APPENDICES

DPT Program Student Handbook Appendices

Technical Standards – Doctor of Physical Therapy Program

Policy Statement

"Angelo State University is committed to the principle that no qualified person, on the basis of a disability, be excluded from the participation in or be denied the benefit of services, programs, or activities of the University, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA) and subsequent legislation." The university will review requests for accommodation on a case-by-case basis.

The Physical Therapy Program supports the Mission of Angelo State University (ASU) by providing access to a graduate, entry-level professional Doctor of Physical Therapy program that prepares a globally diverse, reflective, service-oriented, and flexible physical therapist practitioner capable of multiple styles of thinking and learning. Enrolled students are expected to complete the academic and clinical requirements of the professional program. The purpose of this document is to broadly delineate the cognitive, affective and psychomotor skills deemed essential for completion of this program and performance as a competent generalist physical therapist. Candidates for the degree must be able to meet these standards for completion of degree requirements.

I. Cognitive skills to be demonstrated in all classroom, laboratory and clinical situations

   A. The student physical therapist must possess the ability to independently:
      1. Measure, calculate, reason, analyze, integrate, retain and synthesize information to formulate effective solutions to problems congruent with a physical therapist.
      2. Examples of such behaviors:
         a. Student physical therapists must be able to read, write, speak and understand English at a level consistent with successful course completion and development of positive patient/client-therapist relationships.
         b. Student physical therapists must exercise critical thinking, decision-making and sound judgment.
         c. Student physical therapists must be able to plan and supervise intervention procedures in a safe manner.

II. Affective skills to be demonstrated in all classroom, laboratory and clinical situations

   A. Student physical therapists must possess the emotional health and stability required to fully utilize their intellectual abilities, to adapt to changing environments and to function effectively in stressful situations.
   B. Student physical therapists must demonstrate ethical behaviors in compliance with the ethical standards of the American Physical Therapy Association.
   C. Student physical therapists must be able to communicate in both oral and written form with patient/clients and other members of the health care community to:

1. Effectively and sensitively elicit information.
2. Convey information essential for safe and effective care.

D. Student physical therapists must be aware of and interpret non-verbal communications.

E. Student physical therapists must be able to acknowledge and respect individual values and opinions to foster harmonious working relationships with colleagues, peers, and patients/clients.

III. Physical/Psychomotor skills to be demonstrated in all classroom, laboratory and clinical situations

A. Student physical therapists must have sufficient motor function and endurance as reasonably required to perform the following:
1. Safely provide general physical therapist examination, evaluation and intervention procedures as identified in the *Guide to Physical Therapist Practice* for eight hour days.
2. Perform CPR according to the guidelines of the American Heart Association.
3. Perform patient transfers (lifting 50 pounds to waist level).

B. Student physical therapists must have sufficient coordination and balance in sitting and standing to safely engage in physical therapist procedures such as the following:
1. Moving and positioning patients/clients.
2. Gait training.
3. Stabilizing and supporting patients/clients.
4. Manipulation of equipment and tools used in patient/client examination, evaluation and intervention.

C. Student physical therapists must have sufficient fine motor skills to safely and effectively engage in physical therapists procedures such as the following:
1. Manipulation of equipment and tools used in patient/client examination, evaluation and intervention
2. Legibly recording/documenting exams, evaluations and interventions in the clinic's standard medical records in a timely manner and consistent with acceptable norms of the clinic.
3. Legibly recording thoughts for written assignments and exams.
4. Assessment and intervention of soft tissue restrictions and joint dysfunctions.
5. Palpation of muscle tone, skin quality and temperature.

D. Student physical therapists must have visual acuity necessary to obtain accurate information from patients/clients and the treatment environment in the performance of routine physical therapist activities such as the following:
1. Observation and inspection of patient's/client's skin condition, movements, body mechanics, gait pattern and postures.
2. Observation of environmental safety hazards.
3. Reading dials/LED displays on equipment.
4. Reading digits/scales on diagnostic tools.

E. Student physical therapists must have auditory acuity necessary to obtain accurate information from patients/clients and the treatment environment in the performance of routine physical therapist activities such as the following:
1. Blood pressure
2. Lung/heart auscultation

3. Patient calls or equipment alarms
4. Verbal communication

F. Student physical therapists must have sufficient non-material handling and repetitive movement ability to safely provide examination, evaluation and intervention procedures as identified in the *Guide to Physical Therapist Practice* for 8 hour days such as the following:
   1. Crouching, kneeling, or squatting
   2. Reaching
   3. Standing
   4. Ambulation
   5. Bending or stooping
   6. Sitting

In accordance with University policy, Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by emailing ADA@angelo.edu, or by contacting:

Mrs. Dallas Swafford
Director of Student Development
Office of Student Affairs
University Center, Suite 112
325-942-2047 Office
325-942-2211 FAX
Dallas.Swafford@angelo.edu

When a student states he or she could meet the program's essential functions with accommodation(s), the Office of Student Affairs will confirm that the stated condition qualifies as a disability under applicable laws. If a student states he or she can meet the essential functions but needs accommodation, then the University will determine if it agrees that the student can meet the essential functions with reasonable accommodation; this includes a review of whether or not the accommodations requested are reasonable, taking into account whether or not accommodations would jeopardize clinician/patient safety or the educational process of the student or the institution, including all course work, clinical educational experiences and internships deemed essential to graduation.

Students are required to read and sign the DPT program technical standards form and to update their responses on this form if their health status changes. Students who require accommodation to meet the essential technical standards must obtain verification by the authorized institutional office (see above) as defined by the sponsoring institution policy that proper accommodation has been provided for the student to meet the standard.

These Technical Standards have been adapted from the following sources:

American Physical Therapy Association. *Standards of Practice for Physical Therapy*, 2013.

American Physical Therapy Association. *Guide to Professional Conduct*, 2010.

American Physical Therapy Association. *Guide to Physical Therapist Practice.* Alexandria, Virginia: American Physical Therapy Association, 2014.

American Physical Therapy Association. *Normative Model of Physical Therapist Professional Education: Version 2004.* Alexandria, Virginia: American Physical Therapy Association, 2004.

American Physical Therapy Association. Section on Education, Academic Administrators Special Interest Group. *Technical Standards Essential Functions.* Alexandria, Virginia: American Physical Therapy Association, September 1998.

Angelo State University. *Student Handbook.*

May, WW, Morgan, BJ, Lemke, JC, Karst, GM, Stone, HL. Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education.* 1995:9:3-6.

Dictionary of Occupational Titles, U.S. Department of Labor, 1991, Vol. I & II Code 076.121-014 Physical Therapist

Acknowledgment of Receipt of Information/Statement of Understanding

My signature confirms that I have received, read, understood, and am able to fulfill the Doctor of Physical Therapy Program's Technical Standards. If I do not understand any of the information, I may request clarification from the Physical Therapy Program Director.

Name: _____
(Please Print)

_____ _____
Signature Date