

MISSION OF THE ATHLETIC TRAINING PROGRAM

The Pacific University Athletic Training Program offers education for entry into the profession of Athletic Training, through the entry-level Master of Science in Athletic Training degree.

Mission

Pacific University's Athletic Training Program is dedicated to preparing students to become leaders in innovative athletic training practice for a diverse community.

Goals

The primary goals of the Athletic Training Program are to graduate collaborative, highly competent, athlete -centered healthcare professionals who are ready to assume duties in the standard areas of athletic training practice, e.g., high school/collegiate/professional sports teams, sports medicine clinics, industrial centers, and hospital settings and to develop new practice settings.

Values

We embrace the values enacted by the College of Health Profession:

- Diversity of people and ideas
- Ethical and professional principles
- Health equality
- Professional and Public Advocacy
- Community Health and Wellness

The National Athletic Trainers' Association Mission Statement

"The mission of the National Athletic Trainers' Association is to enhance the quality of health care provided by certified athletic trainers and to advance the athletic training profession."

STATEMENT OF PHILOSOPHY OF ATHLETIC TRAINING EDUCATION

The profession of athletic training, while maintaining its essential values, must change as society changes. It is through education, research, clinical expertise, and participation in the political process that the profession will continue to progress.

The athletic training is a health professional, who examines and evaluates, makes diagnoses and prognoses, provides interventions, and measures outcomes in people. This process is directed at preventing, alleviating or correcting impairments, functional limitations, and/or disabilities.

The athletic training practices in cooperation with other professionals and patient/client support networks to maintain and promote health and function through appropriate interventions. The athletic training works with the patient/client/caregiver in establishing goals which address discharge planning and achieve maximum benefit.

A student seeking to enter this program must possess a liberal arts foundation upon which to build professional knowledge, skill, and behavior. Along with competence in the natural and social sciences, communication and development of humanistic qualities are essential to the art and science of athletic training. Learning experiences to enhance these skills are integrated throughout this curriculum.

A student entering the program will have demonstrated motivation, academic ability, and the personal qualities deemed important in an athletic trainer. Through the subsequent educational process, the student will obtain the clinical competencies and professional behaviors necessary for the practice of athletic training. Implicit in the role of the athletic trainer are responsibilities towards the patient/client and society, as well as advancement of the profession.

Self-confidence, independent and critical thinking, problem solving, adaptability to various groups and situations, and effective communication are important characteristics of a professional. These will be fostered through the program's academic and clinical experiences.

Students completing this program will be prepared to provide athletic training services in diverse settings. These settings may include schools, colleges/universities, professional teams, industrial sites, hospitals and clinics in large, small, urban, and rural communities.

Research is an essential element for the advancement of the profession of athletic training. Graduates of this program will promote evidence-based practice through critical analysis and application of research.

It is the responsibility of the athletic training faculty to provide the learning climate and experiences which will best assist the student in acquiring the necessary knowledge, skills, and behaviors. The faculty must remain sensitive to the personal, cultural and learning needs of students. The faculty must anticipate and be responsive to changes within the profession and to the demands of the community and of society.

CURRICULUM OBJECTIVES

The graduate of this curriculum will be able to:

1. Examine patients/clients of all ages through the process of obtaining a history, performing relevant systems reviews, and selecting and administering specific tests and measures.
2. Make clinical judgments based on data gathered during examination/reexamination (i.e. evaluation), and formulate diagnoses by organizing results of evaluation to help determine the most appropriate intervention strategies, including referral to other health professionals.
3. Make prognoses by determining the level of optimal improvement that might be attained through intervention and the amount of time required to reach that level.
4. Establish patient-directed measurable goals which lead to functional and optimal outcomes within a specified time frame.
5. Implement interventions with the patient/client/caregiver using various physical therapy methods and techniques to produce changes in the condition that are consistent with the diagnosis and prognosis.
6. Utilize interventions which take into account the patient's/client's physical and psychological status and cultural background.
7. Obtain and utilize outcome measures to facilitate remediation of functional limitation and disability, optimization of patient/client satisfaction, and prevention.
8. Act as a case manager, educator, consultant, and patient advocate in diverse settings.
9. Effectively interact with patients/clients, family and support systems, payers, and others professionals in the health care system.
10. Supervise and manage support personnel, including the delegation of appropriate tasks.
11. Provide education using a variety of teaching methods that are commensurate with the needs and unique characteristics of the learner(s).
12. Communicate with patients/clients, family, caregivers, other professionals, consumers, and payers with cultural sensitivity.
13. Complete accurate, analytically sound, concise, timely, and legible documentation that follows the specific forms required by a practice setting.
14. Demonstrate professional behaviors in all interactions with patients/clients, families, caregivers, other professionals, students, other consumers, and payers.

15. Adhere to all safe, legal, and ethical practice standards.
16. Promote optimal health by providing information on wellness, prevention, impairment, functional limitation, disability, and health risks related to age, ability, gender, culture, and lifestyle.
17. Understand the importance of participation in professional organizations/activities and the legislative process.
18. Demonstrate social responsibility by advocating for patients/clients and by providing pro bono services.
19. Pursue personal and professional development by self-assessment, peer assessment, continuing education, and by participating in the clinical education of students.
20. Develop critical thinking skills in the area of clinical reasoning and in the evaluation of published studies, new techniques, and technology.
21. Be capable of planning, budgeting, and establishing a marketing plan and public relations activities.

ADDITIONAL STUDENT EXPENSES

Books, Supplies, Equipment: 1st year	approx. \$1200.00
2nd year	approx. \$TBD

National Athletic Trainers' Association (NATA) Student Dues:	70.00
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BOC/AT Licensing Application & Exam Registration Fee:

Application: NATA Member \$35, Non-NATA Member \$60
Exam Registration \$300, State Exam \$200

Pacific University

Guidelines for Technical Standards for Entry-Level Athletic Training Education

Taken/adapted from the NATA Education Council Guidelines

History and Rationale

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.” 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. The following guidelines embody the physical, cognitive, and attitudinal abilities an Entry-Level Athletic Trainer must be able to demonstrate in order to function in a broad variety of clinical situations; and to render a wide spectrum of care to athletes and individuals engaged in physical activity. The guidelines serve to recognize abilities essential to the development of these Entry-Level abilities. Further, the guidelines reflect the necessary and required skills and abilities identified for the Entry-Level Athletic Trainer as detailed in the NATA Athletic Training Educational Competencies and the BOC, Inc., Role Delineation Study.

Pacific University

Athletic Training Program Technical Standards

The Master of Athletic Training (MSAT) at Pacific University is a rigorous and intense program. Students complete a professional education program that is both intellectually and physically challenging. The purpose of these Technical Standards is to articulate the demands of this program to allow students applying for admission to the program to compare their own capabilities to these demands.

Applicants to this program are asked to **verify that they understand** the demands of the program and that they understand they will be required to complete the tasks, with or without reasonable accommodations, associated with performance as an athletic training student. Reasonable accommodation refers to the way in which Pacific University can assist students with disabilities to accomplish these tasks (i.e. providing extra time to complete an examination, enhancing the sound system in a classroom or providing a push cart for a student who may not have the strength to carry a heavy item for moderate distances). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does, however, mean that the athletic faculty/staff will work with students with disabilities to determine whether there are ways to assist the students towards completion of these tasks while continuing to maintain the integrity of the Athletic Training

Education Program and protecting the safety of all involved. After acceptance into the program, a student who needs reasonable accommodation for disability must make a formal request to the MSAT Director and must be prepared to provide documentation substantiating the claimed disability to the Office of Learning Support Services. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation that the accommodations needed are not reasonable and would cause undue hardship to the institution, or that fulfilling the functions would create a significant risk of harm to the health or safety of others. Students who have questions about this document or who would like to discuss specific accommodations should make an inquiry both with the Athletic Training Program Director and the Pacific University Office of Learning Support Services.

The following are considered Essential Tasks required for MSAT 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, and understand English at a level consistent with successful course completion, having the ability to communicate with athletes 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 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, and must exercise sound judgment in the class and in the clinical setting and must follow safety procedures established for each class and clinical setting.
7. Students must maintain personal appearance and hygiene conducive to the classroom and clinical setting.
8. Students must annually 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.

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

1. Students typically sit for 4-8 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.
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.
 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 education and quality patient care.

It is the policy of Pacific University that all opportunities are to be made available to qualified individuals on the basis of merit and without discrimination against any employee, applicant for employment, student, or applicant for admission because of race, color, religion, gender, disability, age, national origin, or sexual orientation.

Candidates for selection to the Athletic Training Program will be required to verify they have read and understand these technical standards and that they believe that they can meet (with or without accommodation) the technical standards tasks as outlined above. Compliance with the program's technical standards simply allows continued enrollment in the ATP and does not guarantee a student's eligibility for the BOC's certification exam.

All technical and academic standards must be met throughout enrollment in the Athletic Training curriculum. It is the student's responsibility to notify the Athletic Training Program Director if, during enrollment, circumstances occur and he/she can no longer meet the technical standards or needs reasonable accommodation, at which time he/she will be referred to the Office of Learning Support Services. Failure to continue to meet the Technical Standards, with or without accommodation will prevent the student from continuing in the Athletic Training Program.

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Technical Standards Verification Statement

Students who are applying to the Athletic Training Program must complete this form. Enrollment in the professional phase of the program is contingent on receipt of this document. Please return this verification statement with your application.

Student Statement:

I certify that I have read and understand the Athletic Training Technical Standards, and I believe to the best of my knowledge that **I can meet each of these standards with or without accommodation**. I also understand that if I am unable, or become unable, to meet the standards with or without accommodation, I cannot continue enrollment in the Athletic Training Program.

I am also aware that if the need for accommodations for disability arises, I must contact the Office of Learning Support Services 503-352-2107 to submit documentation and have my need for accommodation reviewed. To have requests for accommodations considered, I understand I will need to work with the Athletic Training Program Director and the Office of Learning Support Services to determine potentially reasonable and appropriate accommodation options.

Signature of Student

Date

Student Name (Printed)

1/22/14

LIABILITY INSURANCE

Liability insurance for student is required by all clinical sites. The following coverage is maintained by Pacific University for stand and students: