

Admissions, Technical Standards: University of Utah Athletic Training Education Program Qualifications for an Emphasis in Athletic Training Degree Candidates

I. Introduction

The National Athletic Trainers' Association Educational Standards Committee has recommended that all Athletic Training Education Programs develop technical standards to assist them in determining whether applicants for admission to the University of Utah Athletic Training Education Program (ATEP) or candidates seeking a Bachelor of Science degree in Exercise and Sport Science with an emphasis in Athletic Training are qualified to pursue a career in Athletic Training. This document, "Qualifications for Athletic Training Education Program Candidates" (Qualifications), contains the technical standards of the University of Utah ATEP and the procedures a candidate must follow to establish the existence of a disability and to request reasonable accommodation from the ATEP. The technical standards are based on guidelines produced by the National Athletic Trainers' Association, Education Council. This document has been reviewed by the Office of General Counsel and the Office of Equal Opportunity/Affirmative Action at the University of Utah to ensure compliance with federal and state legislation and has been adopted by the ATEP. Qualifications are published in the admissions brochure, which is sent to all applicants on request. This document is also published in the Student Athletic Trainer Handbook distributed to all matriculating candidates. From the 2001-2002 admission academic year forward, all applicants who reach the interview stage will be required to read the Qualifications and to sign a copy of the attached form to indicate that they understand them. The signed form is kept as a permanent part of the record of all matriculating candidates.

II. Technical Standards

The ATEP is supportive of the philosophy underlying Section 504 of the 1973 Vocational Rehabilitation Act, as amended, and the Americans with Disabilities Act of 1990, and seeks to provide opportunities for qualified individuals with disabilities. In order to be a qualified applicant or candidate an individual must meet these technical standards. The standards have been established to ensure that an applicant or candidate has the ability to perform the requirements of the ATEP curriculum and to practice athletic training safely and responsibly.

Athletic training is a physically and mentally demanding profession in which practitioners are asked to place the interests of their patients / athletes above their own. It requires commitment to a life of service and dedication to continuous learning. The rigorous two and a half year athletic training curriculum is where candidates begin to develop the qualities necessary for the practice of athletic training. It is during this period of undergraduate athletic training education that the candidate acquires the foundation of knowledge, attitudes, skills and behaviors that he or she will need throughout his or her professional career. During this period, it is critical for the ATEP to evaluate whether the candidate is qualified to receive a Bachelor of Science degree in Exercise and Sport Science with an emphasis in Athletic Training. The ATEP has a responsibility to society to educate student athletic trainers competent to care for their patients / athletes with critical judgment, broadly based knowledge and well honed technical skills. The abilities that athletic trainers must possess to practice safely are reflected in the technical standards that follow. Thus, applicants and candidates must be able to meet these standards and successfully complete all identified requirements to be admitted to

the ATEP, to progress through the curriculum and ultimately, to receive a Bachelor of Science in Exercise and Sport Science degree with an emphasis in Athletic Training from the ATEP. Additionally, these technical standards are necessary for application to the National Athletic Trainers' Association Board of Certification exam.

Candidates for the Exercise and Sport Science degree with an emphasis in athletic training must be capable of performing in five areas: Visual, Oral-Auditory, Motor, Cognitive, and Social. Reasonable accommodation will be made for some limitations in these areas, but a candidate must be able to function in an independent manner.

A. Visual

In order to make proper clinical decisions, candidates must be able to observe a patient / athlete accurately. Candidates must be able to acquire information from physical examination, written documents, films, slides or videos. Candidates must also be able to interpret clinical examinations, digital or analog representations of physiologic phenomena, such as sphygmomanometer readings, with or without the use of assistive devices. Thus, functional use of vision is necessary.

B. Oral-Auditory

Candidates must be able to communicate effectively and sensitively with patients / athletes. Candidates must also be able to communicate effectively and efficiently with other members of the health care team. In emergency situations, candidates must be able to understand and convey information essential for the safe and effective care of patients in a clear, unambiguous and rapid fashion. In addition, candidates must have the ability to relate information to and receive information from patients / athletes in a caring and confidential manner. The functional use of oral and auditory faculties is necessary.

C. Motor

Candidates must possess the motor skills necessary to perform palpation, percussion, auscultation, joint laxity assessment and other diagnostic maneuvers. Candidates must be able to execute motor movements reasonably required to provide general and emergency medical care such as cardiopulmonary resuscitation, and application of pressure to control bleeding. These skills require coordination of both gross and fine muscular movements, equilibrium and integrated use of the senses of touch and vision.

D. Cognitive

In order to effectively solve clinical problems, candidates must be able to measure, calculate, reason, analyze, integrate and synthesize information necessary for the care of patients / athletes in a timely fashion. In addition, they must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures (i.e. integrate knowledge of anatomy into the practice of palpation and evaluation).

E. Social

Candidates must possess the emotional health required for the full utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to the evaluation and care of patients /

athletes, and for the development of effective relationships with patients / athletes. Candidates must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the setting of athletic training.

F. Curriculum Requirements

In addition to the abilities specified above, candidates must be able to successfully complete, with or without accommodation, all required components of the curriculum.

G. Tests and Evaluations

In order to evaluate the competence and quality of candidates, the ATEP employs periodic examinations as an essential component of the curriculum. Successful completion of these examinations is required of all candidates as a condition for continued progress through the curriculum. Reasonable accommodation will be made in the form or manner of administration of these evaluations where necessary.

H. Clinical Assessments

Demonstration of clinical competence is also of fundamental importance to the career and curriculum progression of the candidates. Therefore, evaluation of the candidate's clinical performance during the two and a half years in the ATEP, is an integral and essential part of the athletic training curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required.

I. Conclusion

The admissions committee of the ATEP will consider any qualified applicant who demonstrates the ability to acquire the knowledge necessary for the practice of athletic training, as well as the ability to perform, or to learn to perform, the skills as described in this document. Applicants will be judged on their scholastic accomplishments, function in the clinical setting and on their ability to meet the requirements of the school's curriculum and to graduate as skilled and effective practitioners of athletic training.

The University of Utah is fully committed to policies of equal opportunity and nondiscrimination. University policy prohibits any form of discrimination, harassment, or prejudicial treatment on the basis of age, race, sex, sexual orientation, color, national origin, religion, political beliefs, disability, status of a disabled veteran or veteran of the Vietnam era.

If a candidate or applicant believes he/she has been discriminated against, that individual should contact the University Office of Equal Opportunity/Affirmative Action at (801) 581-8365 (voice or TDD).

The University Center for Disability Services (CDS), 162 Olpin Union (801-581-5020 voice or TDD), provides resources and support services for students with documented physical or learning disabilities.

III. Procedures

The following are the procedures of the ATEP with regard to the identification of candidates with disabilities and the provision of reasonable accommodations. Although a candidate's self-identification as a person with a disability is voluntary, the ATEP can only accommodate known disabilities.

A. Procedures

1) In order to establish the existence of a disability and to request accommodation, candidates must contact the CDS. The candidate must then follow the procedures of the CDS to document the existence and nature of the disability.

2) Once the need for, and availability of, reasonable accommodations have been established, the CDS and the ATEP, in consultation with the candidate, will decide on appropriate accommodations and these accommodations will be specified in a written document. All documents relating to the candidate's disability will be placed in a confidential file separate from his/her academic records.

3) A candidate may seek to establish a disability and request reasonable accommodation at any time before or after matriculation.

5) In general, a candidate should claim and establish the existence of a disability prior to the onset of academic problems. If a candidate comes forward after failing a course or courses, and maintains that the reason for the failure was a disability not previously claimed, the course instructor in consultation with CDS and/or the University's ADA coordinator will consider this information as appropriate in making its decision as to what remediation, if any, must be made. However, the committee is not obligated to consider this information unless the candidate establishes the existence of a disability through CDS as provided in paragraph 1 above.

6) If a candidate is dismissed from the ATEP and appeals, asserting that the reason he or she failed was a previously unrecognized disability, the ATEP faculty may consider the effect of the unrecognized disability in making a decision as to the candidate's appeal. The factors on which a decision will be made include whether the candidate is qualified to meet the technical standards and any other relevant information. The candidate must provide documentation of the claimed disability through the CDS as provided in paragraph 1 above.

7) All claims and proceedings under this provision will be kept confidential to the extent provided by law and University policies. Dissemination of the knowledge of the existence of a disability will be restricted to University administrators with a legitimate need to know this information. Except as provided by law, no mention of the candidate's disability will appear in any ATEP correspondence with external agencies unless the candidate specifically requests such disclosure in writing.

If you have questions about this policy, please contact the Office of Equal Opportunity/Affirmative Action at (801) 581-8365.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with or without accommodations.

Signature of Applicant

Date