



PHYSICAL THERAPIST ASSISTANT PROGRAM

Essential Functions For Candidates of the Associate of Applied Science In the Physical Therapist Assistant Program Admission, Continuance, and Graduation

The following document outlines elements of the profession of the physical therapist assistant to which we feel candidates should be particularly aware, as they apply to expectations for student performance and participation in this educational program. Please read this document carefully, feel free to ask questions for clarification, and consider the scope of the educational program into which you are enrolling.

Tulsa Community College's Associate of Applied Science Degree (AAS) for the physical therapist assistant signifies that the holder of the degree has been educated to competently practice the profession of physical therapist assistant in all healthcare settings and to apply for licensure in the State of Oklahoma. The education of a healthcare professional requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in both semi-autonomous and collaborative practices and making appropriate decisions required in such practice. The practice of the profession emphasizes collaboration among allied health care professionals, patients, and staff.

The curriculum leading to the AAS for physical therapist assistant from TCC requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioner skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the AAS for physical therapist assistant, these functions are necessary to ensure the health and safety of patients, fellow students, faculty, and other healthcare providers.

The Essential Functions

The essential functions to acquire or demonstrate competence in a discipline as complex as healthcare are needed for successful admission, continuance, and graduation by candidates for the AAS for physical therapist assistant in addition to the standards of behavior and academic

conduct set forth in the TCC Code of Conduct and the PTA Program of Conduct, include, but are not limited the following functions, skills, competencies, abilities, and behaviors:

Motor Skills

Candidates shall have sufficient motor function so that they are able to execute movement required to provide general care and treatment to patients in all health care settings. [For example: For the safety and protection of the patients, the candidates must be able to perform CPR, function in an emergency situation, gait train and transfer train a patient]

Sensory/Observation

Candidates must be able to acquire information presented through demonstrations and experiences in the basic and profession's sciences. He or she must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing an assessment and intervention or administering treatment. The candidate must be capable of perceiving the signs of disease and infection as manifested through physical examination. Such information is derived from images of the body surfaces, palpable changes in body tissue, and auditory information.

Communication

Candidates must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The candidate must be able to communicate effectively in oral and written forms of English. The candidate must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the candidate's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Cognitive

Candidates must be able to measure, calculate, reason, analyze, integrate, and synthesize in the context of professional study. The candidate must be able to quickly read and comprehend extensive written material. He or she must be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting.

Behavioral/Emotional

Candidates must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and families. In addition, s/he must be able to

maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Conduct

Candidates must possess the ability to reason morally and practice in an ethical manner. Candidates must be willing to learn and abide by the professional standards of physical therapy practice. S/he must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance. Candidates must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

Reasonable Accommodation for Disabilities

Tulsa Community College is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The College works closely with the Education Access Center (EAC) in this process. EAC is the contact point for students with permanent or temporary sensory, physical, or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact EAC to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively, so being timely in requesting your accommodations is very important. The College does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the EAC on the Metro campus, MC 331B, 918-595-7115 or Resource for the Deaf and Hard of Hearing 918-595-7428/TDD-TTY 595-7434.

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The College will work with the student and the EAC to provide, if possible, reasonable accommodations. While the College will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is

important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions, technical standards, or academic requirements of the PTA Program, or result in an undue financial or administrative burden.

By signing below, I am indicating that I have read and understand the PTA Essential Functions and affirm that I can perform all of the above Essential Functions with or without reasonable accommodations.

Name	ID#	Date
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