

ESSENTIAL FUNCTIONS FOR PARTICIPATION IN THE DOCTOR OF PHYSICAL THERAPY PROGRAM

The purpose of this document is to delineate the cognitive, affective, and psychomotor skills deemed essential to complete the DPT Program at the University of Scranton and to perform as a generalist physical therapist in a competent and safe manner. For continued progression and completion of the physical therapy curriculum, a student must be able to possess or perform the identified essential functions.

If a student needs assistance to demonstrate the following skills and abilities, it is the responsibility of the student to request accommodation through the Center for Teaching and Learning Excellence (CTLE). The University and the Physical Therapy Department will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered, or impose an undue hardship such as those which cause a significant expense, difficulty, or are unduly disruptive to the educational process.

A. Cognitive/Critical Thinking Skills

The student must be able to (with or without accommodations):

1. Master relevant content in all coursework at a level deemed appropriate by the PT profession
2. Receive, remember, analyze, interpret, evaluate, and synthesize information from multiple sources, in a timely fashion
3. Attend to multiple tasks throughout the day of scheduled classes and clinical internships
4. Organize and prioritize information in the academic setting and possess critical thinking abilities sufficient for making sound judgments in the classroom and clinical settings
5. Organize and prioritize information to make safe, appropriate, and timely decisions regarding patients for the purpose of further examination, intervention, or referral
6. Problem solve, recognize deviations from a norm, formulate evaluations, and derive clinical judgments from information collected, in a timely fashion
7. Observe and accurately interpret patient responses and adjust examination and/or intervention(s) as indicated by the patient response, in the classroom, laboratory, and clinical settings

B. Psychomotor Skills

The student must be able to (with or without accommodations):

1. Possess adequate strength, dexterity, balance, and sensation to accurately carry out physical activities including:
 - a. variety of patient examinations and interventions including (but not limited to): palpation, auscultation, joint mobilizations, patient transfers, ambulation training
 - b. safely guard patients with limited mobility or unsafe balance responses
 - c. provide safe, reliable, efficient emergency care
2. Maintain the stamina to perform satisfactorily in clinical physical therapy settings throughout four internships which involve a minimum of 8 weeks of full time (40 hours/week) patient care that occur during predetermined dates
3. Competently perform and/or supervise cardiopulmonary resuscitation (CPR)

4. Physically ensure the safety of themselves and patients at all times

C. Affective/ Emotional Skills

The student must possess/demonstrate the following affective skills (with or without accommodations):

1. Appropriate affective behaviors and mental attitudes to avoid jeopardizing the emotional, mental, and behavioral safety of any individual with whom one interacts in the academic or clinical setting
2. Act in compliance with the ethical standards outlined by the American Physical Therapy Association (APTA)
3. Exhibit personal attributes of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility as well as cultural competence as outlined by the American Physical Therapy Association (APTA) Core Values
4. Demonstrate the emotional health and mental stability necessary to fully apply and use their intellectual abilities in all aspects of the physical therapy curriculum
5. Interact with others in a respectful and responsible manner during all interactions, academic and clinical, remembering that one represents the name of the University of Scranton
6. Acknowledge and respect individual values and opinions to foster professional working relationships with colleagues, peers, and patients/clients

D. Communication

The student must be able to (with or without accommodations):

1. Communicate verbally and nonverbally in an effective and sensitive manner, at a competency level that allows one to safely carry out the essential functions of physical therapy care
2. Demonstrate the ability to see, speak, hear, read, write effectively in appropriate language, and utilize technology effectively
3. Communicate effectively with instructors, fellow students, patients and family/caregivers, physicians, and other members of the healthcare team verbally, nonverbally, and in written formats.

*Adapted from Daemen College Technical Standards and Essential Functions for Physical Therapy Practice, Ithaca College Essential Functions for Physical Therapy Practice, Lebanon Valley College's Essential Requirements of Physical Therapist Education, Misericordia University Essential Functions for the Student Physical Therapist, and Quinnipiac University Essential Function Requirements of the Program.