

Admissions, Technical Standards: University of Utah Athletic Training Education Program Qualifications for 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 for their training programs. This document contains the technical standards for the University of Utah Athletic Training Education Program and the Bachelor of Science degree in Athletic Training (collectively ATP), and it identifies the procedures a candidate must follow to establish the existence of a disability and to request reasonable accommodation from the ATP. Qualifications for admittance are published on the ATP website, in the admissions brochure, and can be sent on request.

This document is available online and is provided to every ATP candidate. All applicants who reach the interview stage will be required to read the Qualifications and to sign a copy of this form to indicate that they understand them. The signed form is kept as a permanent part of the record of all matriculating students.

II. Technical Standards

The ATP is supportive of the philosophy underlying and the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act Amendments Act of 2008, and seeks to provide equal opportunities for qualified individuals with disabilities. In order to be a qualified applicant or candidate an individual must meet these technical standards, with or without a reasonable accommodation. The standards have been established to ensure that an applicant or candidate has the ability to perform the fundamental requirements of the ATP curriculum.

Athletic training is a physically and mentally demanding profession. Athletic Trainers 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, the ATP will evaluate whether the candidate is qualified to receive a Bachelor of Science degree in Athletic Training. It is part of ATP's mission to educate student athletic trainers to competently 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, with or without a reasonable accommodation and successfully complete all identified requirements to be admitted to

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

Candidates for athletic training must be capable of performing in five areas: Visual, Oral-Auditory, Motor, Cognitive, and Social.

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 examinations, 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.

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.

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.

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 be able to exercise good judgment, communicate clearly, demonstrate empathy, and complete all responsibilities attendant to the evaluation and care of patients athletes in a prompt manner, and for the development of effective relationships with patients / athletes. Candidates must be able to tolerate physically taxing workloads, long hours, 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 ATP employs periodic written, oral, and practical 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. The

manner and type of accommodation for each of these examination styles will be determined by the University of Utah Center for Disability Services.

H. Clinical Assessments

Demonstration of clinical competence is an essential component to the career and curricular progression of the candidates. Therefore, evaluation of the candidate's clinical performance during the two and a half years in the ATP is an integral and essential part of the athletic training curriculum.

I. Conclusion

The admissions committee of the ATP 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, gender identity/expression, color, national origin, religion, status as a person with a disability, and veteran's status.

The University has designated the following individual as its Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm. 135
Salt Lake City, UT 84112 (801)581-8365

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 the contact number or address provided above.

The University Center for Disability Services (CDS) is responsible for determining if a student can receive accommodation and the appropriate manner in which to implement the accommodation. ATP will not provide accommodation without notice from the University Center for Disability Services.

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.

University policy and state and federal law prohibit retaliation against an individual for participating in a discrimination complaint process or for requesting a reasonable accommodation.

III. Procedures

The following are the procedures of the ATP with regard to the identification of students with disabilities and the provision of reasonable accommodations. For more specific information on obtaining an accommodation, visit the Center for Disability Services website or office on the University of Utah Campus.

Although a candidate's self-identification as a person with a disability is voluntary, the ATP 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 ATP, in consultation with the candidate, will work to implement the approved accommodation and this accommodation will be specified in a written document and these standards may be edited to reflect the accommodation. It is the student's responsibility to ensure that the accommodation meets the Board of Certification requirements for professional certification.

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

4) In general, a candidate should claim and establish the existence of a disability prior to the onset of academic difficulties.

5) 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 ATP correspondence with external agencies unless the candidate specifically requests such disclosure in writing.

6) Student's health information, including record of accommodation, will be kept separately from a student's academic record.

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 accommodation.

Signature of Applicant Date