

Essential Functions

Doctor of Physical Therapy (DPT)

In compliance with the American with Disability Act, Allen College does not discriminate on the basis of disability in the administration of its educational policies, admission policies, student aid and other college administered programs nor in the employment of its faculty and staff. The skills listed below are essential requirements for this program. Students in the program and those who complete the program will be expected to demonstrate the ability to satisfy these criteria with or without the help of compensatory techniques, assistive devices or other reasonable accommodations. We invite any potential student to meet with the Dean or Enrollment Management or Admissions Counselor to discuss any potential issues associated with meeting these requirements.

Allen College is inclusive and supports students with a wide range of abilities. An inquiry regarding an ability or accommodation is confidential and should be addressed to Joanna.Ramsden-Meier@allencollege.edu, or by phone at (319) 226-2004. Dr. Ramsden-Meier, Dean of Enrollment Management, is not part of the selection process. Any information provided will remain confidential.

The holder of a physical therapy degree must have the knowledge and skills to function in a broad variety of therapeutic situations and provide a wide spectrum of patient care. In order to carry out such activities, the therapist must be able to quickly, consistently, and accurately integrate, analyze, and synthesize data.

Issue	Essential Function
Observation	Prospective students must have sufficient vision to be able to observe demonstrations, experiments, and laboratory exercises in the basic and clinical sciences. They must be able to observe a client accurately at a distance and up close.
Communications	Prospective students should be able to speak, hear, and observe clients in order to elicit information; examine and treat; describe observable changes in mood, activity, and posture; and perceive non-verbal communication. They must be able to communicate effectively and sensitively in speech, reading, and writing with clients, families, and all members of the health care team.
Motor	Prospective students should have sufficient motor functions to stabilize and execute the movements required in safe and effective clinical care. This skill requires coordination of both gross and fine motor movements, equilibrium, and functional use of the senses of touch and vision.
Sensory	Prospective students need enhanced sensory skills such as tactile discrimination and proprioception. This skill includes the ability to discriminate subtle changes in such things as muscle tone and strength.
Strength and Mobility	Prospective students need the ability to maintain an upright posture with sufficient strength and mobility to transfer clients lacking those same capabilities.
Visual Integration	Prospective students need adequate visual capabilities for evaluation and treatment integration, including the assessment of symmetry, range of motion, muscle tone, and tissue texture changes.
Intellectual, Conceptual, Integrative, Qualitative, and Quantitative	Prospective students need to be able to problem solve by measuring, calculating, reasoning, analyzing, and synthesizing. They must also have effective organizational skills and be able to employ inductive and deductive reasoning strategies as they engage in basic, applied, and translational research. In addition, students need to be able to comprehend three-dimensional relationships, grasp deep understandings of phenomenon, and understand the spatial relationships of structures.
Behavior and Social	Prospective students must possess the emotional health required for exercise of good judgment, full utilization of their intellectual abilities, prompt completion of all responsibilities concerning the evaluation and care of clients, and successful development of mature, sensitive, and effective relationships with clients and other professionals. They must be able to tolerate taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainty inherent in clinical intervention.

In addition, prospective students must be willing to exhibit professionalism as outlined in the APTA Code of Ethics and personal qualities listed in the APTA Core Values which include Accountability, Altruism, Collaboration, Compassion and Caring, Duty, Excellence, Integrity, and Social Responsibility. Professionalism and Personal Qualities will be subjected to assessment at admission and regularly throughout the educational process.

I have read the above Essential Functions (Core Performance Standards for Admission and Progression) and hereby represent that I can effectively and safely perform the competencies listed. I further agree to exhibit professionalism and personal qualities as noted.

Printed Name

Signature

Date

Form may be sent to:

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