modules: Taping, Wrapping, Bracing, and Padding
- 6 G modules: Risk Management
- 6 H modules: Basic Nutrition, Pharmacology, and Wellness
- 8 I modules: General Assessment and Evaluation
- 12 J modules: Specific Injury Assessment and Diagnosis
- 6 K modules: General Medical Conditions, Disorders, and Diseases
- 13 L modules: Therapeutic Modalities
- 15 M modules: Therapeutic Exercise
- 1 O/P module: O/P Examination 2

Level 3: Integrating and Polishing Skills

- 4 X modules: Directed Clinical Experience (Athletic Training Staff)
- 6 T modules: Peer Teaching and Supervision
- 6 N modules: Integrated Injury Management
- 6 O modules: Health Care Administration
- 3 P modules: Psychosocial Interactions
- 6 Q modules: Professional Development
- 1 O/P module: O/P Examination 3

Module Format

Each module consists of four parts:

1. Objective or purpose of the module
2. NATA educational competencies that are embedded within the module
3. List of competencies, or specific performance skills that students must master to reach the objective
4. Proficiency demonstration and space for signatures of didactic, skills, peer, and clinical teachers when students have demonstrated that they are proficient in performing the competencies

Overlap in Modules

The modules have some overlap (for example, with the modules for anatomy in the ankle and lower leg). Modules were developed as self-contained units, so it is reasonable that some overlap would occur. Rather than looking at this as extra work, look at it as an opportunity to solidify the material.