

# *Wichita State University*

## *Athletic Training Education Program*

### *Technical Standards*

#### ***Program Policy:***

The Athletic Training Education Program (ATEP) at Wichita State University (WSU) supports the University's mission by providing an educational experience to undergraduate and graduate students that prepares an individual to be a knowledgeable, informed, effective, reflective, service-oriented and sensitive practitioner capable of multiple styles of thinking and learning in a diverse global world. Enrolled students are expected to complete academic and clinical requirements of the professional program. The purpose of this document is to broadly delineate the cognitive, affective, and psychomotor skills deemed essential for completion of this program and performance as a competent athletic trainer. Candidates for the degree must be able to meet these standards for completion of degree requirements.

The ATEP at WSU is a rigorous and intense academic 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 ATEP establish 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, the Commission on Accreditation of Athletic Training Education (CAATE). All students admitted to the ATEP must meet the requirements for the following abilities and skills. In the event a student is unable to meet the technical standards of the ATEP, with or without reasonable accommodation, the student will be dismissed from the program.

WSU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination by the University as required by the Americans with Disabilities Act of 1990. However, WSU cannot and does not waive the published degree requirements for ATEP students. To the extent practical, WSU will make a reasonable accommodation to assist otherwise qualified individuals with disabilities to fulfill their degree requirements, consistent with applicable federal and state law, policies of the Kansas Board of Regents and WSU.

The WSU Office of Disability Services has responsibility for providing assistance with reference to academic accommodations for students who have physical or mental disabilities. Students are required to provide appropriate documentation to the Director of Disability Services before classroom services are provided. Services are based on the

student's need for academic accommodation. The Office of Disability Services encourages students to be independent on campus and to use those services which help maximize their educational experience.

***Technical Standards:***

Compliance with the program's technical standards does not guarantee a student's eligibility for the Board of Certification (BOC). Candidates for selection to the ATEP must demonstrate cognitive, affective, and psychomotor skills.

A. Cognitive skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the ability independently to measure, calculate, reason, analyze, integrate, retain, synthesize and assimilate concepts and problem-solve to formulate assessment and therapeutic judgements and to be able to distinguish deviations from the norm.
2. Examples are:
  - a. Students must be able to read, write, and understand at a level consistent with successful course completion and development of positive patient/athlete-athletic training student relationship.
  - b. Students must exercise sound judgements.
  - c. Students must be able to plan and supervise intervention procedures in a safe manner.
  - d. Perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
  - e. Students must have the ability 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 judgements and treatment information effectively.
3. The athletic training student must maintain composure and continue to function well during periods of high stress.
4. The athletic training student must possess the ability to adjust to changing situations and uncertainty in clinical situations.

B. Affective skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must possess the emotional health and stability required to fully utilize their intellectual abilities, to adapt to changing environments and to function effectively in stressful situations.
2. The athletic training student must demonstrate ethical behaviors in compliance with the ethical standards of the National Athletic Trainers' Association (NATA).
3. The athletic training student must be able to communicate in both oral and written form with patient/athlete and other members of the health care community to:
  - a. effectively and sensitively elicit information.
  - b. convey information essential for safe and effective care.
4. The athletic training student must be aware of and interpret non-verbal communications.
5. The athletic training student must be able to acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patient/athletes.
6. The athletic training student must possess appropriate demeanor and rapport that relate to professional etiquette and quality patient care.

C. Psychomotor skills to be demonstrated in all classroom, laboratory, and clinical situations:

1. The athletic training student must have sufficient motor function as reasonably required to:
  - a. Safely provide general assessment/evaluation, treatment procedures, and rehabilitation/reconditioning intervention procedures as identified in the NATA Educational Competencies 4<sup>th</sup> Edition.
  - b. Perform cardiopulmonary resuscitation according to the guidelines of the American Heart Association or the American Red Cross.
  - c. Perform basic first aid according to the guidelines of the American Red Cross.
2. The athletic training student must have sufficient coordination and balance in sitting and standing positions to safely engage in athletic training procedures such as:
  - a. Moving and positioning patients/athletes.

- b. Gait training.
  - c. Stabilizing and supporting patients/athletes.
3. The athletic training student must have sufficient coordination and balance in sitting and standing positions to engage in fine muscular movements required for safe and effective manipulation of equipment and tools used in patient/athlete assessment/evaluation, treatment procedures and rehabilitation/reconditioning intervention procedures.
  4. The athletic training student must have visual acuity necessary to obtain accurate information from patient/athlete and the treatment environment in performance of routine athletic training activities such as:
    - a. Observing and inspection of patient/athlete movements and postures.
    - b. Reading dials/displays on equipment.
    - c. Reading digits/scales on diagnostic tools.
    - d. Ability to record the physical examination results and a treatment plan clearly and accurately.
  5. 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 materials during the assessment and treatments of patients.

***Reasonable Accommodation for Students with a Disability:***

Candidates for selection to the ATEP will be required to verify they understand and meet these technical standards or that they believe they can meet the standards. The Office of Disability Services will evaluate a student's documentation of disability and work with the ATEP Program Director to determine reasonable accommodations. 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; this includes a review as to whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize student/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences, and internships deemed essential to graduation.

**Statement of students *NOT* requesting accommodations:**

I certify that I have read and understand the technical standards for each selection listed above, and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards with reasonable accommodation, I will be dismissed from the program.

Name of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Applicant: \_\_\_\_\_

**Statement for students requesting accommodation:**

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 can meet each of these standards with accommodation. I will contact the Office of Disability Services to determine what services may be available. I understand that if I am unable to meet these standards with reasonable accommodation, I will be dismissed from the program.

Name of Applicant: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Applicant: \_\_\_\_\_