

DPT PROGRAM POLICIES AND PROCEDURES

University of Delaware

College of Arts and Science

Doctor of Physical Therapy Program

PURPOSE

The purpose of this document is to acquaint the students enrolled in the Doctor of Physical Therapy (DPT) Program (the program) at the University of Delaware with the philosophy of the program and to familiarize them with the policies and procedures of the program not addressed in the University *Graduate Catalog* or other University publications. Physical therapy students are urged to obtain and read any relevant University publications.

THE MISSION OF THE PROGRAM

The mission of the Doctor of Physical Therapy Program is to advance physical therapy practice through the integration of education, clinical practice and research. We foster critical thinking, life-long learning and appreciation of diversity using an evidence-based curriculum, on-site physical therapy practice clinics and state of the art research.

PROGRAM PHILOSOPHY

The University of Delaware DPT Program is a University based physical therapist educational program housed within the College of Arts and Sciences. The DPT program faculty members believe that the university is an appropriate environment for the education and development of future physical therapists, especially at the doctorate degree entry-level.

In addition to graduates being prepared as entry – level generalists, they are also capable of pursuing a specialty area within the profession or advanced graduate work in a research environment. As a program within a State supported institution of higher learning, we recognize the need and obligation to address the continually changing physical therapy needs of the State of Delaware. We also recognize the considerable commitment the State and University of Delaware have made to the growth and development of this program.

The physical therapist is a professional member of a health care team who views the patient as an individual with physical, intellectual, and psycho-social needs. It is the unity and dynamic nature of these dimensions that must be recognized and respected in each individual if the health care team is to serve humanity adequately in a multi – cultural environment. Interwoven in this philosophy is the belief in the dignity of humankind, the right of quality health care services, and the potential of the individual as a consumer to actively participate in the health care process. It is the team concept, with the patient as an active participant, that best serves the needs of the patient in maintaining or restoring his/her state of health and well being. Physical therapists must be excellent communicators as well as facilitators of communication if this goal is to be reached.

Physical therapists serve many roles. Their primary professional duty is to provide excellent health care and to act as a patient advocate. They also act as administrators, consultants, educators, and researchers. As such, the educational preparation of the physical therapist is an integrative process, drawing from the liberal arts, basic sciences, natural sciences, and applied sciences.

The DPT curriculum is predicated on evidenced-based practice. Clinically oriented courses draw extensively from primary source research as well as traditional theory and practice. A strong basic science foundation is established early in the curriculum to allow the development of more clinically oriented courses. Integrated clinical experiences spread throughout the curriculum provide a real-world bridge from the classroom to the clinic environment.

A major goal of the curriculum is to encourage students to develop life long learning skills as a means to remain up to date throughout their careers. This is accomplished, in part, by educating

students to be consumers of relevant literature and to make wise choices for their future continuing education experiences. Recognized clinical experts are regularly utilized as instructors in the program in an effort to further develop the relationships between expert clinical practice and research.

The future of health care has always rested on the art and scientific inquiry of its practitioners. Physical Therapy is a profession, which similar to other health care professions, is ever evolving and advancing in the quality, nature, and extent of services offered. The body of knowledge of Physical Therapy will only grow if its practitioners engage in basic and clinical research.

The DPT Program does not discriminate on the basis of race, color, creed, national origin, sex, age, handicap, or marital status.

CORE PERFORMANCE STANDARDS

The physical therapy faculty have determined that certain abilities are essential to successfully complete the Doctor of Physical Therapy curriculum. These functions, called Core Performance Standards, are identified in Appendix A. The evaluation of these standards (method and time) is also discussed in this document. Incoming students are required to read and sign the document prior to the first day of classes. Any concerns about the Core Performance Standards must be addressed to the Chair, Department of Physical Therapy, prior to beginning the program.

GENERIC ABILITIES

Generic abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. These are described in Appendix B.

PROFESSIONAL CONDUCT

Attendance

As a student in a professional graduate program, it is expected that you will use your time wisely. Attendance at all classes is strongly recommended. Faculty have the right to require attendance of classes. Attendance at examinations is required. If an exam is to be missed for a legitimate reason, the instructor must be notified *prior to* the exam if possible. Make-up examinations are given at the discretion of the individual instructor. For all classes presented by a guest lecturer, off-campus classes, and professional clinical internships, attendance is *required*. Students are required to be *on time* and *prepared* for all classes and examinations.

Professional Dress Code

Very frequently physical therapy students are required to be in professional settings, on or off campus, that require them to interact with health professionals or patients. Examples of these include, but are not limited to, patients serving as subjects in classes, professionals from outside the University presenting guest lectures, and field trips to health care facilities. Students are required to dress in a manner directed by the course instructor. Some outfits, although neat and stylish, may not be appropriate for a professional/clinical environment. Modesty in dress is the common sense rule of thumb in this regard.

Dress Code - Regular Classroom:

Students will not wear clothing that is disruptive to the educational process.

These include, but are not limited to:

1. The length of shirts/tops should be adequate to cover the entire trunk at rest and during all movements by the student. (That means that no skin should be visible on the abdomen, breasts, or between the shirt and pants)

2. Clothing should not contain inappropriate language or symbols (e.g. profanity or sexual innuendo)
3. Clothing should be in nice condition.

Dress Code - Off-site Experiences:

When PT students are interacting on or off campus with health professionals or patients, they should dress professionally. Requirements for professional dress are the same as in the classroom with the following additional requirements:

- 1) No jeans
- 2) No sweatpants, sweatshirts or t-shirts
- 3) No hats
- 4) No distracting or dangerous clothing

Dress Code – Laboratory Sessions

Students are required to come to lab ready to work. Men are required to wear shorts and t-shirts. Women are required to wear shorts and a halter-type top unless otherwise specified by the instructor(s). Frequently, students move directly from a lecture to laboratory and must be prepared to dress appropriately for both environments.

Professional Behavior

All classes are considered important and therefore should be taken very seriously. Students are expected to behave in a manner commensurate with their status as mature, intelligent, and professional adults.

The following are examples of unacceptable classroom behavior:

- 1) tardiness
- 2) early departure
- 3) excessive talking during lecture
- 4) cell phone use (cell phones must be turned off)
- 5) inattentive or distracting behavior such as head on desk, feet on table, sleeping, doing unrelated activities during class
- 6) dishonesty (verbal or written)

Academic dishonesty, in any form, will not be tolerated and will be treated severely. As members of an established profession, the program faculty and students will adhere to the **American Physical Therapy Association Code of Ethics**. Any violation of that code is subject to disciplinary action up to and including dismissal from the program. A copy of the Code of Ethics will be provided in PHYT 600, Physical Therapy as a Profession.

The requirement of professional behavior includes the treatment of all human subjects who volunteer to participate in laboratory exercises and classroom demonstrations. Subjects will volunteer willing and without coercion or penalty for not participating (e.g., the threat of denial of services if they are a patient in our clinic). Subject confidentiality will be handled in the same manner that it is handled for all patients in our PT practice clinic. The rights and dignity of each subject will always be maintained. Subjects will always retain their right to withdraw their participation in laboratory or classroom activities without penalty. All subjects will be informed of their rights prior to participation in any classroom activity. Any violations of this policy should immediately be reported to the Department Chair.

Consequences for violations of dress code or professional behavior policy

The first violation of dress or professional behavior will result in a verbal warning. After the second verbal warning, the next violation will result in a written warning to be placed in the

student's permanent file and all faculty members will be notified. Any further violations will be referred directly to the Academic Affairs Committee. In matters relating to dishonesty or egregious violations of the behavior policy, the verbal and written warnings will be waived and the matter will be immediately referred to the Academic Affairs Committee.

When a violation is referred to the Academic Affairs Committee, the student will have the opportunity to present the case to the Academic Affairs Committee who will then determine an appropriate course of action. The student has the right to appeal the course of action determined by the Academic Affairs Committee to the Chair of the Physical Therapy Department and appropriate University committees.

ACADEMIC REQUIREMENTS

Grading Policy

A minimum 3.0 over-all grade point average (GPA) must be maintained at *all* times. This is a graduate curriculum and a 3.0 in the major is a University **requirement** for graduation. Failure to achieve this level will result in a student being placed on probationary status. (Further information regarding graduate student grade policies may be found in the *Graduate Catalog* and the *Official Student Handbook*). Should a student fail to achieve a 3.0 by graduation, he/she will **not** graduate until such time as the 3.0 is achieved.

All course requirements are established by the individual instructor and are delineated in their respective course syllabi. Instructors may establish requirements in courses that are in addition to the course syllabi if they are determined to be necessary for the successful completion of the course, to maintain the integrity of the program, or to assist the student in achieving his/her professional goals. Instructors may choose to allow make-up examinations at their discretion if the situation warrants. Courses that are divided into several distinct units may be structured so that a student must pass **all** sections of the course to complete the course successfully. This requirement will be identified in the course syllabus. Most courses in the curriculum have a laboratory component. In laboratory courses, **both** the lecture **and** laboratory sections must be passed to complete the course successfully.

In accordance with the University policy, a student will be required to maintain a minimum cumulative graduate grade point average (GPA) of 3.000 at the end of each semester to be considered in good academic standing. In addition, the University will require an overall cumulative 3.000 GPA and an overall 3.000 GPA in courses required for the degree to allow a student to graduate.

In addition, students will be required to obtain a minimum grade of C in all required courses in the DPT curriculum that assign letter grades. The exception to this will be Clinical Gross Anatomy, in which a minimum grade of B will be required to pass. Failure to achieve the minimum grade in any course will preclude the student from progressing in the program. Generally, the student will be allowed to repeat the course at the next available opportunity. Failure to achieve the required B in Clinical Gross Anatomy, however, will result in an option to repeat the course the next time it is offered. In the case required courses that are graded Pass/Fail, students will be required to earn a P grade.

Students will be given the opportunity to repeat, one time, any required course in which the minimum grade of C was not achieved. Failure to pass a course with the minimum grade for the second time will result in dismissal from the program. In addition, failure to achieve the minimum grade in three different courses will result in dismissal from the program. That is, students will be allowed to repeat only two different required courses. Failure of a third required course will

result in dismissal. Elective courses are graded Pass/Fail and will not be counted towards a student's grade point average. These requirements are in addition to the stated probationary policy described in the Graduate Catalog.

The curriculum is sequential. All courses must, therefore, be successfully completed before a student can progress to the next academic semester. No further course work can be pursued in the Physical Therapy Curriculum until any deficiency is resolved. In other words, all courses in a given semester are prerequisite to the courses in the next semester. Courses are offered only one time per year. The only exceptions to this are PHYT 821 - Orthopedic Integrated Clinical Experience - PHYT 822 - Geriatric Integrated Clinical Experience and PHYT 812 Pediatric Integrated Clinical Experience. These courses will be offered several times within the curriculum. Any student who fails any of these courses may proceed with the curriculum. However, these courses must be completed before the student can enroll in his/her final full-time clinical internships, PHYT 832 and PHYT 833.

Deadlines

Many courses within the DPT program will have outside assignments such as papers and projects. These requirements will have specific dates on which they should be submitted. The faculty expects that *all* assignments will be submitted on time. Exceptions may be made only in very unusual circumstances and only at the discretion of the course instructor.

Probationary Status

The program will adhere to the University guidelines regarding academic probation for graduate students. This policy is clearly outlined in the *Graduate Catalog*. All academic course work must be successfully completed before a student will be allowed to participate in the clinical internship phase of the program.

Deferment Policy

Any student who wishes to request a deferment of their enrollment in the DPT Program must do so in writing to the Chairman of the Department of Physical Therapy. The reasons for deferment must be clearly stated in this request. The request will be considered by the faculty and professional staff at the earliest possible time. The student may be required to present his/her request to the faculty and professional staff at a department meeting. The decision whether or not to grant deferment will be made by the faculty and professional staff and will be for a one year period. In the event a request for deferment is made after classes have begun in any given semester, University grade policy regarding withdrawals will be followed.

Course Challenge

Students who enroll in the DPT Program may have previously earned graduate credits or degrees. Some courses may be eligible for a challenge if the student feels he/she is adequately prepared in that area. Clinical courses are **not** eligible for challenge.

To challenge a course, the student must obtain a copy of the course syllabus and review it, consult with the instructor of the course and inform him/her of their intent to challenge, have the course challenge approved by the faculty, and take a comprehensive test written by the primary instructor of the course. If the test is passed with a minimum grade of eighty per cent, the Office of Graduate Studies will be notified that this course requirement has been satisfied via examination. (See the *Graduate Catalog* for more details regarding this process). In certain instances, the student may be required to attend specific lectures or labs within the waived course if the instructor feels it is necessary. This process must be completed by the second week of classes to allow the student to withdraw or enroll in the course without penalty.

Clinical Education Prerequisites

Prior to participating in any clinical experience, all students must complete the following:

- Proof of training of the Health Information Portability and Accountability Act - HIPPA (provided in January of year 1)
- Proof of Blood-borne Pathogens training and Universal Precautions (provided in January of year 1 and updated in year 2)
- Successful clearance of a Criminal Background Check (to be completed during winter session of year 1 – this background check is specific for a child care facility and is required for participation in PHYT 811 Pediatrics and PHYT 812 – Pediatric Integrated Clinical Experience)
- CPR certification (provided in January of year 1 and 2)
- Physical examination (details for this requirement are outline in the Guide to Clinical Education – additional medical requirements may be requested by individual sites)
- Any additional requirements, such as drug testing, additional criminal background checks, may be requested by individual sites.

Part-time Integrated Clinical Experiences

There are 3 part-time clinical experiences within the curriculum; sports and orthopedics (PHYT 821), neurologic and older adult (PHYT 822) and pediatrics (PHYT 812). These experiences provide timely opportunities for students to directly apply what they are learning in the classroom to patients in an actual clinical setting. Having these experiences occur concurrently with didactic coursework also allows students to enrich the classroom environment by sharing real-life cases.

Both PHYT 821 and PHYT 822 are 3-credit, graded experiences that will take place in our on-site physical therapy clinic. PHYT 812 is a 1 credit pass/fail experience which will take place either in our on-site physical therapy clinic or at a local facility.

Full-time clinical internships

There are 4 full-time clinical internships that occur at three different times during the DPT curriculum for a minimum total of 28 weeks. The faculty believes that this is a critical component of the curriculum. Students must successfully complete all course work that occurs *prior* to any given internship *before* they will be allowed to participate in clinical education. In the case of PHYT 832 and PHYT 833, each student must have earned the required 3.0 GPA before beginning the internships.

Internships are graded on a pass/fail basis using criteria outlined in the *Guide to Clinical Education*. Any student who fails a full-time or integrated clinical internship may be allowed to repeat the internship at the next available opportunity. This will occur only if it is determined by the Academic Coordinator of Clinical Education (ACCE), in consultation with the Clinical Coordinator of Clinical Education (CCCE) and the Clinical Instructor (CI), department chairperson, and other appropriate program faculty members, that the student has the potential to succeed in a clinical environment. Otherwise, the student will be dismissed from the program. Repeating a full-time clinical internship at the next available opportunity will most likely require that the student drop back one year to resume the program. Failure of two clinical internships will result in dismissal from the program.

If a student cannot complete a clinical internship due to medical reasons, the faculty will determine how that student will proceed in the program. This will be considered on a case-by-case basis. In the instance where a student does not attend any of the clinic, (e.g., the student has an accident prior to beginning of a clinical internship and must withdraw before it starts), he/she may be required to take this clinic at the next available opportunity. This will most likely require that the student drop back one year to resume the program.

The Department Chairperson, upon advice from the ACCE, CCCE, and/or CI, may remove a student from a clinical internship site if it is determined that this would be in the best interest of the student, the program, or the facility.

Relocation, travel, and housing costs that occur during clinical internships are the responsibility of the student. Having one's own transportation is highly recommended. It is the responsibility of the ACCE to assign clinical internship sites. The ACCE will attempt to work with students to place them in clinical sites they request within the limitations of available clinical sites and the needs of other students.

All students *must* comply with the rules and regulations of the health care facility to which they are assigned. It is the student's responsibility to familiarize themselves with those policies prior to attending the first day of internship.

STUDENT RIGHTS

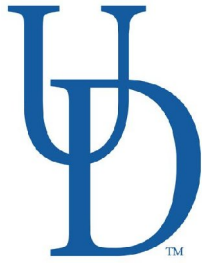
Physical therapy students enjoy the same rights and privileges as all other graduate students who attend the University of Delaware. Students should consult the *Graduate Catalog* and *The Official Student Handbook* for a detailed description of student rights and due process.

ACCREDITATION STATUS

The graduate physical therapy program has obtained full Accreditation Status from the Commission on Accreditation in Physical Therapy Education (CAPTE). This was last granted on May 2, 2001.

LIABILITY INSURANCE

The University carries liability insurance for students participating in off-campus clinical internships. The program, University, and health care facility negotiate a contract that clearly specifies the obligations of the University and the health care facility in this matter. Individual liability insurance is available at a nominal cost to the student and the necessary information can be obtained from the academic coordinator of clinical education.



University of Delaware Physical Therapy Department
DPT Program

I have read and understand the following:

Policies and Procedures Manual for Physical Therapy Students

Appendix A – Core Performance Standards

Appendix B – Generic Abilities

By signing and dating this sheet, I am affirming that I agree with and will adhere to the policies described, including those that deal specifically with academic and ethical dishonesty. I also understand that changes may be instituted by the Physical Therapy Faculty during the time I am a student in this program.

Name _____ Please Print

Signature _____

DPT Class of _____

Date _____

Witness _____ Please Print

Witness Signature _____

**THE UNIVERSITY OF DELAWARE
DEPARTMENT OF PHYSICAL THERAPY**

**POLICY AND PROCEDURE FOR
CORE PERFORMANCE STANDARDS**

Policy Statement: *The faculty of the Physical Therapy educational program at The University of Delaware will assess each student for the ability to meet the Core Performance Standards. Students must meet these standards before entering the clinical education component of the curriculum. To enact this policy, the procedure outlined below will be followed.*

Procedures:

1. The Core Performance Standards Statement of Understanding and the Core Performance Standards will be mailed to students after they have accepted the offer of admission to the program, along with the scheduling and related materials sent prior to students arriving on campus.
2. The student will read the statement and send the Core Performance Standards Statement of Understanding page back to the Physical Therapy program within one month of receipt.
3. If a student requests reasonable accommodations to meet the Core Performance Standards, the Physical Therapy program will work with the student, the Office of the Americans with Disabilities Act (ADA), and the ADA Coordinator as needed to determine reasonable accommodations for both classroom and clinical education needs. Students are encouraged to report any condition that may need attention as early in the curriculum as possible. This means during the first week of each semester or special session for needs in the classroom and during the first fall semester for clinical education needs. This will ensure ample time to identify resources for accommodation needs.
4. The contact person for PT is Stacie Larkin, A.C.C.E. in 317 McKinly Lab. Her phone number is 302-831-4152. The ADA Coordinator is Debbie Farris, 413 Academy St., Room 165, Office of Human Resources Telephone 302 -831-3670 or 4643, (TDD 302 831-4563).
5. After the consultative process (referenced in 3 above) between the student, the faculty, and the ADA coordinator, the student will receive a written explanation of how the requested accommodations can or cannot be reasonably met by the didactic and clinical program.
6. Students who cannot meet the Core Performance Standards but who have not followed the procedure outlined above to request accommodation may not expect to receive any accommodation.
7. Failure to satisfactorily demonstrate the core performance standards may prevent the student from entering the clinical education component of the curriculum or from progressing to more demanding aspects of the academic program. If in the professional judgment of the faculty, no reasonable accommodation can be made to allow successful performance, continued progression in the program may not be allowed.

Approved by PT Faculty

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

Physical therapy is a demanding career that requires a wide variety of cognitive, behavioral, sensory, and motor abilities. The physical therapist is expected to independently perform all aspects of his or her job. As described in the Guide to Physical Therapist Practice, the physical therapist will professionally interact with clients and their families who come from a wide variety of backgrounds and may be at any stage of life, from infancy through old age. The therapist will also interact professionally with other health care professionals, payers, and regulatory or legislative institutions. Services are provided to persons with disabilities for changes in function due to injury, disease, or other causes. The scope of physical therapy practice includes assessment and reduction of risk, prevention of disease and disability, promotion of health, wellness, and fitness, as well as the direct and specific rehabilitation of motor abilities diminished for any reason. Physical therapists consult, educate, engage in critical inquiry, and administrate. Physical therapists also supervise the physical therapy service, including training and supervision of support personnel and paraprofessionals.

The philosophy of the physical therapy educational program at The University of Delaware is to prepare students competent for practice as entry-level generalists employable in any state in the United States of America. It is also the expectation of the program that every student who graduates from this curriculum with the degree Doctor of Physical Therapy (DPT) will be prepared to actually practice as a physical therapist, pending passage of the appropriate examination for state licensure. Therefore, in accordance with the requirements of this career and the philosophy and expectations of this program, the faculty of the Department of Physical Therapy have developed the following list of core performance standards for admission and progression.

Before a student will be permitted to enter upon a full-time or integrated clinical experience as a student physical therapist, they must attain a satisfactory level of performance in these areas. Performance in Critical Thinking, Interpersonal Skills, and Communication Skills will be assessed through the Division's application of the "Generic Abilities Policy." Performance in the remainder of these abilities will be assessed through examinations (written and practical) incorporated within the courses in the curriculum. In each course, a notice of performance standards to be assessed and the level of performance required will be written into the syllabus. These tests will be designed as screening tools, such that successful performance of the tests indicates to the faculty that the student probably possesses the core performance abilities required of a physical therapist. A student who does not achieve satisfactory performance of these core abilities may not be permitted to begin their clinical affiliation until satisfactory performance is demonstrated.

Reasonable accommodation may be made to enable individuals with disabilities to achieve these standards of performance. Students who wish to receive such accommodation must follow established procedures to register and work with the University's Office of the ADA before faculty can make such accommodations. Students who are unable to perform these functions but who do not seek accommodation through Office of the ADA cannot expect any accommodation. The program seeks to be supportive of individuals who can, through reasonable accommodation, meet the core performance standards expected of a physical therapist.

REFERENCES

- The American Physical Therapy Association, Guide to Physical Therapist Practice, Second Edition (2001), *Phys. Ther.* 81(1).
- May, W.W., Morgan, B.J., & Lemke, J.L. (1995). Model for ability-based assessment in physical therapy education. *Journal of Physical Therapy Education*, 9, 3-6.
- Lissner, L. Scott. (2001), Technical Standards & Accommodations in Nursing Educational Programs, *The Ohio League of Nursing's Educational Summit*, Columbus, Ohio.
- U.S. Department of Labor, Employment and Training Administration (1991). Dictionary of Occupational Titles (4th ed. Rev.). Indianapolis, IN: JIST Works.
- The Ohio State University Hospitals Job Descriptions for Physical Therapists, 2001.

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

Ability	Standard	Example of necessary activities (not all-inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	<ul style="list-style-type: none"> • Synthesize examination findings to arrive at a physical therapy diagnosis • Develop a comprehensive plan of care appropriate to each patient. • Apply results of current physical therapy research to clinical practice
Interpersonal Skills	Interpersonal abilities sufficient to interact with patients, families, colleagues, and groups from various social, emotional, cultural, and intellectual backgrounds	<ul style="list-style-type: none"> • Display appropriate sensitivity while training patients and families in complex caregiving tasks after life-changing events such as strokes, spinal cord injury, or the birth of a child with a disability, etc. • Achieve the expected levels of performance in the generic abilities policy of the Department of PT.
Communication Skills	Communication abilities sufficient for effective verbal, non-verbal, and written interaction with others	<ul style="list-style-type: none"> • Teach patients to correctly perform physical therapy exercises. • Read and contribute to the medical record of the patient • Gather relevant information during patient interviews • Adjust verbal and written communications to accommodate the communicative ability of the targeted audience. • Written and Verbal Fluency in the English language as mandated by State licensure boards in the United States of America
Mobility	Physical ability sufficient to move patient and self about the work environment throughout the day on a variety of surfaces, and to and from different levels	<ul style="list-style-type: none"> • Get on the floor with patient and move with them while the patient returns to standing. • Enter small areas (e.g., bathroom or car) with patients for instruction in safe transferring methods. • Move with patient outdoors on varied environmental terrain for assistance and instruction in wheelchair mobility

**THE UNIVERSITY OF DELAWARE
DEPARTMENT OF PHYSICAL THERAPY**

Motor Abilities	Gross and fine motor abilities sufficient for safe and effective provision of physical therapy evaluations and treatments	<ul style="list-style-type: none"> • Provide manual resistance sufficient for a maximal manual muscle test (MMT) of the quadriceps muscles of the knee and a poor grade MMT of the fingers. • Maintain simultaneous control of assistive devices (walker) and the patient during treatment. • Use surgical instruments to clean dead tissue away from open skin wounds • Calibrate and use equipment • Adapt manual inputs to patient ability during therapeutic exercise • Balance sufficient to maintain safety of patient and self during crutch training outside in a dynamic, visually complex environment. • Occasionally lift and support objects weighing 50 pounds • Help perform multi-person transfers of patients who are obese
Hearing	Auditory acuity sufficient to assess patients, monitor their status, and maintain their safety	<ul style="list-style-type: none"> • Hear alarms from patient equipment • Hear patient cries for help • Hear heart and lung sounds
Visual	Visual acuity sufficient to assess patients, monitor their status, and maintain their safety	<ul style="list-style-type: none"> • Examine skin wounds and make clinical judgments based on their appearance • Observe patient's movement patterns and adjust treatment approach accordingly • See environmental hazards and patient actions to assess safety and prevent injury • Gather information from medical equipment, such as EKG machines, to monitor patient status.
Tactile	Tactile sensation sufficient to assess patients, monitor their status, and maintain their safety	<ul style="list-style-type: none"> • Perform palpation functions for physical examination and treatment, such as detecting tissue irregularities, perceiving temperature and moisture of patient's skin, detect joint irregularities, and palpating injured structures

Generic Abilities Student Self-Assessment Form

Name: _____

Date: _____

Generic abilities are attributes, characteristics, or behaviors that are not explicitly part of the profession's core of knowledge and technical skills but are nevertheless required for success in the profession. Ten generic abilities essential for physical therapists were identified through a study conducted at University of Wisconsin-Madison in 1991-92. The ten abilities and definitions developed in that study are listed on the student self-assessment form that follows.

Adapted from: Model for Ability-Based Assessment in Physical Therapy Education, WW May, et al. Journal of Physical Therapy Education, 9:1 Spring 1995.

Directions: The ten Generic Abilities listed in the shaded boxes are to be developed by the student during the academic phase of their professional education.

- This form is to be used primarily as a self assessment tool by students.
- Rank each core ability within the shaded box in accordance with the descriptors below the numbered line. The ranking represents a continuum for expected student progress during the academic portion of the curriculum.
- The descriptors below the boxes serve as examples of the behaviors expected for that particular ability.
- The ranking is to be completed by each student:
 - Early in the DPT program (Fall Year 1)
 - Prior to the first full-time internship (Spring Year 1).
 - Prior to the final 3 full-time internships (Spring Year 2).
- Students may enter the program with several of these abilities fully developed. Other abilities may require further development. Ranking should be done accordingly.
- Students should use feedback from multiple sources when self-assessing. When asked, students should be able to support their rankings with specific program related examples. Feedback might come from:
 - Faculty
 - Classmates
 - Written comments
 - Non-verbal messages
 - Self awareness
- All faculty and staff involved in teaching or interacting with the students during the relevant time frame of the evaluation will have an opportunity to review students' self-assessments and provide feedback

Time frames as to when students are expected to meet a certain level of accomplishment:

Level	Description	Expected Accomplishment of Criteria	Remediation, if necessary, must be completed by:
Beginning Level: 2-3 on scale	Students demonstrate awareness of what they need to be able to accomplish, but a deeper understanding of the required abilities may be lacking. They demonstrate stated criteria for this level but they may be inconsistent and not able to exhibit the skill in all contexts.	END OF FALL I - student must be at a level 2 or higher	END OF WINTER I
Developing Level: 3-5 on scale	Students demonstrate understanding of the required abilities and consistency in meeting stated criteria for this level; flexibility in adapting them to different contexts may still be deficient.	BEGINNING OF FALL II - student must be at a level 3 or higher	END OF FALL II
Entry Level: 5-7 on scale	Students demonstrate understanding, consistency, and flexibility.	END OF SPRING II - student must be at a level 5 or higher	END OF SUMMER III

- Students who complete the self-assessment, however, they do not accurately reflect their level on the scale or with their supporting comments, will have 1 additional opportunity to complete the self-assessment.
- Students who do not meet the expected criteria by the listed time-frame, as listed under “Expected Accomplishment of Criteria”, will have 1 additional opportunity to complete the self-assessment again in the following special session (winter or summer). Students are expected to meet with one of the members of the Generic Abilities Committee to identify strategies to improve in areas that are identified as deficient.
- If after the second assessment, the student is still not meeting the minimum expectation/level or submits an assessment lacking in reflection and examples to support their rating, then the student is required to meet with the Generic Abilities Committee. Based on the committee’s feedback/suggestions, the student must create an “action plan” to remediate the identified deficiencies. This action plan must then be approved by the Generic Abilities Committee with a time frame established for completion.
- If the student is not successful with fulfilling the requirements of the action plan in the established timeframe, the student may be terminated from the program pending the decision of the Academic Advisory Committee.

1. Commitment to Learning						
1	2	3	4	5	6	7
Requires direction often, has difficulty identifying needs and sources of learning and rarely seeks out new knowledge and understanding.		Self-directed, frequently identifies needs and sources of learning, and invites new knowledge and understanding.		Highly self-directed, consistently identifies needs and sources of learning, and deliberately seeks out new knowledge and understanding.		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- identifying problems
- formulating appropriate questions
- showing evidence of preparation prior to class
- participating in small groups
- attending class consistently
- showing attentiveness
- demonstrating a positive attitude toward learning

Examples and Comments:

Develops During the Program (3 or better)

Demonstrated by:

- awareness of or providing additional material outside of class structure
- enthusiasm about new ideas
- reconciling differences in opinions or information
- showing confidence in present material
- setting personal and professional goals
- seeking new learning opportunities
- seeking out professional literature

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- applying new information and re-evaluating performance
- reading articles critically and understanding limits of application to professional practice
- researching and studying areas where knowledge base is lacking
- accepting that there may be more than one answer to a problem
- researching areas where knowledge is lacking

2. Interpersonal Skills

1	2	3	4	5	6	7
Engages in non-effective or judgmental interactions with persons in the academic setting, and loses focus in unexpected/new situations.			Usually engages in effective and non-judgmental interactions with most persons in the academic setting, and maintains focus in unexpected/new situations.			Consistently engages in highly effective and non-judgmental interactions with all persons in the academic setting, and responds exceptionally well to unexpected/new situations.

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- maintaining professional demeanor in interactions
- respecting differences in others
- recognizing impact of non-verbal communication (eye contact, active listening)
- appropriately discussing a grade on an exam, practical, or assignment
- attentive behavior in classes, labs, and small groups

Develops During the Program (3 or better)

Demonstrated by:

- recognizing impact of non-verbal communication and modifying accordingly
- discussing problems with the appropriate faculty member
- using appropriate skills when one faculty member is referring the student to another faculty member
- assuming responsibility for own actions
- establishing trust and motivating others

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- approaching others to discuss differences in opinion
- responding effectively to unexpected situations
- talking about difficult issues with sensitivity and objectivity
- delegating to others as needed

Examples and Comments:

3. Communication Skills

1	2	3	4	5	6	7
Exhibits poor written, verbal and non-verbal communication skills and lacks ability to modify information to meet the needs of various audiences/purposes.			Exhibits acceptable written, verbal and non-verbal communication skills and is usually capable of modifying information to meet the needs of various audiences/purposes.		Exhibits superior written, verbal and non-verbal communication skills and readily modifies information to meet the needs of various audiences/purposes.	

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- understanding of basic English (verbal, written, grammar, spelling, expression)
- communicating appropriately in laboratory session and small groups
- providing appropriate feedback to fellow classmates
- using internet resources
- recognizing differences in communication styles

Develops During the Program (2 or better)

Demonstrated by:

- restating, reflecting and clarifying messages
- modifying communication
- using technology in presentations
- the quality of all written work
- the quality of class presentations
- the quality of handouts provided
- the quality of all assignments submitted
- exhibiting appropriate communication during practical exams

Demonstrates at Entry-Level and Beyond (2 or better)

Demonstrated by:

- modifying written and verbal communication to meet needs of various audiences
- presenting verbal or written message with logical organization and sequencing
- maintaining open and constructive communication
- communicating professional needs and concerns

Examples and Comments:

4. Effective Use of Time and Resources

1	2	3	4	5	6	7	
Exhibits poor use of time and resources, shows lack of flexibility/adaptability, and seems incapable of setting goals			Obtains good results through use of time and resources, shows adequate flexibility/adaptability and is capable of setting goals.		Consistently obtains maximum results through superior use of time and resources, shows unusual flexibility/adaptability and sets realistic goals.		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- making use of textbooks and reading assignments
- coordinating and working with others for group project assignments
- preparing for scheduled appointment times with others
- completing assignments on time

Develops During the Program (3 or better)

Demonstrated by:

- identifying alternative resources
- moving forward when mistakes are made
- accepting responsibility for others in group activities
- effectively setting a schedule
- using library, internet and school resources effectively

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- using limited resources creatively
- considering professional program and course goals in the context of the assignment
- demonstrating the ability to say “no” if request made does not add to priorities, or if the activity is in conflict with the set goals
- actively seeking resources to solve problems or answer questions

Examples and Comments:

5. Use of Constructive Feedback

1	2	3	4	5	6	7
Accepts feedback defensively, does not identify or integrate feedback, provides non-constructive, negative or untimely feedback to others		Usually accepts, identifies and integrates feedback from others, and frequently provides appropriate feedback to others		Seeks out, identifies, and eagerly integrates feedback from others, and provides constructive, timely, and positive feedback to others.		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- using active listening skills
- actively seeking constructive feedback and help
- showing a positive attitude
- critiquing own performance
- maintaining two-way communication

Develops During the Program (3 or better)

Demonstrated by:

- assessing own performance accurately (lab practicals, clinical experiences, ...)
- utilizing and providing constructive and timely feedback when establishing pre-professional goals
- developing a plan of action in response to feedback
- accepting and integrating feedback from others

Demonstrates at Entry-Level and Beyond 5 or better)

Demonstrated by:

- seeking feedback from others
- modifying feedback given to others according to their learning style
- reconciling differences with sensitivity
- considering multiple approaches when responding to feedback

Examples and Comments:

6. Problem Solving

1	2	3	4	5	6	7
Does not regularly recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes		Frequently recognizes and defines most problems, analyzes data, develops and implements solutions, and evaluates outcomes		Consistently and insightfully recognizes and defines problems, analyzes data, develops and implements solutions and evaluates outcomes.		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- recognizing problems in the academic setting
- recognizing problems of a personal nature
- knowing the basic steps of the problem solving process

Develops During the Program (3 or better)

Demonstrated by:

- applying the problem solving process to class/lab case studies
- generating alternative plans when difficulties or obstacles present themselves during the program
- updating solutions based on review of current research
- accepting responsibility for implementing solutions

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- weighing advantages and disadvantages of solutions
- participating in outcome studies
- contributing to formal quality assessment of programs
- seeking solutions to community health-related problems

Examples and Comments:

7. Professionalism

1	2	3	4	5	6	7
Exhibits questionable or poor conduct concerning ethics, regulations, policies and procedures, and represents the profession in an incompetent and negative manner			Usually exhibits professional conduct concerning ethics, regulations, policies and procedures, and represents the profession in a competent and positive manner		Exhibits superior professional conduct concerning ethics, regulations, policies and procedures, and actively promotes/represents the profession in a highly competent/commendable manner	

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- following University and School policies
- seeking opportunities for leadership
- demonstrating honesty, compassion, courage and regard to others
- an awareness of the professional role of a physical therapist

Develops During the Program (3 or better)

Demonstrated by:

- participating in the DPTA and APTA activities and meetings
- promoting the Physical Therapy profession
- participating in other professional activities
- acting on moral commitment
- awareness of ethical issues and legal issues impact on the profession
- Member of APTA

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- participating in research and evidence based practice
- participating actively in professional organizations
- attending post-professional workshops
- actively promoting the profession through community service
- acting in a leadership role when needed
- supporting research in physical therapy

Examples and Comments:

8. Responsibility

1	2	3	4	5	6	7
<p>Demonstrates a poor level of commitment, is not dependable, not punctual, not aware of personal and professional limitations, and does not accept responsibility for actions and outcomes.</p>		<p>Demonstrates an appropriate level of commitment, is usually dependable, punctual, aware of personal and professional limitations, and accepts responsibility for actions and outcomes.</p>		<p>Demonstrates a high level of commitment over and above normal responsibilities, very dependable, always punctual, acutely aware of personal and professional limitations and accepts full responsibility for actions and outcomes.</p>		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- completing assignments and other requests in a timely manner
- meeting deadlines for assignments
- coming to class on time
- following through on commitments made
- accepting responsibility for own actions and outcomes

Develops During the Program (3 or better)

Demonstrated by:

- directing complaints to the proper person in authority
- providing constructive feedback to the appropriate person
- contributing to the provision of a safe and secure environment for patients, classmates, and others
- encouraging colleague accountability

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- promoting education
- accepting leadership roles
- facilitating responsibility for program development and modification

Examples and Comments:

9. Critical Thinking

1	2	3	4	5	6	7
Does not identify, articulate or analyze problems, does not distinguish relevant from irrelevant, does not recognize/differentiate among facts, illusions and assumptions, and does not present ideas.			Frequently identifies, articulates and analyzes problems, distinguishes relevant from irrelevant, recognizes/differentiates among facts, illusions and assumptions, and presents ideas.			Readily identifies, articulates and analyzes problems, consistently and accurately distinguishes relevant from irrelevant, recognizes/differentiates among facts, and generates original ideas.

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- raising relevant questions
- recognizing gaps in knowledge base
- articulating ideas/problems

Develops During the Program (3 or better)

Demonstrated by:

- examining new ideas
- understanding the scientific method
- formulating new and seeking alternative ideas
- formulating alternative hypotheses
- critiquing hypotheses and ideas
- recognizing facts vs. opinion
- being able to distinguish relevant information in a case

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- exhibiting an openness to contradictory ideas
- assessing issues raised by contradictory ideas
- justifying solutions selected
- determining effectiveness of applied solutions

Examples and Comments:

10. Stress Management

1	2	3	4	5	6	7
Fails to identify sources of stress/problems in self and does not seek assistance or utilize coping skills and is unsuccessful at balancing professional/personal life		Is usually aware of sources of stress/problems in self and others, frequently seeks assistance as needed, utilizes coping strategies, and maintains balance of professional/personal life		Accurately identifies sources of stress/problems in self and others, actively seeks assistance when appropriate, demonstrates effective use of coping mechanisms and successfully maintains balance of professional/personal life.		

Examples of Expectations

Demonstrates When Admitted (2 or better)

Demonstrated by:

- demonstrating effective affective responses during most situations e.g. tests, practical exams, personal communication
- recognizing own stressors or problems
- recognizing stress or problems in others
- seeking assistance as needed
- maintaining professional demeanor in most situations

Develops During the Program (3 or better)

Demonstrated by:

- maintaining balance between professional and personal life
- accepting constructive criticism appropriately
- establishing outlets to cope with stressors
- responding appropriately to urgent situations
- handling unexpected changes appropriately

Demonstrates at Entry-Level and Beyond (5 or better)

Demonstrated by:

- recognizing when problems are unsolvable
- assisting others in recognizing stressors
- demonstrating a preventive approach to stress management
- offering solutions to the reduction of stress
- establishing a support network

Examples and Comments:

Based on my Generic Abilities Assessment, I am setting the following goals (include a time frame. If this is your last assessment – consider your goals for your 1st year out):

To accomplish these goals, I will take the following specific actions:

- Self-assessment is valid
- Self-assessment is not valid or poorly done. Student must re-do the self-assessment based on the feedback provided (Add additional comments below and/or on attached sheets).
- Student is not yet at required level (1st attempt)
(Students are expected to meet with one of the members of the Generic Abilities Committee to identify strategies to improve in areas that are deficient.)
- Student is not yet at required level (2nd attempt)
(Student must meet with Generic Abilities Committee and then submit a written plan of action.)

Comments:

Faculty assessor:

(signature)

Date

- Student agrees with faculty's comments and assessment
- Student disagrees with faculty's comments and assessment

Additional comments from Student (attach separate sheet if necessary):

(Student's signature)

Date