

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 essential functions 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 and competitive 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 to many health care disciplines, but they apply specifically to those individuals who are entering and completing the professional phase of the Athletic Training Educational Program (ATEP). When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

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 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 Allied Health Education Programs (CAAHEP)). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program.

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 must be able to acquire a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance.

Communication Skills

Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, clients, 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 grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). This communication should be comprehensible by patients, professionals, and lay-persons.

Students must be 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 effectively judgments and treatment information. They should also be able to observe, recognize and understand non-verbal behavior.

Intellectual and Conceptual Abilities

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. 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. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Students must have 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.

Motor Skills

Students must possess the motor functions needed to manipulate tools or handle clients. 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 clients, 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 move or lift clients, 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 be able to adapt 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. These individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact

with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. 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 exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. 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 on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, their program, and fieldwork sites. This includes matters ranging from professional dress and behavior, to attending to their 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 code of ethics of their profession 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 you require special needs or assistance, please check here _____ (yes) _____ (no).

Student's Name (Print)

Date

Student's Signature