



SCHOOL OF HEALTH AND MEDICAL SCIENCES

Physical Therapy

SETON HALL UNIVERSITY

STANDARDS FOR ESSENTIAL FUNCTIONS

Seton Hall University School of Health and Medical Sciences is committed to the education of all qualified individuals, including persons with disabilities who, with or without reasonable accommodation, are capable of performing the essential functions of the educational program in which they are enrolled and the profession that they pursue.

It is the policy of each of the graduate programs in the Seton Hall University, School of Health and Medical Sciences to comply with the American with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and state and local requirements regarding students and applicants with disabilities. Under these laws, no otherwise qualified and competent individual with a disability shall be denied access to or participation in services, programs, and activities solely on the basis of the disability.

Essential Functions/Technical Standards for Graduate Enrollment

In accord with the federal regulations established by the Americans with Disabilities Act, the following standards are described to assist each candidate in evaluating his/her prospect for academic and clinical success. General standards for the School of Health and Medical Sciences are followed by standards that apply to the professional discipline to which you have applied (see additional standards below). When a student's ability to perform is compromised, the student must demonstrate alternative means and/or abilities to perform the essential functions described.

It is important that each student reads each standard carefully. By signing the appropriate Certification Statement below, the student certifies that s/he has read and understands these standards, and to the best of his/her knowledge meets each standard.

Observation Skills:

Students must be able to acquire a defined level of required information as presented through educational experiences in both basic arts and sciences and clinical sciences. To achieve the required competencies in the classroom setting, students must perceive, assimilate, and integrate information from a variety of sources. These sources include oral presentation, printed material, visual media, and live demonstrations. Consequently, students must demonstrate adequate functional use of visual, tactile, auditory and other sensory and perceptual modalities to enable such observations and information acquisition necessary for academic and clinical performance.

Communication Skills:

Effective communication is critical for students to build relationships with faculty, advisors, fellow graduate students, coworkers, clients, and their significant others in the student's various roles of learner, colleague, consultant, and leader. Students must be able to gather, comprehend, utilize and disseminate information effectively, efficiently and according to professional standards. Students are required to communicate in the English language both verbally and in writing, at a level consistent with competent professional practice. Students are expected to use grammar and vocabulary proficiently. They must be able to elicit information, gather information, and describe findings verbally and in writing (e.g., in a physical examination record and treatment plan). This communication should be comprehensible by patients, professionals, and laypersons.

Students must be able to communicate effectively and sensitively with patients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients and communicate effectively judgments and treatment information. They should also be able to observe, recognize and understand non-verbal behavior.

Intellectual/Conceptual Abilities:

Students must possess the motor functions needed to manipulate tools or handle clients. These functions will vary depending on the particular program (See additional standards below). The motor capacities usually include the physical strength and coordination to safely handle and move clients, perform medical procedures, or direct clients in various practice settings according to the needs of their discipline.

Behavioral and Social Skills:

Students must demonstrate emotional stability and acceptable communication skills, and be capable of developing mature and effective interpersonal relationships with other students and health care workers. Students must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility, and function in the face of the uncertainties inherent in the clinical setting.

Students must exhibit the ability and commitment to work with individuals in an intense setting to meet the needs of people of diverse cultures, age groups, socioeconomic groups and challenges without bias. These individuals may be severely injured; they may be limited by cognitive, emotional and functional deficits; and their behavior may create at times an aversive reaction. The ability to interact with these individuals without being judgmental or prejudiced is critical in establishing one's professionalism and therapeutic relationship. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are critical to complete each program.

Professional Responsibility:

Students must exhibit the ability to meet the challenges of any medical situation that requires a readiness for immediate and appropriate response without interference of personal or medical problems. This requires training for emergencies (e.g., CPR, infection control).

It is each student's responsibility to attend and be able to travel to and from classes and clinical assignments on time, and possess the organizational skills and stamina for performing required tasks and assignments within allotted time frames. This involves frequent oral, written, and practical examinations or demonstrations. The student must have the ability to perform problem-solving tasks in a timely manner.

Students will exhibit adherence to policies of the university, their program, and clinical sites. This includes matters ranging from professional dress and behavior, to attending to their program's academic schedule, which may differ from the University's academic calendar and be subject to change at any time.

Students must demonstrate knowledge of and commitment to the code of ethics of their profession and behavior that reflects a sense of right and wrong in the helping environment.

Students will take initiative to direct their own learning. They need to work cooperatively and collaboratively with other students on assigned projects, and participate willingly in a supervisory process involving evaluation of abilities and reasoning skills.

PHYSICAL THERAPY PROGRAM

In addition to the general standards above, students applying to the Physical Therapy program must consider the following requirements.

<u>Categories</u>	<u>Definition</u>	<u>Examples</u>
Critical Thinking Ability	Ability for sufficient clinical thinking judgment.	Identify cause-effect relationships in clinic. Develop patient goals/plans. Respond to emergencies. Apply universal precautions. Apply teaching and learning theories in health care.
Interpersonal Skills	Sufficient ability to interact with groups from a variety of backgrounds	Establish rapport with patients, clients, and colleagues. Recognize psychosocial impact of dysfunction/disability. Integrate the needs of the patient and family into plan of care.
Communication Ability	Ability to communicate in verbal and written form	Explain treatment procedures. Initiate health teaching. Document and interpret physical therapist actions and patient responses.
Mobility Skills	Physical ability sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms and treatment spaces. Administer CPR procedures. Transfer patients and respond to emergencies.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective physical therapy	Calibrate and use equipment. Position patients/clients. Guard and assist with ambulation. Perform full-body ROM, debridement, transfers, CPR, or use of physical agents. Able to lift, carry, pull, push, reach, stand, walk, kneel, bend, climb, balance, and operate electrical equipment.
Hearing Ability	Auditory ability sufficient to monitor and assess health records	Hear and monitor alarms, emergency signals, and cries for help and respond to a timer.
Visual Ability	Visual ability sufficient to monitor and assess health needs	Observe patient's responses. Monitor vital signs, read stopwatch.
Tactile Ability	Tactile ability for physical assessment	Perform palpation, physical examination or intervention, resistance during exercises or assessment.
Coping Skills	Ability to perform in stressful Environment or during impending deadlines	
Behavioral Skills	Ability to demonstrate professionalism	Practice safely, ethically, and legally. Participate in scientific inquiry. Demonstrate responsibility for lifelong professional growth and development.

CERTIFICATION STATEMENT

STUDENTS NOT REQUESTING ACCOMMODATIONS:

I certify that I have read and understand the standards of essential functions both for the School of Health and Medical Sciences and for the Doctor of Physical Therapy Program. I believe to the best of my knowledge that I meet each of these technical standards without accommodation. I understand that if I am unable to meet these technical standards I will not be admitted to the program.

Print Student Name

Student Signature Date

STUDENTS REQUESTING ACCOMMODATIONS:

I certify that I have read and understand the standards of essential functions both for the School of Health and Medical Sciences and for the Doctor of Physical Therapy Program. I believe to the best of my knowledge that I can meet each of these technical standards with certain accommodations. I will contact the University Disability Support Services to determine what accommodations may be available. I understand that if I am unable to meet these technical standards with or without accommodations, I will not be admitted into the program.

Print Student Name

Student Signature Date

I acknowledge that the above student has contacted the Disability Support Services.

DSS Signature Date

REFERENCES

Ranel A, Wittry AS, Boucher B, Sanders B. (2001) *A survey of Essential Functions and Reasonable Accommodations in Physical Therapist Education Programs*. Journal of Physical Therapy Education, 15(1).

Scott, S., Wells, S. Hanebrink, S. (1999) *Educating College Students with Disabilities: What Academic & Fieldwork Educators Need to Know*. Bethesda, Md: AOTA, Inc.

Gleenson, P.B., & Utsey, C. (2000). *Manual for the PT and PTA ACCE*. Texas Consortium for Physical Therapy Clinical Education.