

### **Mission Statement of the Human Performance and Fitness Promotion (HPFP) Program**

The mission of the HPFP program at The University of Toledo is to offer students the knowledge, skills and abilities necessary to become an entry-level certified personal trainers, health fitness specialists and cardiac rehabilitation educators. Faculty will provide high quality education to prepare students for success, to develop workplace skills and to enrich their social and cultural awareness in order to live a productive and responsible life. The content of the program is derived from the knowledge, skills and abilities developed by the American College of Sports Medicine (ACSM) and competencies of the National Strength and Conditioning Association (NSCA).

## **INTRODUCTION to Technical Standards**

All students applying to the Human Performance and Fitness Promotion (HPFP) Program are held to the same admission standards regardless of disability status. At the post-secondary level, students must be considered “otherwise qualified student”, therefore, it is important for students to review the technical standards to determine one’s ability to meet program standards with or without academic accommodation adjustments.

The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students with disabilities seeking accommodations under the ADA, as amended, are referred to the Department of Education Office for Civil Rights document titled, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities* (US Department of Education. September 2007)

The University of Toledo (UT) abides by The Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, The State of Ohio Revised Code, and other applicable statues and regulations relating to equality of opportunity. UT is committed to equal access for all qualified applicants and students. The Technical Standards of the Human Performance and Fitness Promotion (HPFP) Student for Matriculation, and Graduation’ state the expectations of all UT HPFP students. The Technical Standards provide information to allow a candidate to make an informed decision for application and are a guide to accommodation of students with disabilities. Academic adjustments can be made for disabilities in some instances, but a student must be able to perform the Technical Standards of the HPFP Program independently either with or without reasonable accommodation.

UT admits and matriculates qualified HPFP students in accordance with the UT Policy of Nondiscrimination on the Basis of a Disability – The Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, The State of Ohio Revised Code, and other applicable statues and regulations relating to equality of opportunity. UT prohibits discrimination against anyone on the basis of disability. UT expects all applicants and students to meet certain essential functions as set forth. In adopting these standards the UT HPFP Program believes it must keep in mind the ultimate safety of both students and clients/subjects who may be involved in the course of a student’s education. The Technical Standards reflect what the HPFP Program believes are reasonable expectations for HPFP students learning.

## **IMPLICATION FOR ADMISSION**

A HPFP student must have the knowledge and skills to function in a broad variety of clinical/internship settings and to render care to a wide spectrum of patients/clients. Performing successfully as a HPFP student involves completing significant intellectual, social and physical tasks throughout the curriculum. Students must master a broad array of basic knowledge, skills, and behaviors, including abilities in the areas of judgment, integrity, character, professional

attitude and demeanor. In order to carry out the activities described below, candidates/students must possess, at a minimum, abilities and skills in observation, communication, motor function/physical demands, intellectual-conceptualization/mental demands, behavioral and social skills. These abilities and skills comprise the categories of UT HPFP Program's 'Technical Standards of a HPFP Student for Matriculation, and Graduation' and are defined below.

**TECHNICAL STANDARDS of a HPFP Student for Matriculation and Graduation**

The purpose of this document is to delineate the specific demands of the HPFP professional education program so that candidates/students may compare their own capabilities with these educational challenges and make requests for reasonable accommodation, as necessary.

The technical standards are a list of essential qualities considered necessary for students within the HPFP concentration to achieve the knowledge, skills, and competencies of an entry-level certified personal trainer and health fitness specialist.

	<b><u>A candidate/student must be able to or must have:</u></b>
<b>Abilities and Skills in Observation (vision and hearing demands)</b>	Possess <i>hearing</i> to communicate effectively with or without aides.
	Possess sufficient <i>vision</i> to delineate incorrectly performed skills.
	Visual perception, which includes depth and 20/20 acuity with or without correction.
	Acquire a defined level of information presented through demonstrations/labs and other learning experiences. The required learning outcomes include delineation and analysis of quantitative and qualitative characteristics and/or criteria. This includes but is not limited to information conveyed through the use of vision, hearing and tactile sensation.
	Learn to observe a patient/client accurately, up close and at a distance, and observe and appreciate verbal, non-verbal communications. Determine a patient's medical history and determine a patient's condition and safety when performing physical or manual exercises.
	Be well versed in medical terminology. Be able to read and accurately complete reports Understand and interpret information from written documents and to process information presented in images from paper, slides, video, computer and cadaver dissection.

	<b><u>A candidate/student must be able to or must have:</u></b>
<b>Communication</b>	Demonstrate English proficiency in reading, writing and speech. Be well versed in medical terminology. Be able to interact and communicate effectively - both orally and in writing with clients/subjects, and other allied health care professionals.
	Complete forms according to directions in a complete and timely fashion. Specifically medical history documents.
	Expressively and receptively communicate effectively with others in verbal, non-

	verbal, and written forms, demonstrating sensitivity to individual and cultural differences. Communication includes the ability to read, listen, observe body language, speak and write in a manner, which is concise, accurate, technically correct, and non-judgmental. Computer literacy is required.
	Seek out, use and provide constructive feedback for improving personal and therapeutic interventions.

	<b><u>A candidate/student must be able to or must have:</u></b>
<b>Motor Function/Physical Demands</b>	Performance of appropriate exercise recommendations involves standing, walking, and moving of heavy exercise equipment. Leading and demonstrating safe and effective methods of exercise by applying the fundamental principles of exercise science.
	Sufficient motor skills to learn and implement the essential functions of a HPFP student. Motor demands include reasonable endurance, strength and precision.
	Be able to participate in all demonstrations, laboratory and facility/clinical and internships.
	Possess physical coordination to perform safe and effective methods of exercise (eye-hand coordination).
	Possess a full range of body motion including handling, lifting and possible transfer of clients.
	Possess fine motor functions (manual dexterity).
	Ability to sit or stand for extended periods of time (7-8 hours) per day.
	Be aware of proper infection control, including precautionary procedures (all facilities).
	Recognize and respond to emergency situations (CPR, ACLS). Perform cardiopulmonary resuscitation and emergency treatment to patients in a safe and effective manner.
	Elicit information from patients/clients/subjects by palpation, auscultation, and diagnostic maneuvers and procedures in a safe and effective manner without the use of an intermediary.
	<i>Specifically, a candidate/student must be able to:</i>
	1. Attend and participate in classes during each academic semester. Classes consist of a combination of lecture, discussion, laboratory and clinical activities. Attend and participate in clinical rotations for 16 hours or more per week. The typical day is 8 hours.
	2. Sit and stand for 2 consecutive hours during specific courses.
	3. Constantly sit, stand, walk and travel during clinical rotations.
4. Occasionally lift weights of 50 pounds, frequently lift weights of 25 pounds and constantly lift weights of 10 pounds.	
5. Occasionally carry 25 pounds while walking 50 feet. Frequently carry 10 pounds while walking 50 feet.	

	6. Occasionally exert 50 pounds of push/pull forces to objects for 50 feet and frequently exert 10 pounds of push/pull forces for 50 feet.
	7. Frequently twist, bend, stoop and squat.
	8. Occasionally crawl, kneel, climb steps and reach above shoulder level, climb stairs and negotiate uneven terrain.
	9. Frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and patients/clients.
	10. Frequently use their hands repetitively with a simple grasp and frequently with a firm grasp and manual dexterity skills.
	11. Frequently coordinate verbal and manual activities with gross motor activities.
	12. Be responsible for independent mobility on campus and at clinical rotation sites, including transportation to/from campus and clinical education sites.

	<b><u>A candidate/student must be able to or must have:</u></b>
<b>Intellectual- Conceptualization / Mental Demands</b>	Must possess the emotional health required for full utilization of intellectual abilities (appropriate medical judgment). The intellectual capacity and ability to understand fundamental theory and to assimilate, within a reasonable time, large amounts of complex, technical, and detailed information.
	Be familiar with, and in compliance with relevant laws regarding client confidentiality and privacy.
	Be able to solve daily operational problems related to performing fitness testing, including troubleshooting equipment malfunctions.
	Recognize any condition, in the facility or client behavior that may pose an immediate threat to health or life (act appropriately).
	Be ready for the unpredictable (technical quality, unexpected findings) and exhibit flexibility, independent judgment and critical thinking.
	Read, write technically, measure, calculate, reason, analyze, integrate, evaluate and synthesis pertinent aspects of the client's history and examination in order to develop an effective exercise program. A candidate/student must be able to perform the above problem-solving skills in a timely manner in order to provide effective programming.
	The ability to use computers for searching, recording, storing and retrieving information.

	<b><u>A candidate/student must be able to or must have:</u></b>
<b>Behavioral and Social Skills</b>	Adequate mental and emotional health required for full utilization of his or her intellectual abilities; engaging in self-assessment, exercising good judgment and functioning effectively during periods of high stress. A candidate/student must be able to display flexibility and learn to function in the face of uncertainties.

	Accept responsibility for professional behavior, complete all responsibilities promptly and interact maturely and sensitively with people of all ages, gender, races, socio-economic, religious, and cultural backgrounds. All students are responsible for understanding and complying with the Standards of Conduct defined by University of Toledo.
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## **PROGRAM GOALS AND OBJECTIVES**

### **Program Goals:**

The goal of the HPFP program is to prepare students for entry-level positions in the field of exercise science. And to prepare students for eligibility to sit for the credentialing exams offered through the ACSM and NSCA.

To prepare competent entry-level personal trainers in the cognitive, psychomotor and affective learning domains for certification exams.

To prepare competent entry-level health fitness specialists in the cognitive, psychomotor and affective learning domains for certification exams.

To prepare competent entry-level strength and conditioning instructors in the cognitive, psychomotor and affective learning domains for certification exams.

### **Program Outcomes:**

HPFP is a concentration in the Department of Kinesiology. The program of study is designed to meet the needs of an exercise science graduate. An objective of this program is to prepare graduates to enter a variety of employment settings and to conduct individual exercise programs to a wide variety of individuals engaged in physical activity.

Prepare students in critical thinking skills (comprehension, application, evaluation of information) relevant to their course work. For example; students will be able to interpret data from an exercise assessment with health history, rhythm strip, 12-lead electrocardiogram, or a stress test, to identify risk factors for cardiovascular, pulmonary, and metabolic disease/s. They will then be able to design a safe and conduct an effective exercise program. (cognitive domain)

Prepare students with the knowledge, skills and abilities (KSA's) required by the ACSM to be successful on the entry-level certification examination offered through the ACSM or NSCA. (cognitive domain)

Prepare students with the knowledge, skills and abilities (KSA's) required by the ACSM to assess, design, and implement individual and group exercise and fitness programs for low risk individuals and individuals with controlled disease. (cognitive domain)

Prepare students with the knowledge, skills and abilities to be successful on advanced certification examinations offered through the ACSM. (cognitive domain)

Prepare students to be technically proficient in leading, and demonstrating safe and effective methods of exercise. (psychomotor domain)

Prepare students to perform skills using proper body mechanics to decrease muscle-skeletal injuries. (psychomotor domain)

Prepare student to demonstrate professional behaviors consistent with the following: HIPAA requirements, confidentiality obligations, professional conduct, code of ethics, dress code, scope of practice and technical standards. (affective domain)