

FRANCISCAN MISSIONARIES OF OUR LADY UNIVERSITY

DPT CORE PERFORMANCE STANDARDS

Franciscan Missionaries of Our Lady University's Doctor of Physical Therapy Program has a responsibility to prepare highly skilled professionals, and integrated thinkers to become future physical therapists. All graduates of the program must have knowledge, skills, and attitudes to function in a wide variety of clinical situations and provide care to diverse patient populations. These Core Performance Standards are designed to ensure the graduation of capable, and ethical servant leaders who are valued contributors to the health professions and to the community.

The Doctor of Physical Therapy Program complies with the 1973 Rehabilitation Act, Section 504, and the 1990 Americans with Disabilities Act and in doing so acknowledges that a number of individuals with disabilities are qualified to study and practice physical therapy given reasonable accommodations. To be qualified for the study of physical therapy, those individuals must be able to meet both the programs academic standards and core performance standards with or without reasonable accommodation. Accommodation assists students with disabilities to meet standards by providing them equal opportunity to participate in all aspects of each course or clinical experience.

Each student is responsible for assessing his or her ability to meet these standards prior to enrollment and throughout progression in the program curriculum. It is the responsibility of the student, and in the student's best interest, to report any circumstance in which accommodations are needed, or special considerations should be given, to the course faculty or program director as soon as possible. Students may be required to consult a physician (at his/her own cost) if there is any risk or concern for either patient or student safety.

Description of Core Performance Standards

These skills apply to all candidates for admission and students within the professional program. The program must ensure that patients are not placed in jeopardy by students with impaired intellectual, physical, or emotional functions. Students will be evaluated on their academic record in addition to their physical and emotional capacities to meet the full requirements of the curricula and to graduate and practice as skilled and effective professionals. The Program must maintain the integrity of its curriculum and preserve those standards deemed essential to the education of a student earning a Doctor of Physical Therapy degree.

The following are the Core Performance Standards for the Doctor of Physical Therapy Program and examples of each standard. These are not intended to be all inclusive, but rather present a basic understanding of each standard. These standards should be read and carefully considered. These standards have been identified as those abilities necessary for successful completion of the program.

Critical Thinking and Problem Solving: The candidate/student must possess the abilities to critically think and problem solve both in the classroom and in clinical settings. These skills include the ability to comprehend and apply mathematical principles solving clinical problems. Ability to integrate examination findings into a comprehensive intervention strategy for the patient. Ability to assimilate large amounts of material communicated through lecture, discussion, readings, demonstrations, and practice. Ability to utilize information regarding efficacy of care and apply those findings. Ability to develop research questions, collect data, perform and interpret statistical calculations, and formulate outcomes in a logical manner.

Cognitive Skills: The candidate/student must have the ability to problem-solve one or more problems within specific timeframes. Ability to function effectively using all necessary cognitive and skills under normal working conditions to meet deadlines.

Communication: The candidate/student must be able to speak, hear, observe, examine patients, describe status of patient, changes in mood, activity, posture, perceive non-verbal communication, read, and write in English in an effective and professional manner to communicate to all members of the health care team.

Behavioral and Social: The candidate/student must demonstrate sufficient emotional and mental health to fully utilize his/her intellectual and motor abilities. Exercise sound judgment in all situations, including under stress. Be able to complete duties involved in examination, evaluation, intervention, and discharge planning. Be able to develop mature/sensitive/empathetic relationships with the patient, family, caregivers, and other members of the health care team. Have the ability to be mentally flexible and function appropriately with the uncertainties that involve in patient care. Maintain alertness and concentration during the work days. Be able to work independently and with others under time constraints. Be professional in all situations and at all times.

Motor (gross and fine): Candidates/students must have sufficient motor function to perform evaluation, treatment, and emergency procedures without injury to the patient or self. Students must be able to use their abilities to move to successfully complete classroom requirements, perform a physical examination, and provide physical therapy intervention for standard treatment, as well as to provide care during emergency situations. The following specific movement abilities are required for didactic education: ability to sit for up to 8 hours daily, stand for 1 to 2 hours, and walk for up to 30 minutes daily. When participating in clinical education: ability to stand or walk for at least 7 hours daily and to sit for at least 1 hour daily or as facility requires, relocate living arrangements outside the area that the student lives to complete 1 or more clinical rotations of for up to 14 weeks, frequently lift items less than 10 lbs., occasionally lift items between 10 and 50 lbs., carry up to 25 lbs. while walking, and frequently twist, bend, stoop, and squat. Frequently use the hands with repetitive motions using a grasp and manual dexterity skills. Ambulation ability and balance sufficient to aid patients during transfers and gait training.

Visual Integration: Adequate vision to be able to distinguish changes in symmetry, color, texture of body structures. Read charts, graphs, instrument scales, etc., in whatever form presented. Observe a patient at a distance and up-close. Observe demonstrations, experiments, and laboratory exercises.

Sensation: Tactile and proprioceptive abilities are necessary to perform a complete examination of and intervention for the patient including changes in skin temperature, texture. Palpation of body structures, distinguish body parts by touch. Assessment of joint movement. Ability to provide appropriate resistance, timing, pressure during examination and intervention techniques.