



## DOCTOR OF PHYSICAL THERAPY PROGRAM TECHNICAL STANDARDS

**Technical Standards define the observational, communication, cognitive, affective, and physical capabilities deemed essential to complete this program and to perform as a competent practitioner of physical therapy. Students matriculating through this program must be capable of performing the following functions, with or without reasonable accommodations, throughout the professional curriculum, through a continuous evaluation process to determine ongoing proficiency:**

1. Utilize appropriate verbal, non-verbal, and written communication with patients, families, and others.
2. Practice in a safe, ethical, and legal manner. ([.\PTCodeofEthics.pdf](#) )
3. Determine the physical therapy needs of any patient with potential movement dysfunction.
4. Demonstrate the ability to apply universal precautions.
5. Safely, reliably, and efficiently perform appropriate physical therapy procedures used to assess the function of the movement system (list of essential assessment procedures follows).
6. Perform treatment procedures in a manner that is appropriate to the patient's status and desired goals (list of essential treatment procedures follows).
7. Develop and document a plan of care for a patient with movement dysfunction.
8. Recognize cultural issues and the psychosocial impact of dysfunction and disability, and integrate the needs of the patient and family into the plan of care.
9. Demonstrate management skills including planning, organizing, supervising, delegating, and working as a member of a multi-disciplinary team.
10. Apply teaching/learning theories and methods in health care and community environments.

**ASSESSMENT and TREATMENT PROCEDURES:** Students must be capable of performing the following assessments and treatment procedures, with or without reasonable accommodations:

**ASSESSMENT PROCEDURES**, *including but not limited to:*

Anthropometrical measures (length, girth and volume)  
Assistive device fit/use  
Balance  
Cardiovascular Endurance  
Cognitive/mental status  
Coordination  
Cranial and peripheral nerve function  
Developmental stage

**TREATMENT PROCEDURES**, *including but not limited to:*

Cardiopulmonary Resuscitation (CPR)  
Balance training  
Exercise techniques  
Gait training  
Transfer training  
Bed mobility training  
Functional training  
Coordination training  
Postural correction

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Functional abilities	Prosthetic/orthotic training
Gait	Joint mobilization/manipulation
Joint motion/joint play	Wound care
Movement patterns	Wheelchair prescription and mobility training
Muscle tone	Electrotherapy
Pain	Soft tissue mobilization and massage
Palpation	Techniques of neurosensory approaches
Posture	Thermal agents
Pulmonary system	Cardiopulmonary rehabilitation
Reflexes	Developmental activities
Sensation	Hydrotherapy
Skin integrity	Recommend architectural adjustments
Soft tissue	Tilt table
Strength	Relaxation techniques
Vascular integrity	Postural drainage
Vital signs	Traction
Wound status	Patient education

**The following capabilities and functions will be assessed continuously as the student matriculates through the program, with the expectation that the student will meet these criteria at exit from the program:**

### ***Observational Capabilities***

- Obtain information from patients or clients (such as but not limited to obtaining patient history, observation of movement, posture, skin integrity, heart/breath sounds, and signs of distress) and from the practice environment (such as but not limited to dials on equipment, diagnostic instruments, alarms, assistive devices, furniture placement, and floor surfaces).
- Interpret lectures, laboratory demonstrations, and other graphic images (including but not limited to EKGs, radiographs, DVD, and Internet resources) in order to receive complex information.

### ***Communication Capabilities***

- Communicate effectively and efficiently in oral and written English.
- Engage in respectful, non-judgmental interactions with individuals from various lifestyles, cultures, races, socioeconomic classes, and abilities.
- Participate in group meetings to deliver and receive complex information, and to respond effectively to questions from a variety of sources.
- Receive and send verbal communication in life-threatening situations in a timely manner.
- Perceive and interpret non-verbal communication to elicit information such as mood and activities.
- Communicate clearly, legibly, and timely in written records; complete forms according to directions; possess computer literacy, including keyboard skills.

### ***Cognitive Capabilities***

- Measure, calculate, and reason.

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- Analyze, integrate and synthesize information across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing information.
- Comprehend three-dimensional relationships and understand spatial relationships of structure.

### *Affective Capabilities*

- Cope with the mental and emotional rigors of a demanding educational program; function effectively under stress.
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships.
- Demonstrate appropriate behavior and attitudes to not jeopardize the emotional, physical, and behavioral safety of individuals.
- Demonstrate integrity, honesty, and ethical behavior.

### *Physical Capabilities*

- Safely and effectively participate in patient/client examination and therapeutic intervention.
- Safely and effectively lift and manipulate body parts, assist patients in moving and walking, and perform CPR.
- Safely and effectively manipulate small objects such as equipment dials, safety pins, tweezers, and other tools used for examination or therapeutic intervention.
- Engage in physical therapy procedures that involve palpating, grasping, pushing, pulling, and holding.
- Tolerate physically demanding workloads sustained over the course of a typical work or school day.

## STATEMENT OF ACKNOWLEDGEMENT

**Student Name:** \_\_\_\_\_  
(Please Print)

As a student in the Doctor of Physical Therapy (DPT) Program at Bellarmine University, I have thoroughly reviewed and understand the **technical standards** provided to me in this document. I understand that I must be capable of performing the **technical standards**, with or without reasonable accommodations, in order to pursue my chosen area of physical therapy education. I understand that I will be expected to fulfill these standards throughout the professional curriculum, with or without reasonable accommodations.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**OFFICE OF DISABILITY SERVICES**

Bellarmine University is committed to providing equal educational opportunities and full participation for persons with disabilities. It is the University's policy that no otherwise qualified person be excluded from participating in any University program or activities, be denied the benefits of any University program or activity, or to otherwise be subject to discrimination with regard to any University program or activity, or to otherwise be subject to discrimination with regard to any University program or activity. The Disability Services Office provides support services to persons with disabilities to assist them in achieving academic, career, and personal goals. Students may contact the Director at (502) 272-8490, or email [rpurdy@bellarmine.edu](mailto:rpurdy@bellarmine.edu). The office is located in the Student Success Center (SSC), on the B-level of the W.L. Lyons Brown Library; office B05 A.