ESSENTIAL FUNCTIONS

The following are essential functions needed for successful completion of the Athletic Training, Exercise Science, and Physical Therapy programs at Florida Gulf Coast University. Students must be able to perform, with or without reasonable accommodations, each of these essential functions in order to fully participate in the program and successfully complete the requirements of the program in which they are enrolled. A student requesting accommodation in regard to carrying out any of these essential functions must realize that although he/she may meet program requirements to graduate, he/she may not meet some requirements of licensure and employment in the profession.

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether or not a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services. (See current FGCU Student Guidebook).

Essential Functions

Cognitive Functions

1. Comprehend, retain, and retrieve complex information from the social sciences, humanities, natural and movement sciences, and apply this information to professional course work.

2. Comprehend, synthesize, and integrate information from extensive written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients.

3. Apply information obtained from classroom, laboratory, and written materials to the examination, evaluation, and intervention of real and simulated patients.

4. Critically analyze information taken from written materials, demonstration, group facilitation, lectures, class discussion, laboratory practice sessions, and simulated patients/clients to develop and support the rationale for appropriate examinations, evaluations, prognoses, and interventions.
5. Integrate information from multiple simultaneous sources in a timely manner.

**Affective and Communication Functions**

1. Speak in English effectively and with sufficient volume to convey information to and instruct other individuals and groups from a variety of backgrounds, ages, and needs in a professional, respectful, and non-judgmental manner.

2. Understand and interpret the verbal, non-verbal, and written communication of others and respond in an appropriate professional manner.

3. Write clearly, concisely, and effectively in English.

4. Effectively attend to people, information, and tasks in a complex, highly stimulating environment during an entire workday.

5. Practice as a student in a safe, ethical, and legal manner.

6. Meet externally imposed deadlines and time requirements.

7. Effectively and consistently manage personal stress and the stress of others.

8. Respond to medical crises and emergencies in a calm, safe, and professional manner.

**Psychomotor Functions**

1. Physically move or support patients/clients/classmates/equipment in a variety of situations and safely and skillfully supervise/instruct the movement/support of patients/clients/classmates utilizing a minimally trained technical support person.

2. Demonstrate the ability to observe and practice universal precautions.

3. Demonstrate the ability to perform emergency first aid and Health Care Provider CPR (American Heart Association BLS, including defibrillator).

4. Safely and reliably read meters, dials, and printouts.

5. Manipulate and operate examination and intervention equipment, monitoring devices, and computers.
6. Demonstrate appropriate body mechanics and react safely and appropriately to sudden or unexpected movements of patients/clients/classmates.

7. Demonstrate the ability to work in an environment which requires significant physical activity and mobility throughout the workday and which does not compromise patient or therapist safety.

8. Hear and comprehend the spoken word and auditory signals from equipment.

9. Write legibly and clearly by hand and by computer.

10. Safely, reliably, and efficiently perform appropriate examinations and interventions. See appendix for listing of sample (incomplete) examinations and interventions, listed by program.
Appendix A
Essential Functions for Physical Therapy

Safely, reliably, and efficiently perform appropriate examinations and interventions. See appendix for listing of sample (incomplete) examinations and interventions, listed by program.

Sample Examinations
- cognitive/mental/emotional status
- endurance
- skin integrity
- sensation
- strength
- joint mobility
- joint motion and play
- muscle tone and reflexes
- movement patterns
- coordination
- balance
- developmental skills
- pain
- posture
- gait
- functional abilities
- assistive devices and equipment
- cardio-pulmonary status
- segmental length, girth, and volume for patients

Sample Interventions
- therapeutic exercises to improve strength, ROM, or endurance
- developmental activities
- gait activities
- prosthetic and orthotic training
- wound care
- wheelchair training
- neurosensory techniques
- thermal agents
- physical agents and mechanical modalities
- massage
- electrotherapy
- balance and coordination training
- positioning techniques
- cardio-pulmonary rehabilitation
- manual therapy techniques
- functional activities, bed mobility, and transfers
- airway clearance techniques

Adapted from CAPTE Criteria, NATA Criteria, and Essential Functions for Physical Therapy from Northeastern University (by verbal permission of N. Sharby) 2/07/04.
Endorsed by PTHP Faculty 6/13