

Technical Standards OTD & DPT Programs

Introduction

The Doctor of Physical Therapy Program and the Doctor of Occupational Therapy Program have a responsibility to the public to assure that its graduates are prepared to become fully competent and caring health professionals. In order to fulfill this obligation, students must safely and proficiently demonstrate the following technical standards, described below, as well as those outlined within individual course syllabi.

Technical standards refer to the physical and mental abilities, skills, attitudes, and behaviors that comprise cognitive, psychomotor, and affective domains of health care practice. A student is required to develop entry-level proficiency across all three domains of the technical standards to achieve satisfactory completion of the curriculum and to develop the qualities consistent with the professions of physical therapy and occupational therapy. Entry-level proficiency is defined as the minimum knowledge, skills, and abilities to practice legally, ethically, and safely as a licensed physical therapist or occupational therapist. These proficiencies are applicable in the classroom, laboratories and clinical settings.

Ability to meet these Technical Standards is required for admission and must also be maintained throughout the student's progression in the program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program. *

Admission will be offered contingent on either a signed statement from the applicant that he/she can meet the program's technical standards without accommodations, or a signed statement from the applicant stating the belief that he/she can meet the technical standards if reasonable accommodations are provided. Disability Services** will evaluate a student who states that he/she could meet the program's technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. The Learning Skills Center and the PT or OT Program will jointly decide which accommodations are suitable or possible without fundamentally altering technical standards established by the specific program. An offer of admission may be withdrawn and/or a student may be dismissed for any of the following reasons: It becomes apparent that the student cannot meet technical standards, even with reasonable accommodations; the needed accommodations are not reasonable because they would cause undue hardship to the College; granting the accommodations would compromise technical standards, jeopardize patient/client safety or alter the educational process of the student or the institutions, including all coursework and internships deemed essential to graduation.

Students and candidates for admission to these programs are required to verify that they understand and meet these technical standards.

*Affiliated clinical sites may not be able to offer the same reasonable accommodations that are made available by the Murphy Deming College of Health Sciences.

**Students who have questions regarding reasonable accommodations should contact Carey Usher, Disability Services, at 540.887.7064 or cusher@marybaldwin.edu

Cognitive Domain Standards

The student should possess the needed cognitive abilities to successfully:

- Integrate information from courses in the basic, clinical, and behavioral sciences in order to effectively problem solve during the patient/ client management process.
- Demonstrate progression from the basic skills of memorization, comprehension, and application to the skills of analysis, synthesis, and evaluation.
- Calculate, as well as use, data collected to formulate and test hypotheses.
- Perform critical reasoning to include appropriate screening, assessing, planning, providing care strategies, and formulate client and family centered education, and discharge preparations within a variety of settings and specified timelines.
- Communicate proficiently in English in both written and oral forms in a timely manner under high-paced, stressful environments.
- Demonstrate the ability to multi-task and address complex needs or solve dynamic problems.
- Demonstrate computer competence in the use of word processing, media software, databases and search engines.
- Demonstrate the ability to teach others prevention, health maintenance, restorative, and compensation skills.

Psychomotor Domain Standards

The student must be able to observe, palpate, test, measure, position, and assist patients/clients with movement in order to determine the extent of, and intervene with, a patient/client's actual or potential impairments, activity limitations, and participation restrictions. This includes sufficient psychomotor abilities to:

- Accomplish the physical demands (balance, strength, & flexibility) of the work of a PT or OT by being able to safely move, handle, and transfer various patients/clients independently (up to 150 pounds).
- Demonstrate the physical capacity (balance, strength, & flexibility) to safely position the patient/client prior to treatment and to assist (manually guide or lift) the patient/client including, but not limited to, the following:
 - Cardiopulmonary resuscitation
 - Balance, coordination, flexibility, strength, and functional exercises
 - Positioning
 - Movement in bed
 - Transfers from one surface to another
 - Ambulation on various surfaces
 - Stair climbing
 - Community mobility
 - Driving and other functional skills
- Perform manual dexterity tasks (gross and fine motor skills) sufficient to complete all the evaluation and intervention processes required in the treatment setting.
- Use sufficient sensory systems to safely utilize thermal, auditory, and electrical modalities.
- Safely perceive and navigate varied environments and communities.
- Adjust personal posture, mobility, coordination, strength, and energy for the therapeutic process.
- Modify environments for the wellbeing of others.

In order to meet entry-level practice standards the student should be able to complete a task within a specified **timeframe** that is consistent with **actual** clinical practice as determined by current practicing therapists advising the programs.

Affective Domain Standards

The student must possess the needed affective abilities to successfully understand and model the characteristics defined by the "Professional Behaviors" (May et. al. 2009) to entry-level expectations in order to reflect the values of professional practice. These behaviors include:

1. Critical Thinking
 2. Communication
 3. Problem Solving
 4. Interpersonal Skills
 5. Responsibility
 6. Professionalism
 7. Use of Constructive Feedback
 8. Effective Use of Time and Resources
 9. Stress Management
 10. Commitment to Learning
- Display appropriate language, attire, and mannerisms in all professional environments including the classroom.
 - Value the role of sociocultural, socioeconomic, spirituality, diversity factors, and lifestyle choices when interacting with others.
 - Demonstrate the following required health promotion practices:
 - Good health practices and hygiene for safe interaction with others
 - Maintenance of updated immunization records for safety.
 - Maintenance of update certifications in CPR and First Aid within appropriate timelines.
 - Awareness of personal issues and reporting of issues that would interfere with the ability to competently care for others.