



Introduction

Wichita State University (WSU) Doctoral Physical Therapy (DPT) Program has a responsibility to educate competent physical therapists to care for their patients (persons, families and/or communities) with critical judgment, broad-based knowledge, and well-honed technical skills. All individuals admitted to the WSU DPT program will be asked to verify they can meet these standards with or without accommodation(s).

1. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the DPT program. Please note: the standards are not requirements of admission into the program and the examples are not all-inclusive.
2. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the program. Key areas for technical standards in physical therapy include certain: (a) sensory and motor coordination and function; (b) communication skills; (c) observational skills; (d) cognitive skills; and (e) behavioral and social attributes.

Reasonable Accommodation(s)

WSU is committed to providing equal access to employment, educational programs, and activities for students with disabilities. The University recognizes that students with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from university programs, services, and activities. WSU will make reasonable modifications to the environment, policy, practice and/or provide auxiliary aids and services when the Office of Disability Services (ODS) determines such modifications are needed for equal access.

Students who believe they are eligible for an accommodation must contact ODS directly at disability.services@wichita.edu or 316-978-3309 (voice) 316-854-3032 (videophone). ODS determines qualified disability status and assists students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodation are determined on an individual basis accounting each student's disability-related needs, disability documentation, and program requirements. While the program will work with students with a disability to accommodate the disability-related needs, the program is not required to provide accommodations that fundamentally alter or waive essential program requirements.

Sensory & Motor Coordination & Functions

Sensory & Motor Coordination & Functions	Standard	Rationale
<p>Students must be able to execute gross and fine motor movements required to provide assessment and general care.</p>	<ol style="list-style-type: none"> 1. Ability to obtain accurate information from patients using gross and fine motor skills appropriate to the technique required. 2. Strength sufficient to move, transfer, and/or position patients or equipment safely under a variety of circumstances. Ability to lift independently or with assistance of a lift team/device for the delivery of general physical therapy intervention or in emergency situations. 3. Ability to perform therapy skills requiring the use of gross and fine motor skills. Ability to execute motor movements reasonably required to provide care and emergency response to patients. 4. Obtain accurate information from patient assessment using tactile sensory functions. 	<ol style="list-style-type: none"> 1. Ability to effectively administer CPR. 2. Ability to use the assessment skills of palpation, auscultation, inspection, and percussion. 3. Ability to move and/or lift patients using proper body mechanics. 4. Ability to perform clinical skills required in the clinical setting. 5. Ability to use mobility skills to follow/assist/support patients' movements in and across a variety of settings. 6. Ability to lift/move/use weights, exercise equipment, modality equipment for patient care.

Observation

Observation	Standard	Rationale
<p>Students must be able to perform observational skills necessary to assess the health needs of clients/patients through auditory, visual, and tactile abilities.</p>	<ol style="list-style-type: none"> 1. Observe patient conditions and responses. 2. Assess and monitor health needs. 3. Employ computational thinking. 4. Effectively manage cognitive load. 	<ol style="list-style-type: none"> 1. Ability to demonstrate the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients across the lifespan and in a variety of settings. 2. Ability to use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, EKG, IVs) and other diagnostic tools. 3. Ability to observe a patient during the course of comprehensive or focused assessments. 4. Ability to translate data into abstract concepts and understand data-based reasoning.

Communication

Communication	Standard	Rationale
<p>Students must be able to complete accurate assessments of client status. Communication includes verbal, reading, writing, non-verbal, and electronic behaviors with patients and the healthcare team that reflect sensitivity, clarity, and mutual comprehension.</p>	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients/clients (persons, families, and/or communities). 2. Communication abilities for effective interdisciplinary collaboration with the healthcare team (patients, their supports, other professional and non-professional team members). 3. Sense-making of information gathered from communication. 4. Social intelligence. 	<ol style="list-style-type: none"> 1. Ability to initiate and maintain patient relationships. 2. Ability to give professional (using standard physical therapy and medical terminology) verbal and/or written reports to other healthcare team members with clarity. 3. Ability to document accurately and clearly in written and/or electronic format. 4. Ability to convey information and interpretation of information using one or more means of communication (verbal, written, assisted (e.g., TTY) and/or electronic) to patients, clients, the healthcare team.

Cognitive

Cognitive	Standard	Rationale
<p>Students must have sufficient critical thinking skills. The student will need to problem solve clinical issues and situations by synthesizing information in an analytical, deliberative, evaluative, and decisive manner. Students must demonstrate the knowledge, skills, and attitude necessary to provide quality and safe patient care.</p>	<ol style="list-style-type: none"> 1. Accurately measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the physical therapy process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation. 2. Use synthesized data to develop a plan and implement interventions relevant to client’s needs which integrates client preferences to deliver appropriate, evidenced-based, quality and safe patient care. 3. Demonstrate cognitive abilities related to course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student is able to carry out the physical therapy process in the care of patients. 4. Comprehend extensive information from written documents, visual and/or oral presentations, and patient computer information. 5. Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff. 6. Demonstrate media literacy 	<ol style="list-style-type: none"> 1. Ability to implement, direct, and interpret assessment of patients, families and/or communities. 2. Ability to develop, implement, and evaluate plans of care or direct the development, implementation, and evaluation of care. 3. Ability to make proper judgments regarding safe and quality care. 4. Ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication. 5. Ability to demonstrate literacy and understand concepts across disciplines. 6. Ability to represent and develop tasks and work processes for desired outcomes.

Behavioral and Social Attributes

Behavioral and social attributes	Standard	Rationale
<p>Students must possess the emotional stability to enable them to develop therapeutic relationships and successfully communicate with individuals and aggregates from a variety of social, emotional, cultural, and intellectual backgrounds. Students should possess the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity. Students should be emotionally able to handle demanding workloads and to function effectively under stress.</p>	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest, and motivation. 2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families, and communities. 3. Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members. 4. Acquire the skills necessary for promoting change for necessary quality health care. 5. Cross-cultural competency. 	<ol style="list-style-type: none"> 1. Ability to maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances. 2. Ability to function effectively under stress and adapt to changing environments inherent in clinical practice. 3. Ability to demonstrate professional role in interactions with patients, intra and inter professional teams. 4. Ability to operate in different cultural settings (including disability culture).