

STEPHEN F. AUSTIN STATE  
UNIVERSITY RETURNING  
ATHLETIC TRAINING STUDENT

**STEPHEN F. AUSTIN STATE UNIVERSITY  
RETURNING ATHLETIC TRAINING STUDENT**

**CONTACT INFORMATION**

\_\_\_\_ - \_\_\_\_ **SCHOOL YEAR**

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

MIDDLE NAME: \_\_\_\_\_ NICKNAME: \_\_\_\_\_

BIRTH DATE: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ AGE: \_\_\_\_ SEX: \_\_\_\_ MARITAL STATUS: S / M / D

CONTACT PERSON IN CASE OF AN EMERGENCY (NON-RELATIVE): \_\_\_\_\_

HOME PHONE: (\_\_\_\_) \_\_\_\_ - \_\_\_\_

NAME: \_\_\_\_\_ RELATIONSHIP: \_\_\_\_\_

CELL PHONE: (\_\_\_\_) \_\_\_\_ - \_\_\_\_

FAMILY PHYSICIAN: PHONE: (\_\_\_\_) \_\_\_\_ - \_\_\_\_

Date of initial medical evaluation: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Date of the most recent medical update: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**(CIRCLE "YES" OR "NO" FOR THE FOLLOWING MEDICAL QUESTIONS)**

YES NO 1. Have you been hospitalized or had a major illness since your last Health History Reexamination at SFASU?

YES NO 2. Are you currently ill or injured in any way?

YES NO 3. Have you had a major injury (including cerebral concussion) since your last Health History Reexamination at SFASU?

YES NO 4. Do you currently have any incompletely healed injury?

YES NO 5. Are you taking any medication on a regular or continuing basis?

YES NO 6. Are you currently taking any short-course medication for a specific current illness, injury, etc.?

YES NO 7. Have you had any operations or surgery since your last Health History Re-examination at SFASU?

YES NO 8. Have you had any accidents and/or fractures since you last Health History Re-examination at SFASU?

YES NO 9. Have you seen a physician for any reason in the last year?

YES NO 10. Do you know of, or do you believe there is, any health reason why you should not participate in Stephen F. Austin State University's athletic training graduate program at this time?

YES NO 11. Would you like to discuss your current health with the team physician? Please explain if you answered yes to any of the above questions.

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The undersigned, herewith:  
Certifies that the answers to the questions above are correct and true.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### HEALTH INSURANCE INFORMATION

**Students are required to provide proof of health insurance coverage prior to enrollment and must maintain healthcare insurance throughout the academic program.**

*If you do not have insurance, SFASU endorses a student health insurance policy. Visit: <http://www.sfasu.edu/healthservices/insurance.asp> for more information.*

**\*Include a copy of Health Insurance card.**

Health Insurance Provider: \_\_\_\_\_ Group #: \_\_\_\_\_  
Address: \_\_\_\_\_ Name of Policy Holder: \_\_\_\_\_  
Relationship to Student: \_\_\_\_\_ ID#: \_\_\_\_\_  
Effective Date of Policy: \_\_\_\_\_ Expiration: \_\_\_\_\_  
Does the policy cover athletically-related injuries? Yes / No  
Primary Care Provider (PCP): \_\_\_\_\_  
PCP Contact Information: \_\_\_\_\_

I, (signature) \_\_\_\_\_, agree that I have received and understand SFASU's requirements regarding the need for health history and insurance information. These requirements and necessary forms have been provided to me. I agree that I am responsible for providing the above information within the required time-frame. **I understand that I must provide proof of current health insurance coverage.** I also acknowledge that all health and insurance information provided is true and accurate.

## STEPHEN F. AUSTIN STATE UNIVERSITY ATHLETIC TRAINING PHYSICAL EXAM

Name: \_\_\_\_\_ Date of Exam: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Year in Program: \_\_\_\_\_ Student ID: \_\_\_\_\_ Age: \_\_\_\_ Sex: M / F

Height: \_\_\_\_ ' \_\_\_\_ " Weight: \_\_\_\_ /bs. Blood Pressure: \_\_\_\_ / \_\_\_\_ Pulse: \_\_\_\_ bpm

Urine -	Glucose		Upper Extremities
	Alb. / S.C. / Micro		ROM / Atrophy
Blood -	hgb / WBC / hct		Hx. of Dislocation
Heart -	Rhythm		or significant trauma?
Lungs -	Ausc.		Flexibility
	Percuss.		Abdomen - LKS Palp?
	TBC test (date / results)		Hernia?
Lower Extremities			Scars?
	Assymetry / Atrophy		Genitalia / Rectal
	Hamstrings / Quadriceps		Skin
	Valgus / Varus Legs		Ears - Canal / Drum
Knees (1 - 3 degrees)			Hearing - Spoken R
	Instability (MCL / LCL)		Voice L
	(ACL / PCL)		Nose - Septum
	Effusion / ROM		Obstruction
	Past Surgeries		Throat - Mouth
	Significant History?		Thyroid, Nodes
Feet / Ankles			
Spine			Required Medication
Dental - (Teeth)			
	Cavities Index		Remarks
	Occlusion		Other Significant Info.
	T - M Joint		
	3rd Molar Position		Limitations or
	Hygiene		Special Equipment
Eyes -	Pupil / Reflex		
	Versions / Fields	/	Neuro / Psychiatric
	Vision Uncorrected	/	

<b>Vision Corrected</b>	/		
<b>Objective Refraction</b>	/		
<b>Internal Health</b>		<b>HOLD - Further Testing</b>	
<b>External Health</b>		<b>Please explain</b>	
<b>Other Remarks:</b>			
		<b>"OK" - M.D. Signature</b>	

**\*Physician signature required for authorization of technical standards.**

**STEPHEN F. AUSTIN STATE UNIVERSITY GRADUATE ATHLETIC  
TRAINING EDUCATION PROGRAM (SFASU GATEP)**

**PHYSICIAN FORM**

The physical examination must be completed and signed by a physician along with the release form by the physician stating that you, \_\_\_\_\_, are able to perform the typical skills needed to complete essential skills and tasks.

**Examples of Typical Skills Needed to Complete Essential Tasks**

- Students typically sit for 2-6 hours daily in the classroom, stand for 1-2 hours daily at practice and must be able to ambulate approximately 10 yards indoor or outdoor over rough terrain.
- Students frequently lift less than 10 pounds and occasionally lift between 10-20 lbs. overhead.
- Students occasionally carry up to 25-30 lbs. while walking up to 10-20 feet.
- Students frequently exert 25 pounds of push/pull forces to objects up to 50 feet.
- Students frequently twist, bend, stoop and kneel on the floor up to 15 minutes.
- 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.
- Students frequently stand and walk while providing support to an injured athlete.
- Students frequently coordinate verbal and manual activities with gross motor activities.

Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat injured athletes.

Students often work within an electrical field.

Students will need to have 20/40 vision (or corrected to) to view activities.

Students frequently need basic neurological function to perceive hot, cold, change in contour of surface/body part.

Students need to possess the ability to make and execute quick, appropriate and accurate decisions in a stressful environment.

This section is to be completed by physician indicating the applicant meets the Stephen F. Austin State University Graduate Athletic Training Educational Program Technical Standards. Please complete the following information in regards to the participation of this athletic training student in our Athletic Training Program.

\_\_\_\_\_ is **ABLE** to meet the technical standards for  
(Athletic Training Student Name)

Admission and/or continuation in the SFASU GATEP.

\_\_\_\_\_ Date \_\_\_\_\_  
Physician Signature

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\_\_\_\_\_ is **UNABLE** to meet the technical standards  
(Athletic Training Student Name)

for Admission and/or continuation in the SFASU GATEP.

\_\_\_\_\_ Date \_\_\_\_\_  
Physician Signature

## **GUIDELINES for TECHNICAL STANDARDS FOR ENTRY-LEVEL ATHLETIC TRAINING EDUCATION PROGRAM**

### Part 1 - 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.”

Under the Americans with Disabilities Act, Title II and Title III are applicable to students with disabilities and their requests for accommodations. Title II covers state colleges and universities. Title III pertains to private educational institutions; it prohibits discrimination based on disability in places of “public accommodation,” including undergraduate and postgraduate schools.

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.

## Part 2 - Use of the Guidelines

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.

Institutions and programs should use these Guidelines as a reference point in the development of specific requirements, "technical standards," for admission to, and completion of, their educational program. Requirements should be objective, measurable, and should be applied to student admission to the program.

Institutions and programs should provide their students with the applicable technical standards in a timely fashion. This could be prior to admission to the institution (for those programs that admit students directly to the program) or soon after the student has entered the institution (for those programs that admit students through a secondary admission process).

While technical standards should be applied to student admission to the institution and/or program, some programs may, additionally, apply technical standards as the student moves through the program, and/or use technical standards as a measure of the student's attainment of criteria for graduation.

Entry-Level Athletic Training Education Programs must contact and work with their institution's ADA Compliance Officer, Office of Affirmative Action, or appropriate institutional office in the development and implementation of technical standards specific to their institution. This document is only intended as a guide or reference point for the development and implementation of technical standards. The ADA Compliance Officer (or appropriate person) at your institution is a valuable resource in the development and implementation of technical standards. It is strongly encouraged that programs not develop and implement technical standards without this important advice and counsel.

## Part 3 - Sample Technical Standards

The following sample technical standards are presented in three sections. The introduction explains the rationale for the technical standards and how they may be used by the program. The main section includes the technical standards. The final section includes a statement that the student has read the technical standards and, by their signature, acknowledges an understanding of the implications of the standards.

Institutions and programs should use these sample technical standards as a reference point in the development of more detailed and/or specific standards for their program.

Compliance with technical standards does not guarantee a student's eligibility for the BOC national certification exam.

### **ATHLETIC TRAINING EDUCATIONAL PROGRAM TECHNICAL STANDARDS FOR ADMISSION**

The Graduate Athletic Training Educational Program at Stephen F. Austin 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 render care to a wide spectrum of individuals engaged in physical activity. The technical standards set forth by the Athletic Training Educational Program 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 (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the Athletic Training Educational Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodation, the student will not be admitted into the program.

Compliance with the program's technical standards does not guarantee a student's eligibility for the BOC national certification exam.

Candidates for selection to the Graduate Athletic Training Educational Program must demonstrate:

1. the mental capacity 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.
2. 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 treatment of patients.
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 speak the English language at a level consistent with competent professional practice.
4. the ability to record the physical examination results and a treatment plan clearly and accurately.
5. the capacity to maintain composure and continue to function well during periods of high stress.
6. the perseverance, diligence and commitment to complete the athletic training education program as outlined and sequenced.
7. flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
8. affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
9. **This will be re-evaluated for each academic year the student is enrolled in the curriculum and maintained in the student's file in the program director's office.**
10. **A *Returning Student Medical History* will be completed for each academic year the student is enrolled in the curriculum with the privilege of a physician examination available through the Student Health Services. This will be maintained in the student's file in the program director's office.**

## TECHNICAL STANDARDS FORM

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 department 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 a whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

**Acceptance of Technical Standards**

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 meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted into the program.

\_\_\_\_\_

Signature of Applicant

\_\_\_\_\_

Date



**\*ONLY SIGN ONE IF YOU ARE REQUESTING ACCOMMODATIONS.\***

**Student request for accommodations.**

I certify that I have read and understand the technical standards of selection listed above and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Disability Services department to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted into the program.

\_\_\_\_\_

Signature of Applicant

\_\_\_\_\_

Date