

## **Division of Physical Therapy Essential Functions and Technical Standards Applicants and Candidates for Physical Therapy Pediatric Residency Program Admission Continuance and Graduation**

### **Policy**

The Medical University of South Carolina (MUSC) Division of Physical Therapy endeavors to select residents who have the ability to become physical therapists with pediatric clinical specialty board certification. As a physical therapy pediatric residency program, the MUSC curriculum in physical therapy pediatric residency adheres to the standards and guidelines of the American Physical Therapy Association and American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE).

Within these guidelines, the MUSC Physical Therapy Pediatric Residency has the freedom and ultimate responsibility for the selection and evaluation of its residents, the design, implementation, and evaluation of its curriculum, and the determination of who should be awarded a program completion. Admission and retention decisions are based not only on prior satisfactory academic achievement, but also on non-academic factors which serve to ensure that the resident can complete the essential functions of the academic program required for graduation.

The Division has the responsibility to the public to assure that its residents can become fully competent and caring physical therapist with pediatric expertise, capable of doing benefit and not harm. Thus, it is important the persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice physical therapy.

The Division is committed to the principle of equal opportunity. The Division does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, or disability.

### **Program**

Technical standards, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all residents at graduation.

The essential functions required by the curriculum are in the following areas: sensory, communication, motor, intellectual (conceptual, integrative, and quantitative abilities for problem solving and patient assessment) and the behavioral and social aspects of the performance of a physical therapist with pediatric expertise.

The resident must have the ability to master information presented in course work in the form of lectures, written material, and projected images. The resident is held accountable to all compliance documents required by the Division and Medical University Hospital Authority (including CPR, First Aid, HIPAA, OSHA, immunizations, TB, criminal background screening and drug screening) and any lapse in currency will result in the resident being removed from the

classroom or clinic. Additional compliance items may be required by affiliating facilities during the clinical practicums.

The curriculum for the Physical Therapy Pediatric Residency requires the residents to engage in diverse, complex and specific experiences essential to the acquisition and practice of physical therapy. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential for the completion of the requirements for the Pediatric Physical Therapy Residency, these functions are necessary to ensure the health and safety of patients/clients, fellow candidates, faculty and other healthcare providers.

The essential functions necessary to acquire or demonstrate competence in the Physical Therapy program and needed for successful admissions and continuance by residents for the Physical Therapy Pediatric Residency program at MUSC, in addition to the standards of professional conduct set forth by the College of Health Professions, include but are not limited to the following abilities:

### **Sensory/Observational Skills**

- Ability to acquire the information presented through demonstrations and participate in lecture and laboratory settings as required in the curriculum
- Ability to observe patients accurately both at a distance and close at hand and observe and appreciate non-verbal communications during patient interactions
- Capable of perceiving signs of disease and malfunction as manifested through the physical examination
- Ability to use vision, hearing, and tactile means for acquisition of information

### **Communication Skills**

- Ability to effectively use English to communicate in oral and written form with faculty, peers, patients, families and health care team members
- Ability to express ideas clearly and freely, and demonstrate a willingness to give and receive feedback
- Ability to exchange information in order to obtain a health history, identify problems presented, explain alternative solutions and give directions during treatment and post-treatment
- 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
- Ability to complete reading assignments, writing assignments, search and evaluate the literature, and maintain written records in a timely manner

### **Motor Skills**

- Ability to execute movements required to provide general care and treatment to patients in all health care settings
- Ability to elicit information from patients by palpation, auscultation, percussion and other evaluative procedures

- Ability to execute motor movements required to provide pediatric specialty physical therapy including coordination and speed and agility to assist and safely guard patients who are walking, exercising or performing other therapeutic activities
- Ability to perform cardiopulmonary resuscitation
- Ability to lift and transfer patients
- Ability to demonstrate adequate gross and fine motor movements, balance, manual dexterity and kinesthetic awareness to safely perform physical therapy procedures

### **Intellectual and Cognitive Skills**

- Ability to measure, calculate, reason, analyze and synthesize data
- Ability to obtain, interpret, analyze, evaluate, and document data to determine a physical therapy diagnosis
- Ability to quickly read and comprehend extensive written material
- Ability to use sound judgment, prioritize therapeutic interventions, and measure and record outcomes
- Ability to use the computer for searching, recording, storing and retrieving information
- Ability to comprehend 3-dimensional and spatial relationships of anatomic structures

### **Behavioral and Social Attributes**

- Ability to use their intellectual capacity, exercise good judgment and promptly complete all duties related to diagnosis and care of patients under potentially stressful circumstances.
- Ability to carry full pediatric physical therapy residency course load, as it reflects the nature of the area of practice
- Demonstrate the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning or in an unpredictable manner
- Ability to demonstrate empathy, integrity, ethical standards, mature interpersonal skills, motivation and interest, not only for admission, but also throughout their careers as residents
- Ability to demonstrate cultural sensitivity
- Demonstrate effective, collegial, collaborative and harmonious relationships in diverse academic and working environments

### **Professional Conduct**

- Ability to reason morally and practice physical therapy in an ethical manner
- Ability to learn and abide by professional standards of practice
- Ability to demonstrate cooperation, compassion, empathy, altruism, integrity, honesty, responsibility and tolerance
- Ability to engage in patient care in all clinical settings
- Ability to deliver care to all pediatric patient populations

## **Implementation of Essential Functions for Admission, Continuance and Graduation**

Incoming residents will be alerted to the Essential Functions during program orientation and where to locate the information for future reference (resident handbook). Faculty will address resident performance and abilities to meet essential functions during regularly scheduled faculty meetings. Faculty advisors in conjunction with course instructors and the Residency Director will be responsible for monitoring whether the resident is meeting the essential functions for the program.

By signing below, you indicate that you have read and understand the content of the previous 4 pages entitled **Division of Physical Therapy Essential Functions and Technical Standards Applicants and Candidates for Physical Therapy Pediatric Residency Program Admission.**

**Print** your name: \_\_\_\_\_

**Sign** your name: \_\_\_\_\_

Date: \_\_\_\_\_