

Essential Functions and Technical Standards for Program Enrollment

The University of Findlay is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the technical standards of the educational program in which they are enrolled and the profession that they pursue.

It is the policy of each academic program to comply with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability.

In accord with federal regulations established by the Americans With Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. These standards apply specifically to those individuals who are entering and completing the professional phase of the Athletic Training Educational Program (ATEP).

The Athletic Training Educational Program is a rigorous and physically 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 established the essential qualities and competencies considered necessary for students admitted to this program to achieve the knowledge and skills necessary for an entry-level athletic trainer, as well as meet the expectations of the program's accrediting agency, the Commission on Accreditation of Athletic Training Education (CAATE).

Candidates for selection into the master of athletic training education program are required to verify they understand and meet these technical standards with or without reasonable accommodations. In the event that a student is unable to meet these technical standards with or without reasonable accommodation, the student will not be admitted into, be allow to remain in or graduate from the master of athletic training education program. Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC certification exam.

If a student's ability to meet the standards changes while enrolled in the program, a hearing with the student, program director, and a representative from the Office of Disability Services will be held to determine the best course of action.

It is important to read each standard carefully. **By signing your name below, you are indicating that you have read and understood these standards.**

Observation Skills

Students should have acquired competency in the classroom setting through assimilating and integrating information from a variety of sources. These sources include oral presentations, printed materials, visual media, and live demonstrations. Consequently, students must demonstrate ability to present information gathered through observations and research for academic and clinical coursework.

Communication Skills

Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, patients, and their significant others in the students' various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with

competent professional practice. Students are expected to use effective communication through proper use of grammar and vocabulary. Students must elicit information, gather information, and describe findings both verbally and in writing (e.g., in a physical examination record and treatment plan).

Students are able 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 effective judgments and treatment information. Students have to be able to communicate effectively with patients and colleagues during treatment sessions, educational trainings and while working with team members.

Intellectual and Conceptual Abilities

Students must show critical thinking skills in relation to athletic training curriculum. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data related to the art and science of health care. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Students will need to be able to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and be able to distinguish deviations from the norm.

Motor Skills

Students must demonstrate safe and effective manipulation of tools and handling of patients during care. These functions will vary depending on the particular educational and clinical settings. The motor capacities usually include the physical strength and coordination to safely handle and move patients; perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.

Students must exhibit sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques. They must also accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.

Behavioral and Social Skills

Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must demonstrate adaptability to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting.

Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias during the course of a student's clinical training. Students must have the ability to interact with these individuals suffering with a severe injury without being judgmental or prejudiced. It is critical to establish one's professionalism while establishing a therapeutic relationship with a patient. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

Professional Responsibility

Students must meet the challenges of any medical situation that requires a readiness for immediate and appropriate response. This requires training for emergencies (e.g., CPR, infection control). Students must attend, and be able to travel independently to and from, classes and fieldwork assignments successfully, and possess the organizational skills and stamina for performing required

tasks and assignments. This involves frequent oral, written, and practical examinations or demonstrations. The student must perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, the program, and fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to the program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.

Students must demonstrate knowledge of and commitment to the National Athletic Trainers' Association Code of Ethics and behavior that reflects a sense of right and wrong in the helping environment.

Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

If a student feels that s/he needs accommodations, then it is the student's responsibility to contact The University of Findlay, Director of Disability Services, Lori Colchagoff at 419 434-5532 to schedule an appointment. The student will need to provide required documentation of disability and follow office registration procedures. Accommodations are not retroactive. Each student's admission is evaluated according to the criteria of the above technical standards. If the stated condition is a qualified disability, the university will confer with the student, program director and appropriate medical professionals to identify possible reasonable accommodations and determine whether the student can meet the technical standards with or without reasonable accommodation. The accommodation shall not jeopardize clinician or patient safety, the educational process, or create undue hardship to the university, including all coursework and clinical experiences deemed essential to graduation.

Please read the statement below and sign the statement below:

I certify that I have read and understand the technical standards for completion of The University of Findlay Master of Athletic Training Education Program listed above, and I believe to the best of my knowledge that I meet each of these standards with or without accommodations.

Print name

Signature

Date