

LOMA LINDA UNIVERSITY
SCHOOL OF ALLIED HEALTH PROFESSIONS
Department of Physical Therapy
PTA Student - Essential Functions/Consent Form

I, _____, as a student enrolled in the LLU PTA program, hereby voluntarily agree and consent to the following: (Print Name)

_____ (please initial) I understand that while I am enrolled in the Department of Physical Therapy, School of Allied Health Professions, Loma Linda University I will be involved in activities that may increase my risk of injury or illness above those associated with everyday activities of daily living. These activities include:

- Exposure to blood, body fluids and airborne pathogens (Examples: Hepatitis, TB, HIV, needle sticks)
- Musculoskeletal injury - due to performing/receiving physical therapy treatment activities on/from partners in the laboratory setting and on clinical rotations
- Psychological Stress - due to the curriculum load which requires in and out of class commitment to successfully complete the program
- Exposure to hazardous material (Examples: formaldehyde, Betadine, rubbing alcohol)

_____ (please initial) I understand that clinical requirements of facilities used for PTA clinical education may include drug testing and/or background checks and I give permission for such information to be released via mail, email or fax to clinical facility representatives.

_____ (please initial) I understand that to successfully complete the program I must be able to perform the Department of Physical Therapy's "Essential Functions" that are listed below. I understand that if I am an individual with a disability and need reasonable accommodation to fully participate in this program, I must obtain the Student Information and Requested Accommodation forms from Dr. Craig Jackson, Dean, School of Allied Health Professions in Nichol Hall, Room 1603.

Cognitive Learning Skills

I will be required to demonstrate the ability to:

1. Receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.
2. Assist in performing a physical therapy assessment of a patient's posture and movement including analysis of physiological, biomechanical, behavioral, and environmental factors in a timely manner, consistent with the acceptable norms of clinical settings.
3. Use evaluation data to execute a plan of physical therapy management, in a timely manner, appropriate to the plan developed by the physical therapist, consistent with acceptable norms of clinical settings.
4. Report to the physical therapist any changes in the patient that may require a reassessment or revision of plans as needed for effective and efficient management of physical therapy problems, in a timely manner and consistent with the acceptable norms of clinical settings.

Psychomotor Skills

I will be required to demonstrate the following skills.

1. Locomotion ability to:
 1. Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and work stations.
 2. Physically maneuver in required clinical settings, to accomplish assigned tasks.
 3. Move quickly in an emergency situation to protect the patient, e.g. from falling.
2. Manual tasks:
 1. Maneuver another person's body parts to effectively perform treatment interventions.
 2. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer.
 3. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give time urgent verbal feedback).
 4. Manipulate another person's body in transfers, gait, positioning, exercise, and mobilization techniques. (Lifting weight up to 100 lbs). Involves bending and twisting by PTA student.
 5. Manipulate evaluation and treatment equipment safely and accurately apply to clients.
 6. Manipulate bolsters, pillows, plinths, mats, gait assistive devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively. (Lifting, pushing/pulling weights up to 100 lbs)
 7. Competently perform and supervise cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association for "Basic Life Support for Healthcare Providers".

3. Small motor/hand skills:
 1. Legibly record thoughts for written assignments and tests.
 2. Legibly record/document patient care notes and communications in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
 3. Detect changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to report such changes to the physical therapist in a timely manner and sense that individual's response to environmental changes and interventions.
 4. Safely apply and adjust the dials or controls of therapeutic modalities
 5. Safely and effectively position hands and apply therapy interventions
 6. Use a telephone
4. Visual acuity to:
 1. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, web pages, literature and patient's chart.
 2. Observe active demonstrations in the classroom.
 3. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
 4. Receive visual information from clients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of assessing and reporting changes to physical therapist
 5. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
 6. Receive visual clues as to the patient's tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.
5. Auditory acuity to:
 1. Hear lectures and discussion in an academic and clinical setting.
 2. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.
6. Communication:
 1. Effectively communicate information and safety concerns with other students, teachers, patients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
 2. Receive and interpret written communication in both academic and clinical settings in a timely manner.
 3. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
 4. Physical Therapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.
7. Self care:
 1. Maintain general good health and self care in order to not jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
 2. Arrange transportation and living accommodations to foster timely reporting to the classroom and clinical assignments.

Affective Learning Skills

I must be able to:

1. Demonstrate respect to all people, including students, teachers, patients and medical personnel, without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions or personal values.
2. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of clients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the American Physical Therapy Association.
3. Sustain the mental and emotional rigors of a demanding educational program in physical therapy, which includes academic and clinical components that occur within set time constraints, and often concurrently.
4. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients/clients.

Signed: _____

Witnessed by: _____

Date: _____