

Edison State Community College
Physical Therapist Assistant (PTA) Program

To assure safe and successful advancement through the PTA program, the physical, sensory, communication, cognitive/behavioral and social/behavioral functions listed below are the minimum requirements for all students and graduates. The Essential Functions are listed with a projected frequency that a graduate of the PTA program would expect to encounter while practicing as a PTA. However, the frequency may vary depending on the work setting.

Each PTA student is assessed throughout the curriculum to determine his/her ability to effectively and safely perform these functions in both the educational and clinical settings. Each PTA student must demonstrate competency in all of the Essential Functions to complete the PTA Program. Performance expectations are outlined in each required PTA course and must be passed to remain in the program. Terms are 16 weeks in length, and classes involving clinical functions begin the first term in the program.

Each PTA student must demonstrate the ability to complete clinical instruction in a variety of practice settings, to successfully complete the PTA curriculum, including, but not limited to: inpatient rehab, acute care facilities; skilled nursing facilities; adult and pediatric rehab units; outpatient centers for adults and pediatric clients; home health agencies; school-based therapy; hand clinics; and mental health facilities.

If a PTA student (or prospective student) has a disability or physical or mental condition (either temporary or chronic) which may impact his/her ability to perform the Essential Functions, this must be indicated on the Student Health Certificate filled out by the student's health care provider. The student must register with Edison's Disability Services Office as soon as possible and provide all required documentation and information as directed. An employee in Disability Services will contact the PTA Program Director or Academic Clinical Coordinator to make a preliminary determination of whether the prospective student is able to perform the essential functions and requirements of the PTA program, including specifically the listed Essential Functions, with or without reasonable accommodations, or whether any reasonable modifications may be made to the essential functions and requirements. These matters will be discussed with and input sought from the student before any final decision is made. The final decision of whether any accommodation or modification can be implemented resides with Edison State Community College.

Student: Physician must complete and sign the Student Health Certificate after reviewing the PTA Program Essential Functions.

Refer to the Office of Disability Services for further information and clarification.

Essential Functions for Physical Therapist Assistant Students

Performance Frequency: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%

Physical Skill	<i>Context in which Physical Skill is Used</i>	<i>Performance Frequency:</i>
LIFTING:	<ul style="list-style-type: none"> • Partially bear weight of people weighing up to 100# safely during transfers from a variety of surfaces • Positioning of people weighing up to 100# • Assisting with functional mobility with a person up to 100# 	F
LIFTING:	<ul style="list-style-type: none"> • Independently & safely demonstrate the strength to carry/maneuver heavy equipment weighing up to 50# 	F
BENDING/ STOOPING:	<ul style="list-style-type: none"> • Adjust body parts, clothing and/or equipment 	F
KNEELING:	<ul style="list-style-type: none"> • Assist people who may trip, fall, faint • Perform CPR • Work with people on the floor/mat • Developmental activities • ADLs/IADLs/work/Play/Leisure/Social Participation activities 	F
CROUCHING:	<ul style="list-style-type: none"> • Manage wheelchair and other equipment • Place/store equipment & materials • Assist with lower body ADLs • Assist person with seated activities 	F
CRAWLING:	<ul style="list-style-type: none"> • Work with children on developmental activities • Engage in activities on floor 	O
REACHING:	<ul style="list-style-type: none"> • Retrieve items from multiple locations • Adjust equipment • Guard people 	F
HANDLING:	<ul style="list-style-type: none"> • Sustain grasp • Manipulate body parts, tools, equipment 	C
DEXTERITY:	<ul style="list-style-type: none"> • Fine motor functions to perform standardized assessments • Fine motor functions to construct, maintain and/or repair orthotic devices/splints & adaptive equipment • Fine motor functions to document 	C
STANDING:	<ul style="list-style-type: none"> • Stand for extended periods of time up to 8 hours/day 	C
WALKING:	<ul style="list-style-type: none"> • Safely & timely walk within facility for up to 8 hours/day • Safely & timely walk over various surfaces (even, uneven, variety of terrains) inside/outside 	C
PUSHING/ PULLING	<ul style="list-style-type: none"> • Wheelchairs with people up to 200# without assistance • Scooters • Hoyer lifts with people up to 200# with or without assistance • Other equipment (i.e. IV poles, O2 tanks) 	F
BALANCING:	<ul style="list-style-type: none"> • Assist people with functional activities sustaining Good balance (w/o losing balance) on even & uneven surfaces • Ascend/descend 1 flight of stairs 	C
ENDURANCE	<ul style="list-style-type: none"> • Tolerate full-time work (40 hours/week) 	C
BODY MECHANICS:	<ul style="list-style-type: none"> • Utilize proper body mechanics performing all physical functions • Ability to perform complex motor functions necessary to provide therapeutic intervention (exercise, functional mobility, transfers, ADLs/IADLs and emergency treatment to patients). 	C

Essential Functions for Physical Therapist Assistant Students

	<i>Sensory Functions</i>	<i>Performance Frequency:</i>
TACTILE:	<ul style="list-style-type: none"> • Feel to palpate contractions • Feel to palpate pulses • Feel bony landmarks • Feel to identify joints • Exert adequate pressure • Feel varying skin textures • Differentiate between hot/cold • Differentiate between sharp/dull 	C
AUDITORY:	<ul style="list-style-type: none"> • Hear verbal instructions • Hear distress sounds & calls for assistance up to 10 feet away • Hear environment safety alarms • Hear for communication from other team members 	C
VISUAL:	<ul style="list-style-type: none"> • See in detail client's movements, facial expressions and performance • See and attend to behaviors & needs of up to 5 individuals in a group setting • See in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy • See to detect non-verbal communication • See to detect environmental hazards • Read documents • Read equipment dials • Read manuals/forms • Read research material 	C
	<i>Communication Functions</i>	<i>Performance Frequency</i>
SPEAKING:	<ul style="list-style-type: none"> • Speak clearly & concisely using proper English in person & via telephone with other team members • Establish rapport with other team members • Motivate and engage others in treatment 	C
RESPONDING:	<ul style="list-style-type: none"> • Respond to & communicate with others with communication disorders (i.e. aphasia, hearing loss) • Respond to & communicate with others from a different background/culture • Accurately report findings/results/plans to other team members 1:1 and in team meetings using proper English 	F
COMPREHENDING:	<ul style="list-style-type: none"> • English oral language • English written language 	C
WRITING:	<ul style="list-style-type: none"> • Clear, legible handwriting • Computerized documentation • Write in proper English 	C

Essential Functions for Physical Therapist Assistant Students

Cognitive/Behavioral and Social/Behavioral Functions	Performance Frequency
<ul style="list-style-type: none"> • Use critical thinking, problem-solving, and sound clinical reasoning in the delivery of physical therapy services including, but not limited to the following: <ul style="list-style-type: none"> ○ Planning and implementing appropriate client-centered interventions. ○ Making appropriate modifications to therapeutic interventions based on the client's physiological and psychological responses. ○ Identifying the need for consultation and determining the appropriate resource (ie. physical therapist or other health care providers/team members). 	C
<ul style="list-style-type: none"> • Effectively cope with stress in order to function safely and calmly under demanding educational and changing clinical environments. 	C
<ul style="list-style-type: none"> • Be aware of surroundings and alert to potential emergencies; respond appropriately to client situations including pain, changes in physical and/or mental status, and risk for falls. 	C
<ul style="list-style-type: none"> • Manage time effectively; prioritize multiple tasks; maintain composure in situations that require multitasking. 	C
<ul style="list-style-type: none"> • Maintain concentration and focus to attend to demanding and continuous tasks throughout the entire class/lab and/or clinical hours 	C
<ul style="list-style-type: none"> • Demonstrate interpersonal functions required to build rapport and effectively interact with clients, families, caregivers, supervisors, coworkers, and members of the community; exhibit cultural awareness and sensitivity to members of the same or different cultures; treat others with respect, compassion, politeness, and discretion; exhibit social functions necessary for effective collaboration and teamwork. 	C
<ul style="list-style-type: none"> • Demonstrate attitudes/actions consistent with the core values and ethical standards of the physical therapy profession. 	C
<ul style="list-style-type: none"> • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when giving/receiving constructive feedback. 	C
<ul style="list-style-type: none"> • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when engaging in conflict management and problem resolution. 	C
<ul style="list-style-type: none"> • Abide by established policies and procedures of educational and clinical environments 	C

STUDENT HEALTH CERTIFICATE

Edison State Community College
Physical Therapist Assistant Program

This certificate must be completed and signed by a licensed health practitioner (MD, DO, NP-C, PA). Once completed, student must submit this form. .

Print Name of Student: _____
Last Name First Name Middle Initial

Health Status Determined After Reviewing Essential Functions: *(Must be checked & signed)*

- Student is free of communicable disease and in good physical and mental health, or
- Student has a disability or other physical or mental condition which may interfere with the student's attendance and progress in the program or ability to work in a variety of settings *(see attached list of Essential Functions)*
 - This condition is temporary. DATE OF RELEASE: _____
 - This condition is permanent.

Health Care Provider's Signature Date

IMMUNIZATION GUIDELINES

MANTOUX SKIN TEST (PPD)

- This is a requirement each year a student is in the program.
- ***First-year students are required to have had a two-step test within the past year.***
- ***Second-year students may receive a one-step PPD.***
- Positive PPD reactors should have a baseline chest x-ray and be evaluated if symptoms develop.
- ***A TB Blood Test is also acceptable.***

MMR VACCINE OR TITER

- ***Laboratory confirmation*** of disease or immunity within past year (i.e. **titer**) is required.
- If immunity is not confirmed by titer, student must acquire 2 booster doses for Parotitis or Rubeola or 1 booster dose for Rubella.
*****History of disease or prior immunization is NOT reliable*****

TETANUS AND DIPHTHERIA ADULT VACCINE (Td)

- A 1-time dose of Tdap is recommended for those who have never or are unsure if they previously received this vaccine.
- After that, a Td booster every 10 years is recommended.

HEPATITIS B VACCINE

- This is a 3-dose series, given at 0, 1, and 6 month intervals, followed by serological (titer) testing 1-2 months after dose #3.
- Dose #1 is due prior to admission to the PTA Program.
- Doses #2 & #3 are due prior to entry into the clinic in Fall of the 2nd program year.
- Immunity is determined by:
 - ***Documentation of all 3 injections*** –or–
 - ***Laboratory confirmation*** of immunity (titer test).

VARICELLA (Chickenpox)

- ***Laboratory confirmation*** of disease or immunity within past year (i.e. **titer**) is required.
- If immunity is not confirmed by titer, student must acquire 2 booster doses.
History of disease or prior immunization is not acceptable proof**

INFLUENZA VACCINE –Required at a future date

- 1 dose will be required **annually** in the **Fall** of each year a student is in the program.