TECHNICAL STANDARDS

The following list of examples is not inclusive but merely provides examples.

OBSERVATION:	
Independently, the student must be able to observe a patient accurately.	Assess gait deviation of patient ten feet away Observe patient's response, diagnosis, pallor, grimacing. Determine pressure ulcer stage and depth. Read degrees of motion on a goniometer.
COMMUNICATION:	
Utilize verbal and nonverbal communication with patients and care.	Elicit information from patients/caregivers for written history. Explain treatment procedures. Demonstrate exercise programs. Document client responses in the medical record. Establish rapport with the patient, caregivers, and colleagues. Apply teaching/learning theories and methods in healthcare and community environments.
SENSORIMOTOR:	
Safely, reliably, and efficiently perform physical therapy assessments and treatments. Practice in an ethical and legal manner. Move from place to place and position to position.	Respond to a timer, emergency alarms. Discern breath sounds. Perform tests of vital signs, pain, strength, coordination, cranial and peripheral nerves, balance, movement patterns, posture, sensation, endurance, skin integrity, joint motion, wound status, coordination, cognitive/mental status, soft tissue, assistive devices fit/use, reflexes, developmental stages, exertion of torque for manual muscle test, grading, push/pull forces.
Perform physical therapy procedures with speed, strength, endurance for handling self, classmates, and patients.	
Simultaneously, physically support activities and observe a patient with a disability.	Coordinate verbal, manual, gross motor activities. Perform gait assessment on level surfaces, outdoor terrain, curbs, and steps. Assist with bed mobility and transfers from supine to sit, and sit to stand. Administer balance training, cardiopulmonary resuscitation, exercise techniques, activities of daily living, coordination training, prosthetic and orthotic training, joint mobilization, wound debridement and dressing, electrotherapy, soft tissue mobilization, thermal agents, neurosensory techniques, cardiopulmonary rehabilitation, developmental activities, hydrotherapy, tilt table, massage, relaxation techniques, traction, taping and draping techniques, and dependent patient transfers.

INTELLECTUAL/CONCEPTUAL:

- Student must be able to problem solve rapidly and have the ability to learn and reason, and to integrate, analyze, and synthesize data on currently in a multitask setting.
- Student must be able to comprehend three-dimensional relationships and understand the spatial relationship of structures.
- Student must be able to participate in scientific inquiry process.

The following list of examples is not inclusive but merely provides examples:

1. Determine the physical therapy needs of any patient with a dysfunction.
2. Demonstrate ability to apply universal precautions.
3. Identify cause and effect relationships.
4. Perform physical therapy differential diagnosis.
5. Interpret patient responses.
6. Make appropriate modifications to evaluations and treatment. Determine realistic short and long term goals for the patient.
7. Recognize the psychological impact of dysfunction and disability.
8. Integrate the needs of the patient and caregiver into the plan of care.
9. Develop hypotheses, perform literature search and clinical research, perform statistical analyses, develop discussion and conclusions.

JUDGMENT:

- Students must be able to practice in a safe, ethical, and legal manner.
- Students must be able to respond to emergencies.
- Students must demonstrate management skills including planning, organizing, supervising, and delegating.

The following list of examples is not inclusive but merely provides examples:

1. Complies with the American Physical Therapy Association Code of Ethics.
2. Abides by LSU Health Sciences Center School of Allied Health Profession Policy & Procedures on student conduct.
3. Complies with Louisiana State Board of Physical Therapy Examiner Rules and Regulations.
4. Modifies procedures in a manner that is appropriate to the patient's status and desired goals.

BEHAVIORAL/SOCIAL:

- Students must possess the emotional health required for full use of their intellectual abilities, exercise good judgment, and the prompt and safe completion of all responsibilities.
- Students must be able to adapt to change, to display flexibility, and to learn to function in the face of uncertainty and stress.
- Students must possess empathy, integrity, and concern for others.

The following list of examples is not inclusive but merely provides examples:

1. Assess learner's ability to perform tasks. Identify cognitive and emotional needs of self and others.
2. Establish rapport.
3. Interact with individuals, families, groups from a variety of social, emotional, cultural, and intellectual backgrounds.
4. Demonstrate responsibility for lifelong professional growth and development.

OVERRIDING BEHAVIORS POLICY:

- Students must demonstrate professional behaviors, interpersonal skills, and safety concerns.

The following list of examples is not inclusive but merely provides examples:

Professional Behavior:

1. Abides by APTA Code of Ethics and Standards of Practice.
2. Follows state practice act.
3. Abides by institutional policies and procedures.
4. Projects professional image.
5. Attends professional meetings.
6. Accepts responsibility for actions and outcomes.
7. Asks pertinent questions.
8. Seeks assistance of instructor and/or peers to gain a better understanding of concepts learned.
9. Identifies and utilizes resources for learning.
10. Puts new information into practice.
11. Accepts that there may be more than one answer to a problem.
12. Offers own thoughts and ideas.
13. Self-evaluates/critiques own performance.
14. Utilizes own resources before asking for help.
15. Seeks constructive criticism for self-improvement.
16. Utilizes feedback to modify behavior and for self-improvement.
17. Able to focus on tasks at hand without dwelling on past mistakes.
18. Sets up own schedule, sets priorities, and meets external deadlines.
19. Collaborates with others.
20. Coordinates schedule with others.
21. Sets realistic goals.
22. Keeps commitments.
23. Is honest and has the highest integrity.
24. Sets personal and professional goals.

Safety:

1. Identifies and addresses potential and actual safety hazards.
2. Reports unsafe conditions to appropriate personnel.
3. Is able to assess physical and cognitive limitations of self and others and request assistance as necessary.
4. Determines safety and operational status of equipment.
5. Selects treatment interventions considering safety of patient at all times. Does not select treatment interventions in which:
    - Patient's safety is compromised.
    - Other's safety is compromised.
    - Own safety is compromised.

6. Modifies evaluation and treatment based on patients' signs, symptoms, and response to treatment. Modifies when:
    - Safety of patients, others, or self is compromised.
    - Patient's discomfort exceeds levels necessary for procedure.
    - Patient's assistance is necessary and they are no longer able to assist.
    - Equipment becomes faulty.
    - Procedure is not yielding results necessary for evaluating patient's physiologic, neuromuscular, skeletal problems.

Communication and Interpersonal Skills

1. Demonstrates understanding of basic English (verbal and written) and writes legibly; uses correct grammar, accurate spelling, and expression.
2. Recognizes voice quality and avoids vocal distractors (e.g., song-singing, sighing, uh).
3. Maintains eye contact.
4. Summarizes verbal or written message clearly and concisely.
5. Presents verbal or written message with logical organization and sequencing, using accurate professional and/or lay terminology.
6. Gives feedback constructively.
7. Respects personal space of patients and others.
8. Takes responsibility for mistakes, apologizes.

9. Recognizes worth and dignity of each person as demonstrated in the following manner:
    - Exhibits caring.
    - Maintains confidentiality.
    - Modifies response when appropriate.
    - Exhibits courtesy by using polite language, listening without interrupting, tone of voice, body language, and verbal expression.

10. Demonstrates flexibility by being cooperative in changing plans to meet the needs of peers, faculty, patients, the institution.
11. Evidences loyalty by supporting the institution in a positive way to peers, staff, others.

Students are expected to demonstrate overriding behaviors in all courses and clinical experiences. Overriding behaviors will be assessed as part of all didactic courses, lab sessions, lab practical, and clinical science experiences. As students participate in the education program, academic and clinical faculty and the student's adviser will document problems that arise in overriding behaviors. The student will be given opportunities to demonstrate modifications of their behavior and faculty will assist where possible to facilitate strategies for this development.

When behaviors do not meet acceptable standards, depending on the nature and severity of the infraction, one or more of the following actions may be taken at the discretion of the Physical Therapy Department faculty:

- Notify the student about inappropriate behaviors first orally, and then with a written warning. Problem behaviors will be discussed with the student's faculty adviser. If inappropriate behaviors are cited on subsequent occasions, faculty will discuss the incident at faculty meetings for action.
- Clinical or academic faculty may require remedial action on the part of the student as a contingency to continuing in the program or passing the course.
- The faculty may terminate a student from the program because of failure to meet the standards of the overriding behaviors in the academic or clinical settings.

Office of Disability Services

The Office of Disability Services facilitates the process of academic accommodations for students with disabilities, and works in collaboration with the professional schools of the Health Sciences Center in an attempt to ensure full participation in all activities, programs, and services of the institution.

The office operates in accordance with the ADA, ADAA, and Section 504 of the Rehabilitation Act of 1973.

For students who need academic accommodations, contact Leigh Smith-Vaniz, Director at ods@lsuhsc.edu or 504-568-2211.