



Sam Houston State University

A Member of The Texas State University System

ATHLETIC TRAINING PROGRAM

Guidelines for Technical Standards

History and Rationale (*Taken and adapted from the NATA Education Council Guidelines*):

The landmark Americans with Disabilities Act of 1990, P.L. 101-336 ("ADA" or "the Act"), enacted on July 26, 1990, provides comprehensive civil rights protections to qualified individuals with disabilities. The ADA was modeled after Section 504 of the Rehabilitation Act of 1973, which marked the beginning of equal opportunity for persons with disabilities.

As amended, Section 504 "prohibits all programs or activities receiving federal financial assistance from discrimination against individuals with disabilities who are 'otherwise qualified' to participate in those programs." With respect to post-secondary educational services, an "otherwise qualified" individual is a person with a disability "who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity."

Given the intent of Section 504 and the ADA, the development of standards of practice for a profession, and the establishment of essential requirements to the student's program of study, or directly related to licensing requirements, is allowable under these laws. In applying Section 504 regulations, which require individuals to meet the "academic and technical standards for admission," the Supreme Court has stated that physical qualifications could lawfully be considered "technical standard(s) for admission (*Southeastern Comm. Coll. v. Davis*, 442 U.S. 397 (1979))." Institutions may not, however, exclude an "otherwise qualified" applicant or student merely because of a disability, if the institution can reasonably modify its program or facilities to accommodate the applicant or student with a disability. However, an institution need not provide accommodations or modify its program of study or facilities such that (a) would "fundamentally alter" and/or (b) place an "undue burden on" the educational program or academic requirements and technical standards which are essential to the program of study.

Sam Houston State University Bachelor of Science in Athletic Training Program

Technical Standards for Completion and Graduation:

The Bachelor of Science in Athletic Training Program at Sam Houston State University (SHSU) 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 engaged in physical activity. The technical standards set forth by the SHSU Athletic Training Program establish the essential tasks considered necessary for the students admitted to the Program to achieve the knowledge, skills, and competencies of a professionally credentialed athletic trainer, as well as meet the expectations of the program's accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). Sam Houston State University does not use these technical standards in any manner for admissions decisions concerning program applicants. After admission, each student will be required to affirm that he/she agrees with the technical standards of the program.

A student seeking accommodations for a disability in order to meet course and/or program requirements, including essential tasks and skills, must register with the SHSU Services for Students with Disabilities (SSD) per Academic Policy Statement 811006, Disabled Student Policy (see

<http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>). In accordance with the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act, reasonable accommodations can be made so long as they do not result in a fundamental alteration of essential course or program requirements or impose an undue burden on the university.

Compliance with the technical standards does not guarantee a student's eligibility for the Board of Certification (BOC) certification exam.

Examples of essential tasks include:

This listed is provided as some examples of essential tasks, but is in no way intended to be an exhaustive list of essential tasks and skills.

- Lift and transport medical equipment in both emergency and non-emergent situations.
- The ability to recognize environmental risks that could cause injury or illness such as extreme heat or cold, lightning, unsafe surfaces, and risk of coming into contact with blood-borne pathogens.
- Communicate effectively with patients, parents, coaches, and members of a healthcare team.
- Identify and assess emergency and life-threatening situations, and provide effective care in those situations (which can be stressful).
- Assess and provide emergency and acute care such as Cardiopulmonary Resuscitation (CPR), establishing an open airway by using suctioning devices and airway adjuncts such as oralpharyngeal airways and nasopharyngeal airways, and utilization of supplemental oxygen.
- Move and utilize emergency equipment such as spine boards, splints, and other immobilization devices.
- Perform a clinical evaluation which includes history taking, inspection/observation, palpation, functional assessment, tissue testing techniques/special tests, and specific skills including the assessment of: reflexes; balance; cognitive function; heart, lung, and abdominal sounds using auscultation; pulse; blood pressure; palpation and percussion of tissues; eyes, ears, and nose using an otoscope or ophthalmoscope; temperature; blood glucose levels.
- Synthesize information gained from the patient and the evaluative findings in order to make decisions regarding the care and/or referral of the patient.
- Utilize therapeutic equipment such as therapeutic ultrasound, electrical stimulation, light therapy, cryotherapy, and thermotherapy using the appropriate safety precautions and guidelines in order to provide effective and safe treatment to patients.
- Perform manual therapy techniques such as massage, joint mobilizations, and traction as to provide a safe and effective treatment modality for patients.
- Recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors, and to intervene and refer these individuals to appropriate mental health professionals.
- Understand risk management, insurance, documentation, patient privacy, and facility management in the context of local policies and legal standards.

A complete list of educational competencies can be found on the Commission on Accreditation of Athletic Training Education (CAATE) web site: <http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf>

Information regarding the most current version of the Board of Certification (BOC) Role Delineation Study/Practice Analysis can be found on the BOC web site: <http://bocatc.org/resources/role-delineation-study-practice-analysis>

Technical Standards:

1. The ability to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessments and therapeutic judgments and to be able to distinguish deviations from the norm. For example: Assess and provide care for an acute or life-threatening emergency; perform an evaluation of an injury or illness and provide a plan of care for the injured patient.
2. The motor skills necessary to perform job duties accurately and safely. For example: Ambulate indoors and outdoors across a variety of terrains; provide ambulatory assistance to an injured individual; lift, push, and pull objects; provide Cardiopulmonary Resuscitation (CPR) and other life-saving techniques; efficiently use equipment and materials during the assessment and treatment of patients; assess injuries using sensory input such as that needed to palpate anatomical structures, and perceive hot and cold.
3. 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 judgments and treatment information effectively. Students must be able to understand and communicate at a level consistent with competent professional practice. This includes the ability to record the physical examination results and a treatment plan clearly and accurately.
4. The ability to maintain composure and continue to function well during periods of high stress; especially in life-threatening and emergency situations.
5. The ability to adjust to changing situations and uncertainty in clinical situations.
6. The ability to establish and maintain appropriate demeanor and rapport that relate to professionalism and quality patient care.

Procedure:

1. A copy of the Program technical standards will be available to students on the program website for information purposes and requires no action on the part of students applying to the program.
2. At the time a letter of acceptance is tendered to an applicant, the letter will be accompanied by a copy of the Program technical standards. At that time, the student must affirm that he/she agrees with the technical standards of the program.
3. A student seeking accommodations for a disability must register with SSD and follow the procedure for requesting accommodations detailed in the Academic Policy Statement 811006, Disabled Student Policy (see <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>).

Contact Information for Services for Students with Disabilities (SSD) at SHSU:

Location: Lee Drain North Annex

For Appointments:

Telephone: (936) 294-3512

Fax: (936) 294-3794

TDD: (936) 294-3786

Email: disability@shsu.edu

Policies and procedures for students seeking assistance can be found within on the SSD Website: www.shsu.edu/disability or by obtaining a hard copy at the SSD Office located in the Lee Drain Annex.

4. The procedure for filing a disability-related grievance is detailed in the Academic Policy Statement 811006, Disabled Student Policy (see <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>).

Affirmation:

I certify that I have read and understand the Bachelor of Science in Athletic Training Technical Standards for Completion and Graduation listed above. I agree with the technical standards, and I can meet them with or without accommodation.

Athletic Training Student Signature

Date