

**JACKSON STATE COMMUNITY COLLEGE
PHYSICAL THERAPIST ASSISTANT PROGRAM**

ESSENTIAL FUNCTIONS

JSCC will provide training and services to any qualified person who meets the academic standards and can fulfill the essential functions requisite to admission and/or participation in the Physical Therapist Assistant Program. These standards and essential functions provide an objective measure for decisions regarding whether a student is qualified to meet essential program and physical therapy professional requirements.

The JSCC PTA Program's essential functions/standards categories and descriptions are as follows and are based upon the APTA's Generic Abilities/Professional Behaviors for physical therapy professionals:

<u>Category</u>	<u>Essential Function Description</u>
CRITICAL THINKING	Ability for sufficient clinical thinking that promotes logical questioning and logical argument.
Examples:	1. Identify cause-effect relationships in the clinic 2. Perform and assess patient goals/plans 3. Respond to emergencies 4. Apply universal precautions 5. Apply teaching and learning theories in health care
INTELLECTUAL SKILLS	Ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.
Examples:	1. Make sound judgments regarding PT interventions 2. Assess and measure patient outcomes 3. Appropriately use a computer
INTERPERSONAL SKILLS	Sufficient ability to interact with patients, families, colleagues, other health care providers, and the community, and to deal effectively with diverse cultural and ethnic groups.
Examples:	1. Establish rapport with patients, clients and colleagues. 2. Recognize psychosocial and cultural impacts of dysfunction/disability. 3. Integrate the needs of the patient and family into the plan of care
COMMUNICATION ABILITY	Ability to communicate effectively in verbal and nonverbal forms for varied audiences and purposes.
Examples:	1. Effective use of the English language with hearing, speaking, reading, and writing 2. Complete reading and writing assignments including literature evaluation 3. Appropriate documentation and interpretation of PT interventions and patient responses 4. Appropriate therapeutic communication including effective teaching skills
MOBILITY SKILLS	Gross and fine motor abilities sufficient to provide safe and effective physical therapy interventions and practices.
Examples:	1. Calibrate and use equipment 2. Position patients/clients 3. Guard and assist with ambulation with all assistive devices 4. Perform a) full body therapeutic exercise techniques b) non-sharps debridement and wound care c) transfers and other treatment mobility needs d) CPR e) physical agents 5. Ability to perform the following activities using proper body mechanics: a) lift b) carry c) pull d) push e) reach

- f) stand
- g) walk
- h) kneel
- i) bend
- j) climb
- k) balance
- l) operate electrical equipment

HEARING ABILITY	Auditory ability sufficient to monitor and assess health needs for effective physical therapy interventions and practices.
Examples:	1. Hear and monitor assessment devices, alarms, emergency signals, and cries for help 2. Respond to a timer 3. Effectively communicate with patients/clients
VISUAL ABILITY	Visual ability sufficient to monitor and assess health needs for effective physical therapy interventions and practices.
Examples:	1. Observe patient responses 2. Monitor assessment devices and read stopwatch 3. Read all pertinent materials and equipment specifications for patient care
TACTILE ABILITY	Tactile ability for physical assessment and patient handling for effective physical therapy interventions and practices.
Examples:	1. Perform palpation and physical assessment 2. Apply appropriate manual resistance during exercises or assessment
COPING SKILLS	Ability to identify sources of stress, perform in stressful environments, and to develop effective coping behaviors.
Examples:	1. Appropriate and effective management of an intensive training program, both academic schedule and clinical situations 2. Work under appropriate and reasonable time constraints 3. Appropriate psych-social responses to patients/clients with disabilities, cultural differences, various intellectual backgrounds, and terminal illness 4. Perform concurrent tasks
BEHAVIORAL SKILLS	Ability to exhibit professional conduct, identify and seek feedback, and effectively improve personal interactions.
Examples:	1. Practice physical therapy interventions and practices safely, ethically, and legally 2. Participate in lifelong learning including the ability to self-assess, self-correct, and self-direct 3. Demonstrate continued professional growth and development 4. Demonstrate respect for self and others 5. Project an effective image of the profession including appearance, dress and confidence 6. Be appropriately assertive and able to delegate 7. Fulfill commitments and be accountable to actions and outcomes

These essential functions/abilities will assist a student with a properly certified disability in determining whether accommodations or modifications are necessary. Each of these functions are reflected in PTA course objectives and can provide an objective measure for the student, advisors, and program officials to use in making informed decisions as to whether the student is qualified to meet the necessary requirements of the physical therapy profession.

A student who is not able to fulfill these essential functions may enroll in a PTA course if reasonable accommodations or modifications can be made to assist instruction and expected student performance. Such students must make a request to the program director AND the JSCC Disability Resource Center Coordinator for the specific accommodations or modifications needed at least two weeks prior to the beginning of the PTA course(s) in which accommodations or modifications are needed. Reasonable accommodations and modifications will be provided if deemed possible by program officials. It should be noted that some accommodations may not be possible during some laboratory and off-campus clinical experience situations due to industry performance standards. It is the responsibility of the student and/or supporting agency to purchase any personal devices needed to assist the student in meeting these functions.