

**On October 13, 2017, the Members of ACAPT adopted the following list of KSAs and their recommended level of competency to be published as a guideline for considering student readiness prior to entering first full time clinical experiences.**

**Student Readiness for the First Full-Time Clinical Experience**

The following table summarizes the minimal knowledge, skills and abilities (KSAs) in which physical therapist students must demonstrate competence prior to entry into the first full-time clinical experience. The KSAs are grouped into 14 themes, numbered and indicated in bold text with the corresponding KSAs listed below. Greater than 80% of participants in the Delphi study indicated that these items were necessary.

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| **Student Readiness Themes and KSAs** |
| **Theme 1** | **Students should have foundational knowledge to support application and synthesis in the following content areas:** |
| 1.1 | Anatomy (i.e. functional anatomy)  |
| 1.2 | Common diagnoses related to systems review (e.g. medical, physical therapy  |
| 1.3 | Kinesiology (i.e. biomechanics, exercise science, movement science)  |
| 1.4 | Physiology / Pathophysiology (related to general systems review)  |
| 1.5 | Tissue mechanics (e.g. stages of healing, use/disuse, load/overload)  |
| **Theme 2** | **Students should meet the specific program identified curricular requirements including:**  |
| 2.1 | achieve minimum GPA  |
| 2.2 | meet minimum expectations for practical examinations  |
| 2.3 | remediation of any and all safety concerns  |
| **Theme 3** | **Students should take initiative to apply evidence-based strategies to:**  |
| 3.1 | generate interventions ideas  |
| 3.2 | guide decision-making  |
| 3.3 | measure outcomes  |
| 3.4 | research unfamiliar information or conditions  |
| **Theme 4** | **Students should engage in self-assessment including:**  |
| 4.1 | self-assessment of the impact of one’s behaviors on others  |
| 4.2 | the understanding of one’s own thought processes (metacognition)  |
| 4.3 | self-reflection and identification of areas of strength and those needing improvement, development of a plan to improve, and discussion of that plan with instructors  |
| 4.4 | seeking out resources, including support from others when needed, to assist in implementation of the plan |
| **Theme 5** | **Students should utilize constructive feedback by:**  |
| 5.1 | being open and receptive, verbally/non-verbally  |
| 5.2 | implementing actions to address issues promptly  |
| 5.3 | reflecting on feedback provided  |
| **Theme 6** | **Students should demonstrate effective communication abilities within the following groups:**  |
| 6.1 | diverse patient populations  |
| 6.2 | families and other individuals important to the patients  |
| 6.3 | healthcare professionals  |
| **Theme 7** | **Students should exhibit effective verbal, non-verbal and written communication abilities to:**  |
| 7.1 | listen actively  |
| 7.2 | demonstrate polite, personable, engaging and friendly behaviors  |
| 7.3 | independently seek information from appropriate sources  |
| 7.4 | build rapport  |
| 7.5 | seek assistance when needed  |
| 7.6 | engage in shared decision-making with patients  |
| 7.7 | demonstrate a level of comfort and respect with patient handling  |
| 7.8 | demonstrate empathy  |
| 7.9 | use language and terminology appropriate for the audience  |
| 7.10 | introduce one’s self to CI, clinical staff, and patients  |
| **Theme 8** | **Students should be prepared to engage in learning through demonstrating:**  |
| 8.1 | accountability for actions and behaviors  |
| 8.2 | resilience/perseverance  |
| 8.3 | cultural competence and sensitivity  |
| 8.4 | an eager, optimistic and motivated attitude  |
| 8.5 | respect for patients, peers, healthcare professionals and community  |
| 8.6 | open-mindedness to alternative ideas  |
| 8.7 | punctuality with all assignments  |
| 8.8 | self-care to manage stress  |
| 8.9 | responsibility for learning |
| 8.10 | self-organization  |
| 8.11 | taking action to change when needed  |
| 8.12 | willingness to adapt to new and changing situations  |
| 8.13 | appropriate work ethic  |
| 8.14 | maturity during difficult or awkward situations with patients, families and healthcare professionals  |
| **Theme 9** | **Students should develop the following elements including the documentation of:**  |
| 9.1 | examination/re-examination (History, systems review, and tests and measures)  |
| 9.2 | establish and document the problem list  |
| 9.3 | daily interventions  |
| **Theme 10** | **Student should recognize and address issues related to safe patient care including the ability to:**  |
| 10.1 | identify contraindications and precautions  |
| 10.2 | assess and monitor vital signs  |
| 10.3 | identify and respond to physiologic changes  |
| 10.4 | assess the environment for safety, including lines, tubes, and other equipment  |
| 10.5 | appropriately apply infection control procedures including universal precautions  |
| 10.6 | provide assistance and guarding for patient safety  |
| 10.7 | utilize appropriate body mechanics to avoid injury to self or patients  |
| 10.8 | provide appropriate draping during patient care activities  |
| **Theme 11** | **Student should demonstrate the following clinical reasoning skills for a non-complex patient:**  |
| 11.1 | utilize the elements of the patient-client management model including:  address various body systems (cardiopulmonary, integumentary,   musculoskeletal, neuromuscular) during the examination  |
| 11.2 | articulate a clinical rationale in patient evaluation  |
| 11.3 | develop goals that are linked to the patient’s activity limitations and participation restrictions  |
| 11.4 | determine appropriateness for therapy within scope of PT practice  |
| 11.5 | interpret examination findings  |
| 11.6 | screen to rule in/out conditions and concerns  |
| **Theme 12** | **Student should have BOTH the understanding and skill to perform the following examination skills:**  |
| 12.1 | balance assessment  |
| 12.2 | chart review to extract relevant history |
| 12.3 | dermatome screening  |
| 12.4 | functional mobility assessment  |
| 12.5 | gait assessment  |
| 12.6 | goniometry  |
| 12.7 | interview / history taking  |
| 12.8 | lower quadrant screening  |
| 12.9 | manual muscle testing  |
| 12.10 | muscle length testing  |
| 12.11 | myotome screening  |
| 12.12 | reflex testing  |
| 12.13 | sensory examination  |
| 12.14 | medical screening for red flags  |
| 12.15 | systems review  |
| 12.16 | upper quadrant screening  |
| **Theme 13** | **Student should have the understanding and skill to perform the following interventions:**  |
| 13.1 | prescribe, fit, and instruct patients in proper use of assistive devices  |
| 13.2 | functional training (including bed mobility, transfers, and gait) with appropriate guarding and assistance  |
| 13.3 | individualized patient education  |
| 13.4 | therapeutic exercise: specifically strengthening  |
| 13.5 | therapeutic exercise: specifically stretching  |
| 13.6 | therapeutic exercise: specifically aerobic exercise  |
| **Theme 14** | **Student should recognize and follow specific professional standards, including:**  |
| 14.1 | appropriate dress code  |
| 14.2 | core values identified by the APTA as accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility  |
| 14.3 | clinical expectations specific to setting  |
| 14.4 | HIPAA regulations  |
| 14.5 | legal aspects related to patient care |
| 14.6 | obligations of the patient-provider relationship  |
| 14.7 | passion for the profession  |
| 14.8 | patient rights  |
| 14.9 | maintaining professional boundaries  |
| 14.10 | understanding physical therapy's role in the healthcare system  |