

TECHNICAL STANDARDS ESSENTIAL FUNCTIONS

Examples from Physical Therapist/ Physical Therapist Assistant Educational Programs

**AASIG
Section on Education
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MEDICAL COLLEGE OF GEORGIA TECHNICAL STANDARDS FOR PHYSICAL THERAPY

To function as a clinical physical therapist at entry level, individuals must be able to meet certain physical, emotional, intellectual, and communication standards. The faculty maintains that it is different to acquire the skills of a PT than to adapt the PT skills one already has to an acquired disability. The following list is illustrative and does not represent an all-inclusive listing of the functions of a physical therapist or physical therapists assistant.

Observational Skills:

The individual must be able to:

1. Observe and interpret patient movement, skin condition, safety hazards, and changes in appearance.
2. Read and interpret equipment dials, assessment graphs, patient charts, professional literature, and notes from patients, physicians, and other health professionals.

Communication Skills:

The individual must be able to:

1. Communication clearly with patients, physicians, other health professionals, community or professional groups, and colleagues.
2. Report clearly and legibly through progress notes in patient charts, reports to physicians, insurance forms, and order forms.
3. Respond to such things as a patient calling from behind a curtain, warning calls from anyone, and machine alarms.
4. Participate in group meetings to deliver and receive information and to respond to questions from a variety of sources.

Motor Skills:

The individual must be able to:

1. Lift, carry, and push patients (150lbs.) in bed or wheelchairs, heavy equipment, body parts, and patients transferring from bed to chair or mat or be able to instruct others in the activity including proper body mechanics.
2. Walk and balance well enough to help patients walk and transfer with or without equipment, and prevent injury to patient and self.
3. Palpate anatomical structures and handle injured body parts without causing injury to the subject.
4. Exhibit sufficient manual dexterity to manipulate very small equipment, provide support and resistance as needed through complex exercise movements, perform CPR, manipulate dials, and treat acutely ill patients with disturbing sensitive monitoring instruments and lines.
5. Provide for the patient's safety and well being in all therapeutic or transporting activities.

Intellectual Conceptual Skills:

The individual should be able to:

1. Analyze and synthesize data from a variety of sources.
2. Determine what data is needed to solve problems.
3. Create solutions to problems faced in practice
4. Relate and integrate information from a variety of sources.

Behavioral Social Attributes:

The individual should be able to:

1. Recognize and respond appropriately to individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds.
2. Cope with stress of heavy work loads, demanding patients, and life threatening clinical situations.
3. Recognize and respond appropriately to potentially hazardous situations.

Adapted 8/24/94

**SAMUEL MERRITT COLLEGE
MASTER OF PHYSICAL THERAPY PROGRAM
ADA GUIDELINES**

Definitions

Title III of the Americans with Disabilities Act provides comprehensive civil right protections for "qualified individuals with disabilities." An "individual with a disability" is a person who:

- ◆ has a physical or mental impairment that substantially limits a "major life activity," or
- ◆ has a record of such an impairment, or
- ◆ is regarded as having such an impairment.

The ADA Handbook published by the Equal Employment Opportunity Commission and the Department of Justice states: "examples of physical or mental impairments include, but are not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. Homosexuality and bisexuality are not physical or mental impairments under the ADA."

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of their current illegal use of drugs.

"Qualified" individuals are defined as follows:

- ◆ A "qualified" individual with a disability is one who meets the essential eligibility requirements for the program or activity offered.
- ◆ The "essential eligibility requirements" will depend on the type of service or activity involved.

Based on the philosophy of the Department of Physical Therapy at Samuel Merritt College, the intent of the professional program is to educate competent generalist physical therapists who can evaluate, manage, and treat the general population of acute and rehabilitation clients in current health care settings. Enrolled students are expected to complete the academic and clinical requirements of the professional MPT program. The purpose of this document is to delineate the cognitive, affective and psychomotor skills deemed essential to completion of this program and to perform as a competent generalist physical therapist.

If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.

Cognitive Learning Skills

The student must demonstrate the following abilities:

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information as listed in course objectives.

2. Perform a physical therapy evaluation of a patient's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use evaluation data to formulate and execute a plan of physical therapy management in a timely manner, appropriate to the problems identified consistent with the acceptable norms of clinical settings.
4. Reassess and revise plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

Psychomotor Skills

The student must demonstrate the following skills:

1. Sitting: Maintain upright posture.
2. Standing: Maintain upright posture.
3. Locomotion ability to:
 - a. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and work stations.
 - b. Physically maneuver in required clinical settings, to accomplish assigned tasks.
4. Manual tasks:
 - a. Maneuver another person's body parts to effectively perform evaluation techniques.
 - b. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, aesthesiometer, sphygmomanometer.
 - c. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
 - d. Manipulate another person's body in transfers, gait, positioning, exercise, and mobilization techniques.
 - e. Manipulate evaluation and treatment equipment and safely and accurately apply to clients.
 - f. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively.
 - g. Competently perform and supervise cardiopulmonary resuscitation (C. P. R.) using guidelines issued by the American Heart Association or the American Red Cross.
5. Small motor/hand skills:
 - a. Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
 - b. Legibly record thoughts for written assignments and tests.
 - c. Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate objective evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
 - d. Safely apply and adjust therapeutic modalities.
 - e. Safely and effectively position hands and apply mobilization techniques.
 - f. use a telephone.
6. Visual acuity to:
 - a. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of evaluation of movement dysfunctions.
 - b. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
7. Communication:
 - a. Effectively communicate to other students, teachers, patients, peers, staff and personnel to ask questions, explain conditions and procedures, teach home programs, and for safety in a timely manner and within the acceptable norms of academic and clinical settings.

- b. Receive and interpret written communications in both academic and clinical settings in a timely manner.
 - c. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
8. Self care:
- a. Maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
 - b. Arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center.

Affective learning skills

The student must be able to:

1. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the American Physical Therapy Association.
2. Sustain the mental and emotional rigors of a demanding educational program in physical therapy which includes academic and clinical components that occur within set time constraints, and often concurrently.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Dean of Student Affairs Office c:\win\eg\doc\guidelin.mpt 01/29/96

**University of Colorado Health Sciences Center
Department of Rehabilitation Medicine
Physical Therapy Program
Technical Standards for Admission, Promotion and Graduation**

I. Introduction

In September, 1998, the University of Colorado Health Sciences Center Physical Therapy Program, Department of Rehabilitation Medicine, School of Medicine adopted the following technical standards/functional requirements for admission, promotion and graduation for its entry-level professional program. Physical Therapy is an intellectually, physically, and psychologically demanding profession. It is during the rigorous two year curriculum that the student begins to develop the qualities needed to practice physical therapy. Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the physical therapist's professional career. Those abilities that physical therapists must possess to practice safely are reflected in the technical standards that follow.

Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements (see Section III).

II. Standards

A. Observation

Observation requires the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, laboratory dissection of cadavers, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings and other graphic images to determine a patient's condition. Examples in which these observational skills are required include: palpation of peripheral pulses, bony prominences and ligamentous structures; visual and tactile evaluation for areas of inflammation and visual and tactile assessment of the presence and degree of edema.

B. Communication

Communication includes: speech, language, reading, writing and computer literacy. Students must be able to communicate effectively and sensitively with patients to elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information essential for safe and effective care.

C. Motor

Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, tapping and other evaluation maneuvers. Students must be able to execute movements required to provide general and therapeutic care, such as positioning large or immobile patients, gait training using therapeutic aids and orthotics, positioning and performing manual mobilization techniques, performing non-surgical wound debridement, and placing electromyographic electrodes. These skills require coordination of both gross and fine muscular movement, equilibrium, and the integrated use of touch and vision.

D. Intellectual- conceptual, integrative and quantitative abilities

To effectively solve problems, students must be able to measure, calculate, reason, analyze, integrate and synthesize information in a timely fashion. For example, the student must be able to synthesize knowledge and integrate the relevant aspects of a patient's history and examination findings to develop an effective treatment program. In addition, students must be able to comprehend three dimensional relationships and to understand spatial relationships of structures.

E. Behavioral and Social Attributes

A student must possess the psychological ability required for the full utilization of their intellectual abilities, for the exercise of good judgement, for the prompt completion of all

responsibilities inherent to diagnosis and care of patients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to adapt to a changing environment, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior.

F. Curriculum Requirements

In addition to the abilities specified above, students must be able to successfully complete, with or without reasonable accommodation, all required components of the curriculum.

G. Tests and Evaluations

In order to evaluate competence, the Physical Therapy Program employs periodic examinations, both written and practical, as an essential component of the curriculum. Successful completion of these examinations is required of all students as a condition for continued progress through the curriculum. Reasonable accommodation will be made in the form of administration of the evaluation where necessary.

H. Clinical Assessments

Demonstration of clinical competence is fundamental to the career of the student. The process of evaluation of the clinical performance of the student is an integral and essential component of the curriculum. Although reasonable accommodation will be made, participation in clinical experiences and the evaluation of that participation is required. The Clinical Performance Instrument (CPI)¹ is the evaluation tool used.

III. Reasonable Accommodation

It is the policy of the University of Colorado Health Sciences Center Physical Therapy Program to provide reasonable accommodation to qualified students with a disability so they can meet these required technical standards. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Determining what is reasonable accommodation is an interactive process which the candidate should initiate with the Associate Dean for Student Affairs, School of Medicine, in conjunction with the Assistant Dean for Allied Health.

¹ CPI. American Physical Therapy Association, 1998.

UNIVERSITY OF KENTUCKY
Technical Standards
College of Allied Health Professions

The College of Allied Health Professions promotes the broad preparation of students for clinical practice. Regardless of the health care discipline, students must demonstrate competence in those intellectual, physical, and social tasks that together represent the fundamentals of professional practice. Applicants and students will be judged not only on their scholastic achievement and ability, but also on their intellectual, physical and emotional capacities to meet the full requirements of the curriculum of their respective professional program. Admissions Committees have been instructed to exercise judgement on behalf of the faculty to select the entering class, and in so doing, to consider character, extracurricular achievement, and overall suitability for the health professions based upon information in the application, letters of recommendation, and personal interviews.

The professional accreditation association for each of the College's individual professional programs requires that the curriculum provide a general professional education which enables each student to deliver entry-level clinical services. This requires the development of a broad array of basic knowledge, skills, and behaviors, appropriate to enabling self-directed learning to further professional development and delivery of competent health care. The basic and applied science component of each program's professional curriculum is designed to establish a core of knowledge necessary for clinical training. The clinical curriculum typically includes diverse experiences in ambulatory and inpatient settings. These rotations develop the ability to practice independently, without regard for any future choice of specialty. Each student is required by the faculty to pass each required course and clinical rotation in order to graduate.

The following technical standards specify those attributes that the faculty of each program considers necessary for completing the professional education within the College and enabling each graduate to subsequently enter clinical practice. These standards describe the essential functions students must demonstrate in order to fulfill the requirements of a general professional education, and thus, are prerequisites for entrance, continuation, and graduation. The University of Kentucky College of Allied Health Professions will consider for admission to a selected program any applicant who demonstrates the ability to perform or to learn to perform the skills specified in this document for that program. Applicants are not required to disclose the nature of any disability (ies) to the Admissions Committee; however, any applicant with questions about these technical requirements is strongly encouraged to discuss the issue with the Assistant Dean for Student Affairs prior to the interview process. If appropriate, and upon the request of the applicant/student, reasonable accommodations may be provided.

Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with allied health training or clinical practice. Other illnesses may lead to a high likelihood of student absenteeism and should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude or demeanor which may jeopardize patient care may be grounds for course/rotation failure and possible dismissal from the program.

Applicants must possess aptitudes, abilities, and skills in five areas: 1) observation; 2) communication; 3) sensory and motor coordination and function; 4) conceptualization, integration and quantification; and 5) behavioral and social skills, abilities and aptitude. Each of these standards are described for each program in detail below. Students must be able to independently perform the described functions.

Technical Standards for Physical Therapy

1. Observation

Students must be able to observe demonstrations and conduct experiments in the basic sciences. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. Specific vision-related requirements include, but are not limited to the following abilities: skin integrity; visualizing and discriminating findings on x-rays and other imaging tests; reading written and illustrated material; observing demonstrations in the classroom, including projected slides and overheads; observing and differentiating changes in body movement; observing anatomic structures; discriminating numbers and patterns associated with diagnostic instruments and tests, such as sphygmomanometers and electrocardiograms, and using instruments competently, such as stethoscope, otoscope, ophthalmoscope, and microscope.

2. Communication

Students must be able to relate effectively and sensitively with patients, conveying a sense of compassion and empathy. A student must be able to communicate clearly with and observe patients in order to elicit information, describe accurately changes in mood, activity and posture, and perceive verbal as well as nonverbal communications. Communication includes not only speech but also reading and writing. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team. Specific requirements include but are not limited to the following abilities; communicating rapidly and clearly with the medical team on rounds; eliciting a thorough history from patients; and communicating complex findings in appropriate terms to patients and to various members of the health care team (fellow students, physicians, nurses aides, therapists, social workers, and others). Students must learn to recognize and respond promptly to emotional communications such as sadness, worry, agitation, and lack of comprehension of physician communication. Each student must be able to read and to record observations and plans legibly, efficiently and accurately in documents such as the patient record. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters, including hospitalizations. Students must be able to complete forms according to directions in a complete and timely fashion.

3. Sensory and Motor Coordination or Function

Students must have sufficient sensory and motor function to perform a physical examination utilizing palpation, auscultation, percussion, and other diagnostic maneuvers. In general, this requires sufficient exteroceptive sense (touch, pain and temperature), proprioceptive sense (position, pressure, movement, stereognosis and vibratory), and motor function. A student should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. They must be able to respond promptly to urgencies within

the hospital or clinic, and must not hinder the ability of co-workers to provide prompt care, measure angles and diameters of various body structures using tape measure and goniometer, measure blood pressure and pulse.

4. Intellectual-Conceptual Integrative and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition and synthesis. Problem solving, a critical skill demanded of physical therapists, requires all of these intellectual abilities, and must be performed quickly, especially in emergency situations. Students must be able to identify significant findings from history, physical examination, and laboratory data, provide a reasoned explanation for likely therapy, recalling and retaining information in an efficient and timely manner. The ability to incorporate new information from peers, teachers, and the medical literature in formulating treatment and plans is essential. Good judgment in patient assessment, diagnostic and therapeutic planning is essential; students must be able to identify and communicate the limits of their knowledge to others when appropriate. Students must be able to interpret graphs describing biologic relationships and do other similar modes of data.

5. Behavioral Attributes

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses. For example, students must maintain a professional demeanor and organization in the face of long hours and personal fatigue, dissatisfied patients, and tired colleagues. Students must be able to develop professional relationships with patients, providing comfort and reassurance when appropriate while protecting patient confidentiality. Students must possess adequate endurance to tolerate physically taxing workloads and to function effectively under stress. All students are, at times, required to work for extended periods, occasionally with rotating shifts. Students must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students are expected to accept appropriate suggestions and criticism and if necessary, respond by modification of behavior.

UNIVERSITY OF MIAMI TECHNICAL STANDARDS

Physical therapy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. The Master's degree awarded by the University of Miami School of Medicine, Division of Physical Therapy, at the completion of the student's education process certifies that the individual has acquired a broad base of knowledge and skills requisite for the practice of physical therapy. To this end, all courses in the curriculum must be completed successfully. In order to acquire the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care, candidates for the MSPT degree must have abilities and skills in five areas: observation; communication; motor; conceptual (integrative and quantitative); and behavioral/social. Technological compensation can be made for some disabilities in certain of these areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's judgement must be mediated by someone else's power of selection and observation, and as such is unacceptable.

? Observation

The candidate must be able to observe demonstrations and experiments in basic and applied sciences including, but not limited to human anatomy and physiology, neuroscience, as well as in didactic courses in physical therapy theory and practice for normal and pathologic states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation requires the use of common sense, as well as the functional use of the senses of vision, audition, olfaction, and palpation.

? Communication

A candidate must be able to elicit information from patients, describe changes in mood, activity and posture, and perceive and accurately report nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients and their families. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently with all members of the health care team in both immediate and recorded modes.

? Motor

Candidates should have sufficient motor to elicit information from patients by palpation, auscultation, percussion, manual positioning of body segments and other evaluative procedures. A candidate should be able to do basic screening and examination (physiological measures such as HR and respiration), diagnostic procedures (palpation, manual muscle testing, goniometry, sensory evaluation, gait analysis, balance assessment), and evaluate EKGs and X-rays. A candidate should be able to execute motor movements reasonably required to provide general treatment of patients (including transfers), and provide general care and emergency treatment to patients.

Examples of emergency treatment reasonably required to physical therapists are cardiopulmonary resuscitation, and application of pressure to stop bleeding. Additionally, candidates must be able to perform debridement of wounds and other physical assessment maneuvers, where such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

? Conceptual-Integrative and Quantitative Analysis

These abilities include measurement, calculation, reasoning, analysis, synthesis, and retention of complex information. Problem solving, the critical skill demanded of physical therapist practitioners, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.

? Behavioral/Social Attitudes

Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgement, the prompt completion of all responsibilities attendant to the evaluation, diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically-taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education process.

UNIVERSITY OF SCRANTON
DEPARTMENT OF PHYSICAL THERAPY
Technical Standards for Admission To and Progression
In the Physical Therapy Program

Successful participation in the entry level Master of Physical Therapy program requires that a candidate be able to meet the demands of the program. Physical therapy students must be capable of completing (with reasonable accommodations as needed) at least the following skills in a safe, reliable, and efficient manner, and be in compliance with legal and ethical standards as set forth by the APTA Code of Ethics and Standards of Practice. There are no substitutes for these essential skills. The applicant must be able to perform these skills throughout their matriculation in the program.

1. Utilize effective and appropriate verbal, nonverbal, and written communication with patients, families, health care workers, and others.
2. Complete appropriate physical therapy procedures used to assess the function of the movement system. These include the assessment of cognitive/mental status, vital signs, pulmonary function, wound status, strength endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities and assistive device fit/use.
3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
4. Develop and document a plan of care for all types of patients requiring physical therapy services.
5. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
6. Complete treatment procedures in a manner that is appropriate to the patient's status and desired goals. These include, but are not limited to, exercise, developmental activities, balance training, gait training, transfer training, functional training, coordination training, positioning techniques, self-care activities, therapeutic modalities, and CPR.
7. Apply universal precautions.
8. Participate in the process of scientific inquiry.
9. Apply teaching/learning theories and methods in varied health care and community environments.
10. Complete (with reasonable accommodations as needed) consultative activities in professional and lay communities.
11. Obtain and maintain certification in cardiopulmonary resuscitation and Community First Aid and Safety.

A disabled applicant/candidate shall not, on the basis of his or her disability (except those which would preclude the essential skills listed above) be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the physical therapy program.

Applicants to the physical therapy program are encouraged to observe practicing physical therapists performing many of these skills. Through these experiences, students who feel they are capable of completing the skills are encouraged to apply. If applicable, please inform the department of the reasonable accommodations you may require.

Revised 12/17/96

UNIVERSITY OF TENNESSEE, MEMPHIS TECHNICAL STANDARDS FOR STUDENTS IN THE COLLEGE OF ALLIED HEALTH SCIENCES

The goal of the University of Tennessee, Memphis, College of Allied Health Sciences (CAHS) is to prepare students for the practice of the professions of cytotechnology, dental hygiene, health information management, medical technology, occupational therapy, and physical therapy. This includes undergraduate education and graduate education, where applicable. Modern allied health education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of essential skills, functions and professional attitudes and behavior. The faculty of the College of Allied Health Sciences have a responsibility to graduate the best possible practitioners and graduate students; therefore, admission to educational programs in the College is offered only to those who present the highest qualifications for education and training in the art and science of the respective allied health professions.

Applicants to programs of the College must possess the following general qualities: critical thinking, sound judgement, emotional stability and maturity, empathy, physical and mental stamina, and the ability to learn and function in a wide variety of didactic and clinical settings. Graduates of the College must have the minimal skills, essential functions and knowledge to function in a broad variety of clinical settings, while rendering a wide spectrum of healthcare services.

The faculty of the CAHS have a responsibility for the welfare of the patients treated or otherwise affected by students enrolled in the College as well as for the educational welfare of its students relative to the educational programs of the College. In order to fulfill this responsibility the Committees on Admissions for the various professional programs of the College maintain that certain minimal technical standards must be present in applicants to the various educational programs of the College. Candidates for the bachelor or science degree, as well as those enrolled in any graduate education programs of the College, must have the following essentials: motor skills; sensory/observational skills; communication skills; intellectual-conceptual, integrative, and quantitative abilities; and behavioral/social skills and professionalism. The Committees on Admissions, in accordance with Section 504 of the 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act (PL101-336) have established the aforementioned essential functions of students in the educational programs offered by the CAHS.

These Committees on Admissions will consider for admission applicants who demonstrate the ability to perform, or to learn to perform, the essential skills listed in this document. The College must ensure that patients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions. Students will be judged not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the College's curricula and to graduate as skilled and effective practitioners.

The essential abilities listed in this document can be accomplished through direct student response, the use of prosthetic or orthotic devices, or through personal assistance, e.g., readers, signers, note takers. The responsibility for the purchase of prosthetic or orthotic devices serving a student in meeting the abilities noted remains with the student and/or agency supporting the student. The College will assist with this accomplishment, as required by law and institutional policy.

Upon admission, a student who discloses a properly certified disability will receive reasonable accommodation but must be able to perform the essential functions of the curriculum and meet the standards described herein for the program in which the student is enrolled. Possible accommodations include opportunities for individual and group counseling, peer counseling, linkages with community services, faculty advisory committees whose members are aware of disabled students and their needs, career counseling, assistance with job searches and interview skills, and extended test taking time, if and when appropriate. Students seeking accommodations should initiate their request in the Office of the Dean, CAHS.

In addition to the general standards described above, each professional program requires additional specific standards as follows:

Additional Technical Standards For Physical Therapy Students

Motor Skills:

Candidates for admission to the Department of Physical Therapy must have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other evaluation procedures. Candidates must be able to execute motor movements reasonably required to provide general physical therapy, including the physical strength to stand and ambulate with a walker, cane, or crutches. Candidates must have the physical strength to perform cardiopulmonary resuscitation. Finally, candidates must have the physical strength to lift and transfer patients.

Therapeutic physical therapy procedures require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. For this reason, candidates for admission to the Department of Physical Therapy must have manual dexterity and the ability to engage in procedures involving grasping, fingering, pushing, pulling, holding, extending and rotation.

Sensory/Observational Skills:

Candidates for admission to the Department of Physical Therapy must be able to observe demonstrations and participate in laboratory experiments as required in the curriculum. Candidates must be able to observe patients and be able to obtain an appropriate medical history directly from the patient or guardian. Such observation necessitates the functional use of vision, hearing, and other sensory modalities. Candidates must have visual perception which includes depth and acuity.

Communication Skills:

Candidates for admission to the Department of Physical Therapy must be able to communicate in English effectively and sensitively with patients. In addition, candidates must be able to communicate in English in oral and written form with faculty, allied personnel, and peers in the classroom, laboratory, and clinical settings. Such communication skills include not only speech, but reading and writing in English. Candidates must have the ability to complete reading assignments and search and evaluate the literature. Candidates must be able to complete written assignments and maintain written records. Candidates must have the ability to complete assessment exercises. Candidates must also have the ability to use therapeutic communication, such as attending, clarifying, coaching, facilitating, and touching. These skills must be performed in clinical settings, as well as the didactic and laboratory environments.

Intellectual/Conceptual, Integrative, and Qualitative Skills:

Candidates for admission to the Department of Physical Therapy must have the ability to measure, calculate, reason, analyze, and synthesize data. Problem solving and diagnosis, including obtaining, interpreting, and documenting data, are critical skills demanded of physical therapists which require all of these intellectual abilities. These skills allow students to make proper assessments, sound judgements, appropriately prioritize therapeutic interventions, and measure and record patient care outcomes. Candidates must have the ability to use computers for searching, recording, storing, and retrieving information. In addition, candidates must be able to comprehend three-dimensional relationships and understand the spatial relationships of anatomic structures.

Behavioral/Social Skills and Professionalism:

Candidates for admissions to the Department of Physical Therapy must demonstrate attributes of empathy, integrity, concern for others, interpersonal skills, interest, and motivation, as such qualities are assessed not only during the admissions process but throughout physical therapy education. Candidates must possess the emotional well-being

required for use of their intellectual abilities, the exercise of sound judgement, the prompt completion of all responsibilities attendant to the evaluation and care of patients, and the development of mature, sensitive, and effective relationships with patients. Candidates must be able to adapt to ever-changing environments, display flexibility, and learn to function in the face of uncertainties and stresses which are inherent in the educational process, as well as the clinical problems of many patients.

Candidates must have the ability to be assertive, delegate responsibilities appropriately, and function as part of a physical therapy team. Such abilities require organizational skills necessary to meet deadlines and manage time.

12/08/94

University of Wisconsin-La Crosse

DISCLOSURE STATEMENT

IMPORTANT: This document must accompany your application for admission to the Professional MSPT Program

The Department of Physical Therapy requires applicants for admission to programs leading to licensure or requiring field placements, e.g., clinical experiences or internships, to complete the following disclosure statement.

Applicants for admission must disclose, among other things, whether they have ever been charged with or convicted of any crime, and whether licensure of any kind has ever been denied or revoked in any state for reasons other than insufficient credits or courses. The existence of a criminal record or denial or revocation does not constitute an automatic bar to admission and will be considered only as they substantially relate to the duties and responsibilities of the programs and eventual licensure.

Falsification or omission of information relevant to these questions may constitute grounds for denying your admission to the program or for termination of your admission if the falsification or omission is discovered after admission. Further, after you have submitted the disclosure statement, while your application is being considered or while you are a student in a program, if circumstances occur that would change any responses, you must inform the Department of Physical Therapy of the changed responses.

An affirmative response to an item does not necessarily mean that you will be denied admission. You will be contacted to explain the circumstances leading to the affirmative response. In addition, the Department of Physical Therapy may request further information from the appropriate sources. If necessary, your consent to obtain this information will be obtained. The Department will take the information obtained into account in determining whether to admit you to the program, to postpone admission, or to place special conditions on your admission or to provide special accommodations.

In the event you are denied admission to the program based on your responses to the questions, you have the right to appeal that decision. Notice of the grievance procedure will be forwarded to you in the event of a denial. A copy of the grievance procedure is also available in the departmental office.

Please complete the form on back of this page.

DISCLOSURE STATEMENT

Name

Student ID Number

1. Have you ever been admitted to, then withdrawn from, or been asked to withdraw from, or been dropped from, a clinical program for other than academic reasons? Yes__ No

2. Has licensure been denied to you, or been revoked from you, in any state in the United States for reasons other than insufficient credits or courses? Yes__ No

3. Have you ever been suspended, expelled, placed on probation, or otherwise disciplined by any college or university, or from any program of a college or university other than for academic reasons? Yes__ No

4. Have you ever been charged with, convicted of, pleaded guilty or no contest to, or forfeited bail for any criminal conduct under law or ordinance, excluding only minor traffic violations? Yes__ No

PLEASE NOTE: The existence of criminal charges or a criminal record or denial or revocation of a license does not constitute an automatic bar to admission and will be considered only as they substantially relate to the duties and responsibilities of the program and eventual licensure.

5. Is there anything that would prohibit you from performing essential "job-related" functions, or functions related to your responsibilities as a student in the program to which you are applying Please refer to Part III of application packet entitled Technical Standards of Performance for Applicants. Yes__ No

PLEASE NOTE: The existence of a physical or mental condition or impairment does not constitute an automatic bar to admission to the student/intern program and will be considered only as it/they relate(s) to an ability to perform the duties or responsibilities of a student or intern. Further, the University will make reasonable accommodations to a physical or mental disability.

Student's Signature

Date

PART III

PHYSICAL THERAPY
TECHNICAL STANDARDS OF PERFORMANCE FOR APPLICANTS

NOTE: This information should be reviewed and retained by the applicant.

The granting of a masters degree to a physical therapy student signifies that the holder is an individual prepared for employment as a PT. In such a professional role the physical therapist can provide medical services in accordance with the applicable laws of practice. The physical therapist must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care.

Candidates for the physical therapy profession must have somatic sensation and the functional use of the senses of vision and hearing. Candidates' diagnostic skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain, and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis, and vibratory) and sufficient motor function to permit them to carry out the activities described in the sections that follow. They must be able to integrate all information received by whatever sense(s) employed, consistently, quickly, and accurately, and they must have the intellectual ability to learn, integrate, analyze and synthesize data.

A candidate for the physical therapy profession must have abilities and skills of five varieties including observation, communication, motor, conceptual, integrative and quantitative, and behavioral and social. Technological compensation can be made for some handicaps in certain of these areas, but such a candidate should be able to perform in a reasonably independent manner.

I. Observation: The candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication: A candidate should be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A

candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but reading and writing. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

III. Motor: Candidates should have sufficient motor function to elicit information from patients by palpation, and other diagnostic maneuvers. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment of patients. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of physical therapists, requires all of these intellectual abilities. In addition, the candidate should be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

V. Behavioral and Social Attributes: A candidate must possess the emotional health and stability required for full utilization of his intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes.

TEXAS WOMAN'S UNIVERSITY
General Outline for
Essential Elements for Physical Therapy

- I. Academic Readiness--The student, with or without reasonable accommodation, must be able to:
 - A. demonstrate eligibility for scholarship at the postsecondary level by:
 - 1. satisfying general admission requirements of the Texas Woman's University
 - 2. satisfying specific admission requirements unique to a program selected as an academic major
 - B. demonstrate the ability to profit from advanced scholarship by:
 - 1. communicating with an assigned academic advisor
 - 2. planning an academic schedule appropriate to the content area selected as a major
 - 3.* demonstrating intellectual and cognitive abilities sufficient for rigorous academic and clinical program requirements

- II. Academic Progress--The student, with or without reasonable accommodation, must be able to:
 - A. profit from learning experiences relevant to program objectives, including such means as:
 - 1. attending scheduled class lectures, laboratory sections, etc.
 - 2. satisfying specific course/program objectives as specified in syllabi
 - 3. demonstrating competencies through evaluation procedures adopted by the academic program
 - 4. complete degree plans and other student progress records as required by the program and the University
 - B. demonstrate critical thinking skills deemed appropriate for the academic level and discipline content, including such means as:
 - 1. successfully completing the University Core Curriculum requirements
 - 2. comprehending appropriate professional literature
 - 3. integrating professional literature
 - 4. articulating information specific to the academic major
 - 5.* demonstrating critical thinking ability sufficient for clinical judgement and problem solving
 - C. demonstrate eligibility to assume a professional role at program completion, including such means as:
 - 1. meeting all matriculation requirements specific to the academic program

- 2.* interacting in a productive manner with individuals, families, and groups from a variety of intellectual, emotional, social, and cultural backgrounds
- 3.* demonstrating communication skills sufficient for interaction with others using the English language
- 4.* demonstrating physical abilities sufficient to move independently from room to room
- 5.* demonstrating gross and fine motor abilities sufficient to provide safe and effective care
- 6.* demonstrating tactile ability sufficient for physical assessment and treatment
- 7.* demonstrating physical and mental stamina sufficient to participate in the rigorous academic and clinical requirements for graduation
8. completing certification/licensure requirements if needed for employability

III. Conduct Within the Academy--The student, with or without reasonable accommodation, must be able to:

- A. demonstrate behaviors appropriate to study at the post secondary level, including such means as:
 1. abiding by the current University policies for student conduct
 2. interacting appropriately with peers, faculty, and the professional community

* elements specific to Physical Therapy

UNIVERSITY OF INDIANAPOLIS
Krannert School of Physical Therapy
1400 East Hanna Avenue
Indianapolis, IN 46227

Professional Program Performance Essentials

Becoming a physical therapist requires the completion of a professional education program that is both intellectually and physically challenging. The purpose of this document is to articulate the demands of this program in a way that will allow prospective students to compare their own capabilities against these demands.

Applicants are asked about their ability to complete these tasks, with or without reasonable accommodation. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that we will work with students with disabilities to determine whether there are ways that we can assist the student toward completion of the tasks.

Prospective students who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities prior to an admission decision. Prospective students who cannot complete these tasks with or without accommodation are ineligible for consideration for admission. If admitted, a student with a disability who wishes reasonable accommodation must request it through the Dean of the Krannert School of Physical Therapy. An offer of admission may be 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.

Prospective students who have questions about this document or who would like to discuss specific accommodations should make an initial inquiry with the Coordinator of Admissions for the Krannert School of Physical Therapy, who will route the inquiry to the Dean of the Krannert School of Physical Therapy, if appropriate.

Essential Tasks

- Students must meet class standards for course completion throughout the curriculum.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive patient-therapist relationships.
- Students must complete readings, assignments, and other activities outside of class hours.
- Students must gather decision-making pieces of information during patient assessment activities in class or in the clinical setting without the use of an intermediary such as a classmate, a physical therapist assistant, or an aide.
- Students may perform treatment activities in class or in the clinical setting by direct performance or by instruction and supervision of intermediaries.
- Students must apply critical thinking processes to their work in the classroom and the clinic, must exercise sound judgment in class and in the clinic, and must follow safety procedures established for each class and clinic.
- Students must have interpersonal skills as needed for productive classroom discussion, respectful interaction with classmates and faculty, and development of appropriate therapist-patient relationships.
- Students must maintain personal appearance and hygiene conducive to classroom and clinical settings.

- Students must annually pass a cardiopulmonary resuscitation course at the health professional level.
- Students must demonstrate appropriate health status prior to enrollment, with annual updates on some items: no active tuberculosis; rubella (German measles) and rubeola (measles) immunity, tetanus-diphtheria booster within 10 years of anticipated graduation, and hepatitis B vaccine series or written declination.
- Students must annually complete OSHA-regulated Bloodborne Pathogen Exposure Training.
- Students must follow standards and policies specified in the Student Handbook, the Letter of Understanding (contract between university and clinical sites), and the Clinical Education Handbook. The most recent copies of these documents are available for review.

Typical Skills Used to Complete These Essential Tasks

- Students typically attend classes 30 or more hours per week during each academic semester. Classes consist of a combination of lecture, discussion, laboratory, and clinical activities. When on clinical rotation students are typically present at the clinic 40 or more hours per week on a schedule that corresponds to the operating hours of the clinic.
- Students typically sit for two to 10 hours daily, stand for one to two hours daily, and walk or travel for two hours daily.
- Students typically relocate outside of the Indianapolis area to complete one or more clinical rotations of six to eight weeks duration each.
- Students frequently lift less than 10 pounds and occasionally lift weights between 10 and 100 pounds.
- Students occasionally carry up to 25 pounds while walking up to 50 feet.
- Students frequently exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.
- Students frequently twist, bend and stoop.
- Students occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.
- 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 patients.
- Students frequently stand and walk while providing support to a classmate simulating a disability or while supporting a patient with a disability.
- Students rarely climb stairs or negotiate uneven terrain.
- Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.
- 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 patients.

Krannert School of Physical Therapy
Professional Program
May 1997

UNIVERSITY OF MINNESOTA
Physical Therapy Student Performance
Essentials and Critical Demands

DIDACTIC PREPARATION

Following completion of the didactic and clinical education experience the student will perform at the competency of an entry level physical therapist.

Attends class approximately 30+ hours per week which includes the following:
-lecture,
-laboratory
-integrated clinical experience

Completes all assignments.

Participates in classroom discussions

Performs, participates, instructs others in a timely manner in the following:
-transfers
-gait training
-physical agents
-activities of daily, living
-therapeutic activities/exercises
-task/group activities
-assessment procedures

Uses sound, judgement and safety precautions:

Meets class standards for course completion

Applies critical thinking process to requirements of the academic learning experience:
lecture
laboratory
Clinical(integrated & full time clinical experiences)

Follows standards stated in student progress handbook -Addresses problems or questions to the appropriate person at the appropriate time.

Maintains classroom work area, equipment, supplies, personal appearance and hygiene conducive to professional student setting

Moves to various locations required for classes In an average academic day a student must:

Sits	2-6 hours
Stands	1-2 hours
Walks/Travels	2 hours

The following requirements are included in classroom activities: -

100 lbs is the heaviest weight lifted while sitting or standing in one place

25 lbs is the heaviest weight carried while walking up to 50 feet.

50 lbs is the heaviest force @ exerted to push/pull objects up to 50 feet.

100lbs push/pull force exerted

Key:	Rarely	= 1 - 10%
	Occasionally	= 11- 33%
	Frequently	= 34 - 66%
	Continuously	= 67 -100%

The student is required throughout the five quarter academic programs to:

-Lift less than 10 pounds	F
-Lift 10-25 pounds	0
-Lift 25-50 pounds	0
-Lift more than 50 pounds	0
-Twist	F
-Bend/Stoop	0
-Straight Leg Sit	0
-Squat	0
-Crawl	R
-Climb Stools	R
-Reach Above Shoulder Level	0
-Kneel/ 1/2 Kneel	0
-Use Standing Balance	0
-Push/Pull	0
-Climb Stairs	R
-Walk on Uneven Ground	R
-Use hand repetitively	C
-Use Simple Grasp	C
-Use Firm grasp	0
-Use Manual dexterity	F
-Finger dexterity(manipulation of objects less than 1")	F
-Coordinate verbal/manual instruction	F
-Use auditory/tactile/visual senses to evaluate physical, physiological signs	0

CLINICAL EDUCATION EXPERIENCE

- Physical activity is center dependent (refer to each center file)
- Travels to clinical education site
- Moves within clinic/community setting
- Follows appropriate chain of command
- Follows all policies and procedures required by setting
- Completes all assignments
- Maintains patient/client/setting confidentiality
- Complies with dress code
- Meets attendance requirements
- Demonstrates professional standards of practice and adheres to code of ethics
- Models socially appropriate behaviors
- Manages time effectively
- Documents all required information
- Effectively adjusts communication for intended audience
- Communicates with patients, families, staff, co-workers and other health professionals effectively and professionally
- Demonstrates problem solving skills in patient care
- Gathers information needed prior to assessment
- Selects relevant areas to assess
- Selects the correct methods for assessment
- Administers assessment procedures accurately
- Adapts assessment method as needed
- Interprets assessment data correctly
- Reports assessment/reassessment results accurately and completely.
- Establishes relevant goal/outcome, treatment plan with patient
- Performs at competence level appropriate to education/training
- Documents all required information
- Communicates with patients, families, staff, coworkers and other health professionals effectively and professionally

University of Tennessee at Chattanooga
Physical Therapy Department
Essential Functions for Physical Therapy Students

Physical therapy students must demonstrate their ability to perform at least the following skills safely, reliably and efficiently, in compliance with legal and ethical standards, during their physical therapy education.

- 1) Utilize appropriate verbal, nonverbal, and written communication with patients, families and others.
- 2) Perform appropriate physical therapy procedures used to assess the function of the movement system. These include the assessment of cognitive/mental status, vital signs, wound status, endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system.
- 3) Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
- 4) Develop and document a plan of care for a patient with movement dysfunction.
- 5) Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
- 6) Perform treatment procedures in a manner that is appropriate to the patient's status and desired goals. These include exercise, developmental activities, balance training, coordination training, positioning techniques, self-care activities and CPR.
- 7) Demonstrate ability to apply universal precautions.
- 8) Participate in the process of scientific inquiry.
- 9) Apply teaching/learning theories and methods in health care and community environments.

Pre-physical therapy students are encouraged to observe physical therapists performing many of these skills. Through these experiences, students who feel they can successfully master the skills with or without reasonable accommodations, are encouraged to apply. If applicable, please inform the department of the reasonable accommodations you desire.

University of Wisconsin-Madison Medical School
Department of Surgery
Physical Therapy Program

Essential Program-Related Functions

Physical therapy students must demonstrate, with or without appropriate academic adjustments or reasonable modifications to policies and practices, the ability to perform at least the functions listed below safely, reliably and efficiently, in compliance with legal and ethical standards during their physical therapy education.

1. Utilize appropriate verbal, nonverbal, and written communication with patients, families and others.
2. Perform appropriate physical therapy procedures used to assess the function of the movement system. These include the assessment of cognitive/mental status, vital signs, wounds status, endurance, segmental length, girth and volume, sensation, strength, tone, reflexes, movement patterns, coordination, balance, developmental stage, soft tissue, joint motion/play, pain, cranial and peripheral nerve function, posture, gait, functional abilities, assistive device fit/use, and the pulmonary system.
3. Determine the physical therapy needs of any patient with perceived or potential movement dysfunction.
4. Develop and document a plan of care for a patient with movement dysfunction.
5. Recognize the psychosocial impact of dysfunction and disability and integrate the needs of the patient and family into the plan of care.
6. Perform treatment procedures in a manner that is appropriate to the patient's status and desired goals. These include, but not limited to, exercise, developmental activities, balance training, coordination training, positioning techniques, self-care activities and CPR.
7. Demonstrate ability to apply universal precautions.
8. Participate in the process of scientific inquiry.
9. Apply teaching/learning theories and methods in health care and community environments.

Pre-physical therapy students are encouraged to observe physical therapists performing these skills and/or contact the Program, (608) 263-6354, for clarification/explanation of these essential program-related functions. Students who feel they can successfully master the essential functions required to complete the professional physical therapy program, with or without appropriate academic adjustments or reasonable modifications to policies and practices, are encouraged to apply. If requested, the faculty of the University of Wisconsin-Madison Physical Therapy Program are very willing to consider adjustments and modifications.

**TECHNICAL STANDARDS for candidates to the Connecticut
Community-Technical Colleges Physical Therapist Assistant Program
(Capital, Manchester, Naugatuck Valley, Northwestern and Tunxis Community-Technical
Colleges)**

Decisions made by the candidate to this educational program for physical therapist assistants should be made with consideration of the following technical standards. The physical therapist assistant (PTA) is a paraprofessional in physical therapy, providing physical therapy treatment after a physical therapist has evaluated the patient and established a treatment plan. The following standards reflect reasonable expectations of the PTA student for the performance of common physical therapy functions. These standards do not reflect what may be required for employment of the graduate PTA.

In adopting these standards the Physical Therapist Assistant Program is mindful of the patient's right to safe and quality health care by our students and graduates. The PTA student must be able to apply the knowledge and skills necessary to function in a broad variety of clinical situations while providing the spectrum of physical therapy treatments. Each candidate in this Associate in Science degree program will be required to apply the following abilities and skills:

Motor: Candidate must have sufficient motor capabilities to execute the movements and skills required to provide safe and effective physical therapy treatment. This includes, but is not limited to-

1. Coordination, speed and agility to assist and safely guard (protect) patients who are walking, exercising or performing other activities.
2. Ability to adjust and position equipment and patients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move or position patients and equipment, which involves lifting, pulling, and guiding weights of 100 to 150 pounds.
4. Ability to guide, resist, and assist patients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, walking or crawling, for 90 minutes without rest.
5. Perform, with safe and proper body mechanics, the transfer and gait training techniques used in the physical therapy treatment of patients.
6. Ability and dexterity to manipulate the devices used in physical therapy, which involves adjusting gauges, dials, small nuts/bolts, and equipment settings.

Sensory: Candidate must possess the ability to observe and participate in demonstrations and in physical measures applied to patients. This includes the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation and other measures, including but not limited to-

1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on physical therapy equipment, to discriminate color changes, and to interpret and assess the environment.
2. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, and effectively use devices for measurement of blood pressure and breath sounds.
3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone, and joint movement.

Communication: Candidate must be able to utilize effective and efficient communications with peers, faculty, patients and their families, and other health care providers. This includes, but is not limited to-

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples: handwritten chart data, printed equipment operations manuals).
2. Ability to effectively communicate (interpret and express) information regarding the comfort and well-being of patients, and to communicate with patients/families, health care professionals, in the community, and with reimbursement payers.
3. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior: Candidate must be capable of exercising good judgment, developing empathetic and therapeutic relationships with patients and others, and tolerating close physical contact with laboratory colleagues and patients. This also includes, but is not limited to-

1. Ability to work with multiple patients/families and colleagues at the same time.
2. Ability to work with lab partners, patients, families and others under stressful conditions, including but not limited to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to prioritize multiple tasks, integrate information and make decisions.

Critical Thinking: Candidate must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and assessment to be able to comprehend and process information in a timely manner. Candidate must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to-

1. Ability to collect, interpret and assess data about patients.
2. Ability to prioritize multiple tasks, integrate information and make decisions.
3. Ability to apply knowledge of the principles, indications, and contraindications for physical therapy treatment interventions, including those for therapeutic interventions related to human pathology and disability, therapeutic modalities, therapeutic massage, pulmonary hygiene, physical and functional measures, and for therapeutic exercise.
4. Ability to act safely and ethically in the physical therapy lab and clinic.

The capstone experience of this educational program occurs during the final semester, with the candidate providing physical therapy in clinic settings under the supervision of physical therapists. The candidate must have the capacity to complete eight hour days, and 40 hour weeks, of participation in clinical education experiences which run for a full semester. The clinical education experience provides for a truly integrative measure of the candidate's capabilities, requiring that the candidate consistently demonstrate skill and proficiency of performance at the level of a physical therapist assistant.

Candidates for the Physical Therapist Assistant Program are required to certify that these standards have been provided to them.

Name (please print): _____

Signature: _____ Date: _____

**Northern Virginia Community College
Physical Therapist Assistant Program**

ESSENTIAL PHYSICAL THERAPIST ASSISTANT PROGRAM FUNCTIONS

To successfully complete the clinical component of the Program, the student must be able to perform all of the essential functions of a physical therapist assistant.

1. Communicate satisfactorily with clients, physicians, peers and ancillary staff.
2. Demonstrate the ability to recognize and respond promptly to changes in a patient's physiological or psychological status.
3. Demonstrate the ability to competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or American Red Cross.
4. Utilize independent and effective clinical judgment, problem-solving and decision-making skills.
5. Select and manipulate therapeutic equipment, treatment modalities and measurement tools appropriately.
6. Demonstrate the ability to transfer a patient, e.g., 5'10" tall and 165 lbs., who requires maximum assistance using a stand pivot technique.
7. Demonstrate the ability to provide passive, active, and resistive range of motion, regardless of tone status, to all extremities of a patient.
8. Demonstrate sufficient endurance to move about a work environment steadily throughout the work day. May require movement about large spaces, or movement from one floor to another or negotiation of small spaces. Must be able to carry a minimum of 50 lbs. Must be able to carry and/or move equipment from place to place.

Despite the foregoing, otherwise qualified persons with a disability who can perform these essential functions with reasonable accommodations will not be denied admission to the program.

**Walters State Community College
Physical Therapist Assistant program
Technical Standards**

1. Critical thinking ability sufficient for clinical judgment;
2. Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds;
3. Communication abilities sufficient for interaction with others in verbal and written form;
4. Physical abilities sufficient to move from room to room and maneuver in small spaces;
5. Gross and fine motor abilities sufficient to provide safe and effective physical therapy care;
6. Auditory abilities sufficient to monitor and assess health needs;
7. Visual ability sufficient for observation and assessment necessary in physical therapy care;
8. Tactile ability sufficient for physical assessment.

**ESSENTIAL FUNCTIONS
PHYSICAL THERAPIST ASSISTANT PROGRAM
CAPE COD COMMUNITY COLLEGE**

The following is a list of essential functions that a student must be capable of performing while enrolled in the Physical Therapist Assistant Program.

A student should:

1. be able to safely bend, lift, twist, push, pull, and transfer up to 200 lbs. To assist in moving a patient from one surface to another;
2. be able to give manual resistance to a patient's arm, leg, or trunk during exercise;
3. have the coordination to safely guard and protect a patient using crutches on the stairs;
4. have the requisite agility to move fast enough to ensure patient safety;
5. have the manual dexterity to safely grasp and manipulate small objects;
6. have the physical and emotional capacity to work a 40 hour week while on clinical affiliation;
7. have the effective visual acuity to be able to observe and assess a patient 10 feet away;
8. have the effective visual acuity to be able to set and read the dials on electrotherapy equipment;
9. have the effective auditory acuity to be able to respond quickly to an auditory timer
10. have the ability to collect, interpret, and integrate data about patients;
11. be able to communicate effectively in English in verbal and written formats with faculty, patients, families, and health care workers.

This information is distributed to applicants/students in the following ways:

- as part of the PTA program information sheet
- at PTA program information sessions
- included in the College catalog as a program requirement after admission
- discussed with students at pre-admission interview as a point of information
- part of the health/physical form that both the student and their health care provider must sign after admission but prior to being cleared medically for the program

For further information contact:

Robin McIntyre, MS, PT
PT Assistant Program
Cape Cod Community College
2240 Iyanough Road
W. Barnstable, MA 02668-1599
(508) 362-2131 x4335

ESSENTIAL FUNCTIONS—

PHYSICAL THERAPIST ASSISTANT PROGRAM (PTA)

Chattanooga State Technical Community College

For students to be successful in the PTA program, they must have the following qualities:

1. Academic abilities to maintain at least a “C” on all PTA department, BI, and PH required courses.
2. Ability to achieve competency level performance in all physical therapy procedures which include but are not limited to:
 - a. Demonstrate ability to adequately guard patients safely during ambulation activities on level surfaces and stairs when the patient is using cane, walker, or crutches.
 - b. Demonstrate ability to safely transfer dependent patients from bed to chair or mat table to chair using minimum, moderate, and maximum assist techniques.
 - c. Perform cleaning protocol procedures for sterile technique with all size whirlpools .
 - d. Perform debridement techniques on open wounds and/or using scissors and tweezers simultaneously.
 - e. Communicate effectively to patients by explaining procedures to patients; receiving information from patients, their chart, other health care providers, and/or their physician; introducing self and confirming patient’s identity; and documenting clear, concise, and accurate notes in the patient’s chart.
 - f. Demonstrate ability to apply ultra sound safely which includes manipulating dials of a machine at the same time that the sound head is kept moving on the patient’s treatment site.
 - g. Demonstrate ability to manipulate dials, to accurately set intensity, duration, etc. for modality procedures.
 - h. Demonstrate ability to apply graded manual resistance to patients’ individual muscle groups for the purpose of determining the patient’s strength or applying exercise techniques for strengthening or stretching all muscle groups.
 - i. Demonstrate good body mechanics in the process of all patient treatment techniques.
 - j. Demonstrate ability to set up treatment sessions using laboratory or clinic equipment within the time restraints of the treatment requirements to provide safe and effective treatments to the patient.
3. Ability to handle the stresses of an intensive training program in preparation for the stresses of clinical situations—dealing with dying patients, fast paced clinical situations, psycho-social responses of patients with disabilities, heavy academic schedule, etc.
4. Current CPR certification and ability to perform CPR.
5. Ability to apply universal precautions-- (mask, gown, gloves) in the lab setting and when indicated for patients with potential contagious diseases.
6. Ability to collaboratively work with all (both male and female) PTA students and with program faculty in the class, lab and clinical setting. Among other things, participating in lab situations which requires the student to “role play” both treater and patient for common physical therapy clinical conditions is required. This will require exposing areas of the body for treatment simulations including the hip, neck, spine, ribs, shoulder, knee, foot, elbow, wrist, and hand.

THE ABOVE INFORMATION IS PROVIDED TO STUDENTS WHO EXPRESS INTEREST
IN THE PHYSICAL THERAPIST ASSISTANT PROGRAM AT CHATTANOOGA STATE TECHNICAL
COMMUNITY COLLEGE:

For further clarification or questions regarding the essential functions for PTA students at Chattanooga State,
contact:

Laura Warren, MS, PT, Director
Physical Therapist Assistant Program
Chattanooga State
4501 Amnicola Hwy.
Chattanooga, Tennessee 37406

DISABILITY SERVICES: If you need information concerning disability services which may require assistance or
accommodations for testing, note takers, readers, mobility, etc., please contact:

Services for Students with Disabilities
Project Connect
Student Services Building, Room 119
Phone: 697-4457

To file a complaint regarding Americans with Disabilities Act (ADA) compliance, contact:

Mary Knaff
ADA Coordinator
Omniplex - A5
Phone: 697-4457

Requests to use these:

Sam Copellitti,
Kim Williams Soumi College, 906-487-9711

ST. PETERSBURG JUNIOR COLLEGE
Physical Therapist Assistant Program
Essential Student Functions

In order to be successful in the Physical Therapist Assistant Program, the student must demonstrate the following:

1. Intellectual ability to pass each PHT course with a minimum grade of "C" (75%) or better
2. Ability to achieve competency level performance (75%) in all laboratory and clinical physical therapy procedures which includes but is not limited to:
 - a. Guarding patients safety during ambulation activities on level surfaces, ramps and stairs using canes, walkers or crutches.
 - b. Transferring dependent patients from bed to chair or mat table to chair using minimum, moderate and maximum assistance techniques.
 - c. Performing protocol procedures for sterile technique with all sizes of whirlpools.
 - d. Performing debridement technique on open wounds.
 - e. Communicating effectively with patients by explaining procedures, listening to patients, introducing self and confirming patient's identity.
 - f. Applying ultrasound safely and effectively which includes reading and manipulating dials at the same time that the sound head is kept moving on the patient's treatment site.
 - g. Reading and manipulating dials to accurately set intensity, duration, etc. for electrical modality procedures.
 - h. Applying graded manual resistance to patient's individual muscle groups for the purpose of determining the patient's strength and, applying exercise techniques for range of motion, coordination, strengthening, stretching and motor control.
 - i. Applying cuff weights, dumbbells and sandbag weights to facilitate strengthening exercises.
 - j. Demonstrating good body mechanics in the process of applying patient transfers and all treatment techniques.
 - k. Setting up treatment areas using laboratory or clinical equipment.
 - l. Cleaning and maintaining laboratory and clinical equipment.
 - m. Performing appropriate and accurate measurements of vital signs - including temperature, pulse, respiration and blood pressure.
 - n. Performing accurate goniometric measurements.
 - o. Performing massage techniques to the trunk and extremities.
 - p. Documenting treatment in clear, concise and accurate notes in the patient's chart.
 - q. Responding to patients assistance call devices and treatment duration devices in a timely and appropriate manner.
 - r. Draping and positioning patients in an appropriate manner for treatment.
3. Can successfully complete an intensive training program in preparation for handling the stresses of clinical situations--dealing with dying patients, fast paced clinical situations, psycho-social responses of patients with disabilities, etc.
4. Can obtain and maintain current CPR and first aid certifications.
5. Can utilize and adhere to universal precautions-- (mask, gown, gloves) when treating patients with potentially contagious diseases.

Approved by the P.T.A. Advisory Committee 5/19/94

Revised as suggested by Dr. Susan Blanchard, LD Resource Specialist, 12/1/94