***Instructions: This form must be completed and signed by the applicant and the primary physician/provider. It is to be returned to the program director with the MSU ATEP physical examination form and admission materials.***

**Applicant Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**CWID** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_

Last First

The Athletic Training Educational Program (ATEP) at Montclair State University 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 care for a wide spectrum of individuals engaged in physical activity. The athletic training profession is demanding psychologically, physically, and intellectually. The technical standards for the Athletic Training Educational Program outline the 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 Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the clinical portion of the Athletic Training Educational Program. In the admissions process the program will review not only the academic potential of an applicant, but also the physical and emotional capabilities to meet the requirements of the ATEP in order to graduate as a candidate for the credentialing BOC examination. If a student feels s/he can meet the technical standards with accommodation, Montclair State University will determine whether it agrees to reasonable accommodations for documented disabilities on an individual basis. This includes consideration as to whether the accommodations are reasonable taking into account clinician/patient safety or if modifications would fundamentally alter the nature of the coursework, clinical experiences and internships deemed essential for graduation. In the event a student is unable to fulfill these technical standards with reasonable accommodation the student will not be admitted into the clinical program; Students found to be in violation of Technical Standards are at risk for dismissal from the ATEP. Montclair State University strives to ensure that patients receive optimal health care by requiring that students possess abilities and skills in the following areas: Observation and Sensory; Behavioral and Social Attributes; Communication; Motor; and Intellectual, Integrative and Quantitative.

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| TO BE COMPLETED BY THE APPLICANT |  | I can do this with or without special assistance (accommodation): | | |
| TECHNICAL STANDARD | EXAMPLE OF ESSENTIAL FUNCTIONAL TASK | CHECK ONE | | |
| **OBSERVATION & SENSORY**  1. Students must be able to observe, participate, demonstrate and participate in lecture and laboratory components of the educational program. | Students participate in lecture and laboratory experiences that may involve practicing skills on classmates, simulated patients, or actual patients to appreciate normal variations in gender, age and body type. | □ Yes | □ Yes with accommodation | □ No |
| 2. Students must possess the ability to process auditory, olfactory, tactile and visual information, to receive classroom instruction, and to evaluate patients in a setting with ambient noise | Athletic trainers visualize and interpret sensory patient feedback up close and at a distance (i.e. across a court or playing field) to determine variations from normal including palpation of anatomical structures, pulses, muscle spasms, muscle contractions, tissue texture, skin color changes and to monitor patient health needs. Athletic trainers must be able to distinguish pathophysiological environmental changes and odors like smoke or ketoacidosis. Athletic trainers must be able to properly auscultate cardiovascular and pulmonary patterns. Athletic trainers must be able to detect unsafe temperatures in treatment modalities and patient anomalies like infection and edema. | □ Yes | □ Yes with accommodation | □ No |
| **BEHAVIORAL AND SOCIAL**  3. In the clinical and academic setting students must possess the emotional wellbeing required for the full use of their intellectual abilities evaluation and treatment of patients of all genders; ages; races; cultural and linguistic backgrounds; and sexual orientations. This includes but is not limited to appropriate respect, stress management, judgement, flexibility, maturity, demeanor, rapport, and compassion required for optimal patient care. | Athletic trainers maintain composure in stressful situations such as those associated with critical illness or injury. The athletic trainer must tolerate the uncertainty inherent in patient clinical problems. Athletic trainers often make and execute quick, appropriate and accurate decisions in a stressful environment. Patients experiencing a sense of loss occasionally express frustration, anxiety and other negative emotions when they engage in difficult conversations with athletic trainers. | □ Yes | □ Yes with accommodation | □ No |
| 4. In the clinical and academic setting students must possess the professional maturity ability to show respect for individuals with disabilities and various cultural and linguistic backgrounds. | The spirit with which athletic trainers make decisions is grounded in the NATA Code of Ethics. Athletic training students and credentialed clinicians must establish and maintain the professional behavioral standards outlined in the Code. This includes but is not limited to providing competent care to all legally protected classes; comply with local, state, federal laws and institutional guidelines; and to maintain confidentiality. | □ Yes | □ Yes with accommodation | □ No |
| 5. Students must demonstrate the ability to use professional touch in interactions with students, faculty and patients/clients of all genders in didactic coursework, laboratory classwork and clinical education experiences. | Athletic training students practice therapeutic evaluations or interventions with classmates. Students are expected to wear specified clothing and/or manually interact with fellow students, teachers, or standardized patients/ models when participating in practical learning experiences.. | □ Yes | □ Yes with accommodation | □ No |
| 6. Students must demonstrate the ability to practice athletic training in an ethical manner. | Athletic trainers and athletic training students are held to the NATA Code of Ethics. | □ Yes | □ Yes with accommodation | □ No |
| **COMMUNICATION**  7. Students must be able to communicate accurately, clearly, quickly, efficiently, and sensitively with patients; medical personnel; institutional personnel; and parents/guardians which necessitates the ability to understand, speak, read, write legibly, type, interpret and spell the English language and medical terminology at a level consistent with competent clinical practice. | Athletic trainers write or type observations, physical examination results, notes, and treatment plans thoroughly and in a timely manner; documents are a patient’s legal record. Oral communication is inclusive of but not limited to in person, telephone, and overhead paging. Occasionally time for oral or written communication may be limited. | □ Yes | □ Yes with accommodation | □ No |
| 8. Students must be able to modulate perceive and interpret nonverbal communication when dealing with patients and others at a level consistent with competent clinical practice. . Students must be able to communicate the appropriate the appropriate demeanor, rapport and compassion that relate to professional education and quality patient care. | Students must demonstrate understanding that his/her values, attitudes, emotions, beliefs and experiences impact relationships with patients, institutional personnel, faculty, preceptors and members of the healthcare team. | □ Yes | □ Yes with accommodation | □ No |
| 9. Students must be able to effectively receive and send verbal communications in emergency situations. | Athletic training students respond to emergency situations with preceptors and will become responsible for increasing autonomy in managing these situations as they progress through the ATEP. | □ Yes | □ Yes with accommodation | □ No |
| 10. Students must be able to recognize and respond promptly to emotional communication of patients such as agitation or pain and lack of comprehension of oral and/or written communication | Athletic trainers must demonstrate the ability to perceive and respond to oral, written and non-verbal patient communication that is culturally and contextually appropriate. | □ Yes | □ Yes with accommodation | □ No |
| **MOTOR**  11. Students must possess sufficient postural and neuromuscular control and coordination to do the following: access transportation to clinical placements; respond quickly in an emergency situation (including performance of CPR); perform appropriate physical examination and therapeutic interventions using accepted techniques; accurately, safely and efficiently utilize medical instrumentation and equipment (including dials); and timely performance of accepted physical tasks generally associated with the athletic training profession. | Athletic trainers may work within an electrical field.  Athletic trainers frequently load and unload equipment onto carts that van be pushed or driven to athletic venues.  Athletic trainers occasionally carry 25 pounds while walking 10-20 feet. Athletic trainers occasionally lift between 10-20 pounds overhead. Athletic trainers frequently exert force to push or pull objects. Athletic trainers frequently maintain 10 pounds of grip strength for 30 seconds; joint mobilization, joint stability testing and manual therapeutic interventions require bilateral gross and fine motor control. | □ Yes | □ Yes with accommodation | □ No |
| 12. Students must possess adequate motor skills to sustain adequate physical activity levels required for classroom and clinical activities. | Students must possess adequate motor skill to move from place to place and change position at a speed that permits safe management of injured patients including the ability to independently lift equipment and supply lifting support to an injured patient. A full 6 gallon water cooler weighs more than 50 pounds and is awkward to carry; a full 10 gallon water cooler weighs more than 85 pounds (usually shared between 2 people). Students typically sit for 2-4 hours daily in the classroom and stand for 2-3 hours daily in the traditional clinical setting. Temperatures in New Jersey are usually temperate but outdoor activities can be held when temperatures are 32oF to 90oF. Synthetic turf surfaces can be 35o -50oF hotter than natural turf. Students need bladder and bowel control for 1-2 hours. Students need to possess the ability to ambulate indoors and outdoors over various terrains (level and uneven ground, ramps, stairs) and move over a distance of 10 yards at 2 mph. Students frequently twist, bend, stoop and kneel and occasionally kneel on the floor for extended periods. | □ Yes | □ Yes with accommodation | □ No |
| **INTELLECTUAL,INTEGRATIVE AND QUANTITATIVE**  13. Students must be able to recognize and manage emergent patient situations; comprehend; retain; analyze and integrate concepts; formulate sound assessments and clinical judgements; and be able to identify deviations from the norm in an efficient and timely manner | Athletic trainers problem solve in assessment and diagnosis of patient problems. Athletic trainers must call on knowledge and skill to solve patient problems in a broad variety of clinical situations in a wide spectrum of patient care. | □ Yes | □ Yes with accommodation | □ No |
| 14. Students must be able to comprehend multidimensional relationships and to understand structural spatial relationships. | Athletic trainers must properly identify tissues, assess tissue injury and properly administer therapeutic interventions at various tissue depths | □ Yes | □ Yes with accommodation | □ No |
| 15. Students must be able to do basic calculations; and apply basic tools to analyze data and understand current research in the medical field. | Students must be able to analyze and comprehend text; numerals; graphics; data and instrument dials presented in analog and/or digital display or current research. | □ Yes | □ Yes with accommodation | □ No |
| 16. Students must have the cognitive ability to master information presented in course work presented in lectures, written material, collaborative work and projected images in basic science and clinical coursework at a level determined appropriate by the faculty. | Students must be able to comprehend, memorize, analyze, synthesize and utilize information constructively and creatively in patient care. Students must be able to demonstrate development of reasoning, critical thinking and decision making skills within a specified time frame that is appropriate and consistent with the actual practice of athletic training. | □ Yes | □ Yes with accommodation | □ No |
| 17. Students must be able to reflect on past performance and process criticism to make adjustments that improve future performance and patient management. | Athletic trainers must be able to identify and communicate the limits of their knowledge and skill; safety of the public is of critical importance. | □ Yes | □ Yes with accommodation | □ No |
| 18. Students must demonstrate the perseverance, diligence and commitment to complete the ATEP as outlined and sequenced. | The ATEP standards are rigorous. Candidates for the certification examination must meet the performance standards of the profession. | □ Yes | □ Yes with accommodation | □ No |

Please sign and date A or B below.

A. STUDENT STATEMENT: I certify to the best of my knowledge that I am able to meet each of the technical standards without special assistance (accommodation). I understand that if the information on this form is not accurate that I will not be able to progress in the ATEP. Falsifying ATEP documents is considered academic dishonesty and will fall under the University Academic Integrity Policy. If my status changes after being admitted to the ATEP, it is my responsibility to meet with the ATEP Program Director and the Disability Resource Center promptly to ensure my continued compliance with the technical standards and to determine which accommodations may be possible. This may involve consultation with the BOC to determine if the change in status impacts eligibility to sit for the BOC examination.

Applicant Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

B. ALTERNATE STUDENT STATEMENT: I certify to the best of my knowledge that I am able to meet each of the technical standards with certain accommodations or special assistance. I understand that if I require accommodation it is my responsibility to notify the Athletic Training Education Program Director and to contact the Disability Resource Center at (973) 655-5431.

Applicant Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

MEDICAL PROVIDER STATEMENT (MD, DO, PA): To the best of my knowledge, the above named student is able to meet each of the technical standards

□ WITH □ WITHOUT special assistance (accommodation).

Provider Stamp\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Provider Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_