



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 of 1990, 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, patients/clients and their families 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/clients, professionals, and laypersons.

Students must be able to communicate effectively and sensitively with patients/clients and colleagues, including individuals from different cultural and social backgrounds; this includes, but is not limited to, the ability to establish rapport with patients/clients and communicate effectively judgments and treatment information. They should also be able to observe, recognize and understand non-verbal communication, including body language, demonstrated by others as well as themselves.

Intellectual/Conceptual Abilities:

Students must demonstrate critical thinking skills so that they can problem-solve creatively, master abstract ideas, and synthesize information presented in academic, laboratory and fieldwork settings. Students must be able to measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data related to the art and science of health care. In some areas, this requires comprehension of three-dimensional relationships and understanding of the spatial relationships of structures. Students must develop and exhibit a sense of medical ethics, and also recognize and apply pertinent legal and ethical standards.

Motor Skills:

Students must possess the motor functions needed to manipulate instruments or tools and to handle patients/clients. These functions will vary depending on needs of each individual according to the patient/client management process (see additional standards below). The motor capacities usually include the physical strength and coordination to safely handle and move patients/clients, perform clinical procedures, and to manage and direct patients/clients in various practice settings.

Behavioral and Social Skills:

Students must demonstrate emotional stability and acceptable communication skills as noted above, 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 stressful workloads and to function effectively under pressure. 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 adverse environment. The ability to interact with these individuals with impairments and dysfunctions 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 the DPT program.

Professional Responsibility:

Students must exhibit the ability to meet the challenges of any clinical 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/AED, infection control, first aid) and the on-going maintenance of competency.

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 the physical therapy profession and behavior that reflects a sense of right and wrong in the therapeutic environment.

Students will take initiative to direct their own learning, embarking on a lifelong commitment to 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. Students will commit to participate in a reflective analysis of own behaviors, practice, clinical skills and communication.

Essential Functions: Department of Physical Therapy

Physical therapy is a widely varying field of practice, encompassing a set of skills that tend to differ from one job to another. This diversity of practice lends itself to the employment of individuals with many different traits and abilities.

Physical therapists work with persons with many different kinds of abilities and disabilities, and have a deep commitment to serving the needs of persons of all ages, whether the dysfunctions are of body and mind, are acquired, or developmental in character. Every effort will be made to meet the needs of doctor of physical therapy students with disabilities, within the parameters of the academic educational program and clinic availability.

This being said, the Doctor of Physical Therapy curriculum at Seton Hall University educates and trains students as entry level practitioners, in keeping with the requirements of the Commission on Accreditation in Physical Therapy Education (CAPTE), the accrediting agency for the profession's educational programs. Thus, students are prepared for employment in all general areas of practice, and are prepared with the skills needed to succeed in clinical training and practice and for the licensure exam that is required prior to practicing as a graduate of an accredited program, of which Seton Hall University's Doctor of Physical Therapy Program is one.

PHYSICAL THERAPY PROGRAM

In addition to the general standards above, students applying to and continuing in the Doctor of Physical Therapy program must consider the following requirements.

<u>Categories</u>	<u>Definition</u>	<u>Examples</u>
Critical Thinking	Ability for sufficient clinical thinking judgment	Identify cause-effect relationships in clinic. Develop patient/client goals/plans. Respond to emergencies. Apply universal precautions. Apply teaching and learning theories in health care.
Reflection	Ability to self-assess behaviors and actions	Assess effectiveness of performance, communication and reactions during all interactions & treatments.
Interpersonal Skills	Sufficient ability to interact with Individuals/groups from a variety of backgrounds	Establish rapport with patient/clients, and colleagues. Recognize psychosocial impact of dysfunction/disability. Integrate the needs of patients/clients and family into plan of care.
Communication Ability	Ability to communicate in verbal and written form; cognizant of non-verbal communication	Explain treatment procedures. Initiate health teaching. Document and interpret physical therapist actions and patient/client 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/clients 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, transfers, CPR/AED, debridement, or use of physical agents. Able to lift, carry, pull, push, reach, stand, walk, kneel, bend, climb, balance, and operate 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 patients'/clients' responses. Monitor vital signs, read stopwatch.
Tactile Ability	Tactile ability for physical assessment	Perform palpation, physical examination or intervention. Gauge force during assessment and manual therapy.
Coping Skills	Ability to perform in stressful environments or during impending deadlines	Maintain professional judgment under time constraints. Recognize the need for assistance with complex patient care situations.
Behavioral Skills	Ability to demonstrate professionalism	Practice safely, ethically, and legally. Participate in scientific inquiry. Demonstrate responsibility for lifelong learning, professional growth and development.



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CERTIFICATION STATEMENT

(Please return only this page with your application materials)

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, with or without reasonable accommodation(s) due to disability; it is my responsibility to meet with the Office of Disability Support Services to discuss and determine that.

Print Student Name

Student 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.