

Hardin-Simmons University - Athletic Training Program

TECHNICAL STANDARDS FOR ADMISSION

The HSU Athletic Training Educational Program (ATP) is a rigorous and 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. The technical standards set forth by the ATP establish the essential physical and mental 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 Athletic Training Education [CAATE]) and various credentialing agencies.

In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into or continue in the program. Compliance with the program's technical standards does not guarantee ATP admission nor a student's eligibility for the BOC certification exam or the Texas licensing exam.

Prospective and current AT students must demonstrate these **Essential Tasks required for ATP students to complete the Athletic Training Program:**

1. Students must meet class standards for course completion throughout the curriculum.
2. Students must be able to read, write, speak, hear and understand English at a level consistent with successful course completion, having the ability to communicate with patients and successfully complete medical records.
3. Students must complete readings, assignments and other activities outside of class hours.
4. Students must gather decision-making pieces of information, including physical examination of the patient, during an injury assessment activity in class or in the clinical setting without the use of an intermediary such as a classmate, Graduate Assistant or certified athletic trainer.
5. Students must perform treatment and rehabilitation activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
6. Students must apply critical-thinking processes to their work in the classroom and in the clinical setting, including hypothetico-deductive reasoning and must exercise sound judgment both class and clinical settings while following safety procedures established for each class and clinical setting.
7. Students must maintain personal appearance and hygiene conducive to the classroom and clinical settings.
8. Students must regularly pass a cardiopulmonary resuscitation (CPR) course at the health professional level.
9. Students must annually complete OSHA-regulated Blood borne Pathogen Exposure Training and complete the Hepatitis B Vaccine series or have a written denial on file.
10. Students must be able to effectively use a computer to interact with course materials (documents, videos, ebooks, examinations, assignments, etc.). Many of these have a significant audio-visual component.

Skills typically required in order to complete the Essential Tasks are as follows:

1. Students typically sit for 2-10 hours daily in the classroom, stand for 1-3 hours daily at clinical assignments and must be able to ambulate 10 yards at 2 miles per hour indoor or outdoor over rough terrain.
2. Students frequently lift less than 10 pounds and occasionally lift between 10-20 pounds overhead.
3. Students occasionally carry up to 25-30 pounds while walking 10-20 feet.
4. Students frequently exert 25 pounds of push/pull forces to objects, sometimes while ambulating 50 feet or more.
5. Students frequently twist, bend, stoop and kneel on the floor up to 15 minutes.
6. Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and injured athletes.
7. Students frequently stand and walk while providing support to an injured athlete.

Examples of common tasks requiring the above skills:

- Lifting and transporting injured patients
 - Carrying heavy equipment
 - Running across different surfaces to provide emergency care
 - Performing CPR and other emergency care procedures
8. Students frequently coordinate verbal and manual activities with gross motor activities.

9. Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes.
10. Students often work within an electrical field.
11. Students must have 20/40 corrected vision to correctly see activities across the field, court or mat.
12. Students must have basic neurological function to perceive hot, cold, change in contour of surface/body part and to maintain 10 pounds of grip strength for 30 seconds.
13. Students frequently need bladder, bowel, and emotional control for 1-2 hours.
14. Students must possess the ability to make and execute quick, appropriate and accurate decisions in a stressful environment.
15. Students must be able 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.
16. Students must have sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely, and efficiently use equipment and material during the assessment and treatment of patients.
17. 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, communicate judgments and treatment information effectively.
18. Students must be able to record the physical examination results and a treatment plan clearly and accurately, by handwriting and typing.
19. Students must have the capacity to maintain composure and continue to function well during periods of high stress.
20. Students must have the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
21. Students must be flexible and have the ability to adjust to changing situations and uncertainty in clinical situations.
22. Students must demonstrate affective skills and appropriate demeanor and rapport that relate to professional allied health education and quality patient care.

Candidates for selection to the athletic training educational program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

The Disability Services Office will evaluate a student who states he/she could meet the program's technical standards with accommodation and confirm that the stated condition qualifies as a disability under applicable laws.

If a student states he/she can meet the technical standards with accommodation, then the University will determine whether it agrees that the student can meet the technical standards with reasonable accommodation; this includes a review of whether or not the accommodations requested are reasonable, including deciding if the accommodation(s) would jeopardize clinician/patient safety, or the educational process of the student or the University, including all coursework, clinical experiences and internships deemed essential to graduation. *I understand that if I am unable to meet these standards I will not be admitted into or continue in the program. It is my responsibility to notify the AT Program Director if my status concerning these standards changes.*

I certify that I have read and understand the technical standards for the Athletic Training Program listed above, and I believe to the best of my knowledge that I am able to meet each of these standards

(_____ Initial) **WITHOUT** accommodation.

(_____ Initial) **WITH** accommodation. **Please describe disability and requested accommodation on back or separate sheet.**

Signature of Applicant

Date