

**PHYSICAL THERAPY BOARD OF CALIFORNIA
RULEMAKING FILE**

TITLE 16, CALIFORNIA CODE OF REGULATIONS

***DIVISION 13.2, Article 2, Applications and Examinations, Section 1398.26.1
Satisfactory Documentary Evidence of Equivalent Foreign Education
(Coursework Tools)***

Submitted to: Office of Administrative Law By:
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PHYSICAL THERAPY BOARD OF CALIFORNIA

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CLOSING STATEMENT/CERTIFICATION

I, Brooke Arneson, am the agency official who compiled this rulemaking file with the assistance of my employees and agents. I certify that I have complied with the requirements of Business and Professions Code section 313.1. I declare under penalty of perjury under the laws of the State of California that the record in this matter closed on November 7, 2022, then reopened and reclosed on December 14, 2022, and the file and this copy of the file are complete.

Executed this 14 day of December 2022, at Sacramento, California.



Brooke Arneson
Physical Therapy Board of California

Notice of Proposed Changes

Department of Consumer Affairs

TITLE 16. Physical Therapy Board of California

NOTICE IS HEREBY GIVEN that the Physical Therapy Board of California (Board) is proposing to adopt amend Sections 1398.26.1 of Article 2 of Division 13.2 of Title 16 of the California Code of Regulations (CCR), as described in the Informative Digest below, after considering all comments, objections, and recommendations regarding the proposed action.

PUBLIC HEARING

The Board has not scheduled a public hearing on this proposed action. However, the Board will hold a hearing if it receives a written request for a public hearing, from any interested person, or a person's authorized representative, no later than 15 days prior to the close of the written comment period. A hearing may be requested by making such request, in writing, addressed to the individuals listed under "Contact Persons" in this Notice.

WRITTEN COMMENT PERIOD

Any interested person, or a person's authorized representative, may submit written comments relevant to the proposed regulatory action to the address listed under Contact Person in this Notice. Comments may also be submitted by facsimile (FAX) at 916 263-2560 or by e-mail to ptbc.rulemaking@dca.ca.gov. The Board will consider only comments received at the Board's office by **5:00 p.m., Tuesday, September 20, 2022**, or at the public hearing, if one is requested. Submit comments to the Contact Persons listed in this Notice.

AUTHORITY AND REFERENCE:

Business and Professions Code (BPC) section 2615 authorizes the Board to adopt this proposed regulation. The proposed regulation implements, interprets, and makes specific sections 2650, 2653, and 2654 of the BPC.

INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW:

Physical therapists (PT) are licensed health care practitioners that perform physical therapy and physical therapist assistants (PTA) are licensed health care practitioners that provide physical therapy services under the supervision of a licensed physical therapist (BPC section 2630.3). Both are regulated pursuant to the Physical Therapy Practice Act (BPC 2600 and following).

The Board is one of the jurisdictions of the 53 member-driven Federation of State Boards of Physical Therapy (FSBPT), a non-profit organization who supports member boards by providing service and leadership that promotes safe and competent physical therapy practice. The FSBPT is the developer of the coursework evaluation tool used by credential evaluation services to report education equivalency of the foreign educated applicants.

BPC section 2650 sets the educational requirements for both licensees. BPC section 2653 specifies that an applicant for a license as a physical therapist who has graduated from a physical therapist education program that is not approved by the board and is not located in the United States shall complete an education program substantially equivalent as set forth in

paragraph (2) of subdivision (a) of Section 2650. It also states and that the board may require documentation be submitted to a credential evaluation service for review and report.

BPC Section 2654 affords applicants graduating from a physical therapist education program that is not approved by the Board and is not located in the United States and does not qualify to take the physical therapist examination, their education may be evaluated to take the physical therapist assistant examination.

CCR section 1398.26.1 makes specific that the Board only accepts the Federation of State Boards of Physical Therapy's Coursework Evaluation Tool as documentation for the credential evaluation services to report educational equivalency.

The Board's proposal would address the foregoing issues by amending CCR section 1398.26.1 to:

(1) update the revision date of the existing FSBPT's coursework evaluation tools (CWT) 1-5, which correspond with the applicant's graduation date;

(2) adds FSBPT's CWT 6 which evaluates all foreign educated physical therapist's education regardless of the graduation date;

(3) adds a provision for accepting FSBPT's CWT 6 in lieu of the coursework tool which corresponds with the graduation date;

(4) specifies the credential evaluation services shall use the corresponding FSBPT's coursework evaluation tool for the purposes of determining educational equivalency for physical therapist assistant licensure;

(5) updates the revision date on the FSBPT coursework tool for physical therapist assistants – PTA Tool 1 and adds PTA Tool 2.

INCORPORATION BY REFERENCE:

The current regulations have the following incorporated by reference:

- FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated Before 1978 – CWT 1 (2004);
- FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1978 to 1991 – CWT 2 (2004);
- FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1992 to 1997 – CWT 3 (2004);
- FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1998 to June 30, 2009 – CWT 4 (2004); and
- FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From June 30, 2009 – CWT 5 (2004).

These proposed regulations will update the above with the current versions and will also incorporate by reference:

- FSBPT Coursework Tool For Foreign Educated Physical Therapists – CWT 6 (Rev. 2016-10) for implementation January 1, 2017; and,

- FSBPT Coursework Tool for Physical Therapist Assistants – PTA Tool 2
Implementation Date February 15, 2017.

Anticipated Benefits of Proposed Regulations

The benefit anticipated by the proposed amendment is the assurance to consumers of physical therapy that a physical therapist or physical therapist assistant, who is a graduate of a non-accredited foreign physical therapy educational program, has provided evidence of education equivalency to that of an accredited domestic educated licensee. It also affords licensee mobility from state to state since the standard for demonstrating education equivalency is a nationwide standard set by the Commission on Accreditation of Physical Therapy Education (CAPTE).

Business Reporting Requirements

The regulatory action does not require businesses to file a report with the Board.

Consistency and Compatibility with Existing State Regulations

During the process of developing these regulations and amendments, the Board conducted a search of any similar regulations on this topic and concluded these regulations are neither inconsistent nor incompatible with existing state regulations.

PTA tool 2007 was developed by the FSBPT in response to the 2008 published regulation number CMS-1385 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant's education in the United States.

FISCAL IMPACT ESTIMATES:

Fiscal Impact on Public Agencies Including Costs or Savings to State Agencies or Costs/Savings in Federal Funding to the State: None

The Board does not anticipate any impact on federal funding.

This proposal does not impact any government owned business.

Nondiscretionary Costs/Savings to Local Agencies: None

Local Mandate: None

Cost to Any Local Agency or School District for Which Government Code Sections 17500 – 17630 Require Reimbursement: None

Business Impact:

The Board has made the initial determination that the proposed regulation will not have a significant, statewide adverse economic impact directly affecting business, including the inability of California businesses to compete with businesses in other states, because all applicants for licensure have to meet an education standard set by CAPTE.

Effect on Small Business:

The Board has determined that the proposed regulations may affect small businesses.

Cost Impact on Representative Private Person or Business:

The Board is not aware of any cost impact that a representative private person or business will necessarily incur in reasonable compliance with the proposed action. The representative private persons or directly affected businesses are physical therapist and physical therapist assistant applicants.

Effect on Housing Costs:

None

RESULTS OF ECONOMIC IMPACT ASSESSMENT/ANALYSIS

The Board has made the initial determination that this regulatory proposal will have the following impact:

- It is not likely to create or eliminate jobs within the State of California. This initial determination is based on the fact that these proposed amendments simply add the use of additional Coursework Tools for evaluating educational equivalency to reflect currency in academic requirements;
- It is not likely to create new businesses or eliminate existing businesses within the State of California. This initial determination is based on the fact that these proposed amendments simply identify additional Coursework Tools to be used by approved Credential Evaluation Services for the purpose of determining educational equivalency for physical therapist and physical therapist assistant applicants who graduated from non-accredited foreign physical therapy educational programs.
- It will not likely affect the expansion of businesses currently doing business within the State of California. This initial determination is based on the fact that these proposed amendments simply identify additional Coursework Tools to be used by approved Credential Evaluation Services for the purpose of determining educational equivalency for physical therapist and physical therapist assistant applicants from non-accredited foreign physical therapy educational programs.
- It will benefit the health and welfare of California residents because it ensures applicants who are graduates of non-accredited foreign physical therapy educational programs demonstrate educational equivalency to that of a domestically trained applicant from an accredited educational program.
- It will not have a significant impact on worker safety because these proposed amendments simply identify additional Coursework Tools, to be used by approved Credential Evaluation Services for the purpose of determining educational equivalency, for physical therapist and physical therapist assistant applicants from non-accredited foreign physical therapy educational programs.

- It will not have an impact on the state's environment because these proposed amendments simply identify additional Coursework Tools, to be used by approved Credential Evaluation Services for the purpose of determining educational equivalency, for physical therapist and physical therapist assistant applicants from non-accredited foreign physical therapy educational programs.

CONSIDERATION OF ALTERNATIVES:

In accordance with Government Code section 111346.5(a)(13), the Board must determine that no reasonable alternative it considered to the regulation or that has otherwise been identified and brought to its attention would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposal described in this Notice, or would be more cost effective affected private persons and equally effective in implementing the statutory policy or other provision of law.

The Board invites interested persons to present statements or arguments, orally or in writing, with respect to alternatives to the proposed regulations during the written comment period.

AVAILABILITY OF CHANGED OR MODIFIED TEXT

After considering all timely and relevant comments, the Board, upon its own motion or at the request of any interested party, may thereafter adopt the proposals substantially as described below or may modify such proposals if such modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified proposal, with the modifications clearly indicated, will be available for review and written comment for 15 days prior to its adoption from the person designated in this Notice as the Contact Person and will be mailed to those persons who submit written or oral testimony related to this proposal or who have requested notification of any changes to the proposal.

TEXT OF PROPOSAL

Copies of the exact language of the proposed regulations, and any document incorporated by reference, and of the Initial Statement of Reasons (ISOR), and all of the information upon which the proposal is based, may be obtained upon request from the Board at 2005 Evergreen Street, Suite 2600, Sacramento, California 95815.

AVAILABILITY OF STATEMENT OF REASONS AND RULEMAKING FILE

The Board has compiled a record for this regulatory action, which includes the Initial Statement of Reasons (ISOR), proposed regulatory text, documents incorporated by reference, and all the information on which this proposal is based. This material is contained in the rulemaking file and is available for public inspection upon request to the Contact Persons named in this Notice.

AVAILABILITY OF THE FINAL STATEMENT OF REASONS

Upon its completion, copies of the Final Statement of Reasons may be obtained by contacting the Contact Persons named in this Notice.

CONTACT PERSONS

Inquiries concerning the proposed administrative action may be directed to:

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Sacramento, California 95815
Telephone: (916) (916) 561-8260
Fax: (916) 263-2560
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The backup contact person is:

Sarah Conley
2005 Evergreen Street, Suite 2600
Sacramento, California 95815
Telephone: (916) 561-8200
Fax: (916) 263-2560
Email Address: ptbc.rulemaking@dca.ca.gov

Website Access: Materials regarding this proposal can be found at
https://www.ptbc.ca.gov/laws/prop_regs/index.shtml.

AVAILABILITY OF DOCUMENTS ON THE INTERNET

Copies of the Notice of Proposed Action, the Initial Statement of Reasons, and the text of the regulation in underline and strikethrough can be accessed through our website at:
https://www.ptbc.ca.gov/laws/prop_regs/index.shtml.

Originally
Proposed
Language

**PHYSICAL THERAPY BOARD OF CALIFORNIA
PROPOSED LANGUAGE**

The Physical Therapy Board of California proposes to amend sections 1398.26.1 in Article 2 of Division 13.2, Title 16 of the California Code of Regulations, as follows:

Proposed amendments to the regulatory language are showing in single underline for new text and ~~single strikethrough~~ for deleted text.

1398.26.1. Satisfactory Documentary Evidence of Equivalent Foreign Education Degree for Licensure as a Physical Therapist or Physical Therapist Assistant.

- (a) This section is only applicable to those applicants who are graduates of non-accredited physical therapy educational programs that are not located in the United States and applying for licensure on or after the effective date of this regulation.
- (b) For the purposes of determining educational equivalency for physical therapist licensure, the credential evaluation services will evaluate foreign educational credentials based on the ~~corresponding~~ appropriate Federation of State Boards of Physical Therapy's (FSBPT) Coursework Evaluation Tool For Foreign Educated Physical Therapists (CWT) ~~or, if applying for physical therapist assistant license, the Coursework Tool For Foreign Educated Physical Therapist Assistants (PTA Tool 2007).~~ in accordance with subsection (e).
- (c) Notwithstanding subdivision (b), if an applicant was evaluated utilizing the CWT described in paragraph (6) of subdivision (e), the board shall accept that evaluation in lieu of the corresponding CWT.
- (d) For the purposes of determining educational equivalency for physical therapist assistant licensure, the credential evaluation services will evaluate foreign educational credentials based on the appropriate Federation of State Boards of Physical Therapy's Coursework Evaluation Tool for Foreign Educated Physical Therapist Assistants in accordance with subsection (e).
- (e) For the purpose of this regulation, the ~~six~~ following publications are incorporated by reference:
 - (1) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978 - CWT 1 ~~(2004)~~, (Rev. 2014-11),
 - (2) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1978 to 1991 - CWT 2 ~~(2004)~~, (Rev. 2014-11),
 - (3) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1992 to 1997 - CWT 3 ~~(2004)~~, (Rev. 2014-11),

- (4) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1998 to June 30, 2009 - CWT 4 (~~2004~~), (Rev. 2015-05 Summary).
- (5) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated after June 30, 2009 to December 31, 2016 - CWT 5 (~~2004~~)-(Rev. ~~2009-07-2014-11~~).
- (6) FSBPT Coursework Tool For Foreign Educated Physical Therapists – CWT 6 (Rev. 2016-10) for implementation January 1, 2017.
- (7) FSBPT Coursework Tool for Physical Therapist Assistants - PTA Tool 1 2007 (2004)- Rev. 2012-12.
- (8) FSBPT Coursework Tool for Physical Therapist Assistants – PTA Tool 2 Implementation Date February 15, 2017.

Note: Authority cited: Section 2615, Business and Professions Code.

Reference: Sections 2650, ~~and~~ 2653 and 2654, Business and Professions Code.

DOCUMENTS INCOPORATED BY REFERENCE

- (1) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978 - CWT 1 (Rev. 2014-11).
- (2) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1978 to 1991 - CWT 2 (Rev. 2014-11).
- (3) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1992 to 1997 - CWT 3 (Rev. 2014-11).
- (4) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1998 to June 30, 2009 - CWT 4 (Rev. 2015-05 Summary).
- (5) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated after June 30, 2009 to December 31, 2016 - CWT 5 (Rev. 2009-07 2014-11).
- (6) FSBPT Coursework Tool For Foreign Educated Physical Therapists – CWT 6 (Rev. 2016-10) for implementation January 1, 2017.
- (7) FSBPT Coursework Tool for Physical Therapist Assistants - PTA Tool 1 2007 (Rev. 2012-12).
- (8) FSBPT Coursework Tool for Physical Therapist Assistants – PTA Tool 2 Implementation Date February 15, 2017.

(1) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists Who
Graduated before
1978 -
CWT 1
(Rev. 2014-11)



FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978

CWT 1

Federation of State Boards of Physical Therapy
124 West Street South Third Floor Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 1

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 1 is based upon the 1955 educational criteria established by the American Medical Association.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 105 semester credit hours. The 105 semester credits do not meet the minimal requirement of a BS degree, thus electives could be included to meet the minimum of 120 credit hours and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (recommended)
- b. Physics with laboratory (recommended)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|-----------------------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy (recommended) | f. Neuroscience |
| c. Physiology (recommended) | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------------------|---------------|
| a. Psychology (recommended) | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics

No Requirement or Recommendation

Professional Education

Forty-five semester credits shall be the minimum required in professional education, reflecting no less than 12 months of study.

1. Basic Health Science

Content area is required in each topic listed (a through d) under basic health sciences.

- a. Human anatomy: may have been taken pre-PT (specific to physical therapy)
- b. Human physiology: may have been taken pre-PT (specific to physical therapy)
- c. Kinesiology or functional anatomy
- d. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. General Medical Surgical Conditions
- b. Physical therapist coursework must include but not be limited to:
 1. Musculoskeletal System
 2. Neuromuscular System
 3. Tests & Measures
 4. Shall include Exam and Eval
- c. Physical therapist coursework must include but is not limited to:
 1. Musculoskeletal Interventions
 2. Neuromuscular Interventions
 3. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 600 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full time clinical education credits is 15.

4. Related Professional Coursework

- a. Administration
- b. Psychosocial aspects in physical therapy practice
- c. Community health
- d. Legal and ethical aspects of physical therapy practice
- e. Medical terminology
- f. Communication (related to client/patient care)

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		

*Recommended

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy *		
3. Physiology *		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		

* Could be completed as Professional Education

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

* Could be completed as Professional Education

F. MATHEMATICS: Not required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 45 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Kinesiology or Functional Anatomy			
4. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. General Medical Surgical Conditions			
2.			
3.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but is not limited to 1a – 3b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Musculoskeletal System			
a. Examination			
2. Neuromuscular System			
a. Examination			
3. Tests & Measures			
a. Examination			
b. Evaluation			
4.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the Examination and Evaluation Content Area Summary below, content for which you found evidence for items 1 - 9.

Examination and Evaluation Content Area Summary

Must include, but are not limited to the following:	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Gait, assisted locomotion, and balance		
4. Muscle performance (including strength, power, and endurance)		
5. Orthotic, protective and supportive devices		
6. Pain		
7. Prosthetic requirements		
8. Range of motion		
9. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

D. CLINICAL SCIENCE: Interventions Must include but is not limited to 1 – 3.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Musculoskeletal Interventions			
2. Neuromuscular Interventions			
3. Physical Agents/Electrotherapy			
4.			
5.			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the Intervention Content Area Summary below, content for which you found evidence for items 1-4.

Intervention Content Area Summary

Must include, but are not limited to, the following:	Present = √ Absent = ∅	Transcript Reference
1. Electrotherapeutic modalities		
2. Physical agents and mechanical modalities		
3. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
4. Therapeutic exercise (including aerobic conditioning)		

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 600 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of two time clinical experiences of no less than 600 hours total that are supervised by a physical therapist.

*Maximum number of full-time clinical education credits is 15.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 6.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Communication (related to client/patient care)			
5. Legal and Ethical Aspects of Physical Therapy practice			
6. Psychosocial Aspects in Physical Therapy Practice			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(45 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits	
Total Professional Education Credits (45 Minimum):	
Total Credits (105 Minimum)	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159.*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159.*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated from the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998), and designated by match with the *Essentials of an Acceptable School of Physical Therapy*; (AMA, 1955)

Course: A series of study which is taught at the post-secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological*, *physical*, and *behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements.

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession to determine entry-level professional/technical requirements for physical therapists. In physical therapy, *The Essentials of an Acceptable School of Physical Therapy (AMA 1955)*, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

(2) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists Who
Graduated From 1978
to 1991 -
CWT 2
(Rev. 2014-11)



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists Who Graduated
From 1978 to 1991**

CWT 2

Federation of State Boards of Physical Therapy
124 West Street South Third Floor ♦ Alexandria, VA 22314
Telephone: 703.299.3100 ♦ Fax: 703.299.3110
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COURSEWORK TOOL 2
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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 2 is based upon the 1978 American Physical Therapy Association Standards for Accreditation.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 120 semester credit hours. The general credits and professional credit minimums do not meet the minimal requirement of a B.S. degree, thus electives could be included to meet the minimum of 120 credits hour and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree and content in physical therapy curriculum. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (recommended)
- b. Physics with laboratory (recommended)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|-----------------------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy (recommended) | f. Neuroscience |
| c. Physiology (recommended) | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------------------|---------------|
| a. Psychology (recommended) | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics (Not Required)

- a. Statistics
- b. Algebra
- c. Calculus
- d. Geometry
- e. Trigonometry

Professional Education

Sixty semester credits shall be the minimum required in professional education, reflecting no less than two years of study.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neurosciences (neuroanatomy or neurophysiology)
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 - 1. Neurology
 - 2. Orthopedics
 - 3. Cardiopulmonary

- b. Physical therapist coursework must include but not be limited to:
 - 1. Integumentary
 - a. Examination
 - b. Evaluation
 - 2. Musculoskeletal System
 - a. Examination
 - b. Evaluation
 - 3. Neuromuscular System
 - a. Examination
 - b. Evaluation
 - 4. Cardiopulmonary
 - a. Examination
 - b. Evaluation

- c. Physical therapist coursework must include but is not limited to:
 - 1. Integumentary Interventions
 - 2. Musculoskeletal Interventions
 - 3. Neuromuscular Interventions
 - 4. Cardiopulmonary Interventions
 - 5. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 600 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full-time clinical education credits is 20.

4. Related Professional Coursework

- | | |
|---------------------------|---|
| a. Professional Behaviors | f. Medical Terminology |
| b. Administration | g. Communication (related to client/patient care) |
| c. Community Health | h. Legal and ethical aspects of physical therapy practice |
| d. Research | i. Psychosocial aspects in physical therapy practice |
| e. Educational Techniques | |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		
5.		
6.		

*Recommended

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy*		
3. Physiology*		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

* Could be completed as Professional Education

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

* Could be completed as Professional Education

F. MATHEMATICS: Not Required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 60 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to Physical Therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy or Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to 1 - 3.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Cardiopulmonary			
4.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but not limited to 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			

b. Evaluation			
5.			

Note: Within the credit hours assigned in Clinical Science: Examination and Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 10.

Examination and Evaluation Content Area Summary

Must include, but not limited to the following:	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Environmental, home, and work barriers		
4. Gait, assisted locomotion, and balance		
5. Muscle performance (including strength, power, and endurance)		
6. Orthotic, protective, and supportive devices		
7. Pain		
8. Prosthetic requirements		
9. Range of motion		
10. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

D. CLINICAL SCIENCE: Interventions Must include but not limited to 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			

Note: Within the credit hours assigned in Clinical Science: Interventions, indicate on the intervention content area summary below, content for which you found evidence for items 1-8.

Intervention Content Area Summary

Must include, but not limited to, the following:	Present = √ Absent = ∅	Transcript Reference
1. Debridement and wound care		
2. Electrotherapeutic modalities		
3. Functional training in community work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
4. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
5. Patient-related instruction		
6. Physical agents and mechanical modalities		
7. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
8. Therapeutic exercise (including aerobic conditioning		

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 600 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of two time clinical experiences of no less than 600 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 20.

F. RELATED PROFESSIONAL COURSE WORK: Must include but not limited to areas 1 – 9.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication			

(related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy Practice			
9. Psychosocial Aspects in Physical Therapy Practice			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(60 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits	
Total Professional Education Credits (60 Minimum):	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998), and designated to match the *APTA Standards For Accreditation of Physical Therapy Education Programs*. (Adopted June 1978)

Course: A series of study which is taught at the post-secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological*, *physical*, and *behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements.

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *APTA Standards For Accreditation of Physical Therapy Education Programs (1978)*, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

**(3) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists Who
Graduated From 1992
to 1997 -
CWT 3
(Rev. 2014-11)**



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists Who Graduated
From 1992 to 1997**

CWT 3

Federation of State Boards of Physical Therapy
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COURSEWORK TOOL 3

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 3 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which was implemented by FSBPT on January 1, 1992.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 120 semester credit hours. The general credits and professional credit minimums do not meet the minimal requirement of a B.S. degree, thus electives could be included to meet the minimum of 120 credits hour and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree and content in physical therapy curriculum. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- Chemistry with laboratory (required)
- Physics with laboratory (required)
- Geology
- Astronomy

3. Biological Science

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- a. Psychology
(required)
- b. Anthropology
- c. Philosophy
- d. Ethics

6. Mathematics

- a. Statistics
- b. Algebra
- c. Calculus
- d. Geometry
- e. Trigonometry

Professional Education

Sixty-nine semester credits shall be the minimum required in professional education, reflecting no less than two years of study.

1. Basic Health Science

Content Area is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neurosciences (neuroanatomy or neurophysiology)
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Pediatrics
 4. Geriatrics
 5. Cardiopulmonary
- b. Physical therapist coursework must include but not be limited to:

<ol style="list-style-type: none">1. Integumentary<ol style="list-style-type: none">a. Examinationb. Evaluation2. Musculoskeletal System<ol style="list-style-type: none">a. Examinationb. Evaluation	<ol style="list-style-type: none">3. Neuromuscular System<ol style="list-style-type: none">a. Examinationb. Evaluation4. Cardiopulmonary<ol style="list-style-type: none">a. Examinationb. Evaluation
--	--
- c. Physical therapist coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions
 5. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 800 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full-time clinical education credits is 23.

4. Related Professional Coursework

- | | |
|---|---|
| <ol style="list-style-type: none">a. Professional Behaviorsb. Administrationc. Community Healthd. Researche. Educational Techniques | <ol style="list-style-type: none">f. Medical Terminologyg. Communication (related to client/patient care)h. Legal and ethical aspects of physical therapy practicei. Psychosocial aspects in physical therapy practicej. Consultation, Screening & Delegation |
|---|---|

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: Two courses minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		
5.		
6.		

*Required

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 69 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy or Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to areas 1-5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but not limited to areas 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 16.

Examination and Evaluation Content Area Summary

Must include but not limited to areas 1-16.	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Environmental, home, and work barriers		
4. Gait, assisted locomotion, and balance		
5. Integumentary integrity		
6. Joint integrity and mobility		
7. Motor function		
8. Muscle performance (including strength, power, and endurance)		
9. Neuromotor development and sensory integration		
10. Pain		
11. Posture		
12. Range of motion		
13. Reflex integrity		
14. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

Must include but not limited to areas 1-16.	Present = √ Absent = ∅	Transcript Reference
15. Sensory integration (including proprioception and kinesthesia)		
16. Ventilation, respiration, and circulation		

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.

Intervention Content Area Summary

Must include, but not limited to areas 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning		

E. CLINICAL EDUCATION	CREDIT HOURS**	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of one full-time clinical internship and a total of no less than 800 hours that are supervised by a physical therapist. Clinical experiences should be integrated as well as terminal in nature.

**Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 10.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy Practice			
9. Psychosocial Aspects in Physical Therapy Practice			
10. Consultation, Screening & Delegation			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____

(69 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits :	
Total Professional Education Credits (69 Minimum):	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a "C" average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a "C" or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and

recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

(4) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists Who
Graduated From 1998
to June 30, 2009 -
CWT 4
(Rev. 2015-05
Summary)



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists who graduated
from 1998 to
June 30, 2009**

CWT 4

Federation of State Boards of Physical Therapy
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Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 4

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 4 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which was implemented by FSBPT on January 1, 1998.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 150 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (two courses required)
- b. Physics with laboratory (two courses required)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------|---------------|
| a. Psychology | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics

- | | |
|---------------|-----------------|
| a. Statistics | d. Calculus |
| b. Algebra | e. Trigonometry |

c. Pre-calculus

f. Geometry

Professional Education

Ninety semester credits shall be the minimum required in professional education.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Pediatrics
 4. Geriatrics
 5. Cardiopulmonary
 6. Pharmacology
- b. Physical therapist coursework must include but not be limited to:
 1. Integumentary System
 - a. Examination
 - b. Evaluation
 2. Musculoskeletal System
 - a. Examination
 - b. Evaluation
 3. Neuromuscular System
 - a. Examination
 - b. Evaluation
 4. Cardiopulmonary System
 - a. Examination
 - b. Evaluation

Note: Examination and evaluation content areas must be completed. See Examination and Evaluation Content Area Summary.

- c. Physical therapist coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions

Note: Intervention content areas must be completed. See Intervention Content Area Summary.

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total, which are supervised by a physical therapist. The maximum number of full time clinical education credits is 23.

4. Related Professional Coursework

Content is required in the following nine areas:

- | | | |
|---------------------------|--|---|
| a. Professional behaviors | d. Research and clinical decision making | g. Communication (related to client/patient care) |
| b. Administration | e. Educational techniques | h. Legal and ethical aspects of physical therapy practice |
| c. Community health | f. Medical terminology | i. Psychosocial aspects in physical therapy practice |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: Two one-semester courses in chemistry with laboratory and two one-semester courses in physics with laboratory are required*	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Chemistry, with laboratory (Course II)*		
3. Physics with laboratory (Course I)*		
4. Physics with laboratory (Course II)*		
5. Geology		
6. Astronomy		
7.		
8.		

*Required

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

*Required

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7.		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1- 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			
6.			
7.			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to 1 - 6.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6. Pharmacology			
7.			
8.			
9.			
10.			

C. CLINICAL SCIENCE: Examination & Evaluation Must include but not limited to 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5.			
6.			
7.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, for which you found evidence for items 1 - 23.

Examination and Evaluation Content Area Summary

Must include, but are not limited to areas 1-23:	Present = √ Absent = ∅	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Community and work (job, school, or play) reintegration		
6. Cranial nerve integrity		
7. Environmental, home, and work barriers		
8. Ergonomics and body mechanics		
9. Gait, assisted locomotion, and balance		
10. Integumentary integrity		
11. Joint integrity and mobility		
12. Motor function		
13. Muscle performance (including strength, power, and endurance)		
14. Neuromotor development and sensory integration		

Must include, but are not limited to areas 1-23:	Present = √ Absent = ∅	Transcript Reference
15. Orthotic, protective and supportive devices		
16. Pain		
17. Posture		
18. Prosthetic requirements		
19. Range of motion		
20. Reflex integrity		
21. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
22. Sensory integration (including proprioception and kinesthesia)		
23. Ventilation, respiration, and circulation		
24.		
25.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 29.

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5.			
6.			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.

Intervention Content Area Summary

Must include, but not limited to, areas 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community and work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning)		
11.		
12.		

Adapted from: *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 30.

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 9.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy practice			
9. Psychosocial Aspects in Physical Therapy Practice			
10.			
11.			
12.			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):

Describe the academic level of the educational program and the institution within the context of the country's educational system:
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits:	
Total Professional Education Credits (90 Minimum):	
Total Credits (150 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a "C" average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a "C" or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and

recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

DOCUMENTS INCOPORATED BY REFERENCE

**(5) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists Who
Graduated after June
30, 2009 to December
31, 2016 -
CWT 5
(Rev. 2009-07 2014-11)**



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists who Graduated
June 30, 2009 – December 31, 2016**

CWT 5

Federation of State Boards of Physical Therapy
124 West Street, South Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 5

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 5 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which will be implemented by FSBPT on July 1, 2009 through December 31, 2016.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 150 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- Chemistry with laboratory (one course required) *
 - Physics with laboratory (one courses required) *
 - Geology
 - Astronomy
- * Two semesters preferred

3. Biological Science

- | | |
|----------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy* | f. Neuroscience |
| c. Physiology* | g. Genetics |
| d. Zoology | |
- * One year of anatomy & physiology preferred

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- a. Psychology*
 - b. Anthropology
 - c. Philosophy
 - d. Ethics
- * Required

6. Mathematics

- a. Statistics
- b. Algebra
- c. Pre-calculus
- d. Calculus
- e. Trigonometry
- f. Geometry

Professional Education

Ninety semester credits shall be the minimum required in professional education.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 - 1. Neurology
 - 2. Orthopedics
 - 3. Pediatrics
 - 4. Geriatrics
 - 5. Cardiopulmonary
 - 6. Pharmacology
 - 7. General Medical/Surgical Metabolic Conditions
- b. Physical therapist coursework must include but not be limited to:

1. Integumentary System	3. Neuromuscular System	5. Metabolic Problems
a. Examination	a. Examination	a. Examination
b. Evaluation	b. Evaluation	b. Evaluation
2. Musculoskeletal System	4. Cardiopulmonary System	
a. Examination	a. Examination	
b. Evaluation	b. Evaluation	

Note: Examination and evaluation content areas must be completed. See Examination and Evaluation Content Area Summary.

- c. Physical therapist coursework must include but is not limited to:
 - 1. Integumentary Interventions
 - 2. Musculoskeletal Interventions
 - 3. Neuromuscular Interventions
 - 4. Cardiopulmonary Interventions

Note: Intervention content areas must be completed. See Intervention Content Area Summary.

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total, which are supervised by a physical therapist. The maximum number of full time clinical education credits is 23.

4. Related Professional Coursework

Content is required in the following 12 areas:

- | | | |
|--|---|--|
| a. Professional behaviors | e. Educational techniques | i. Psychosocial aspects in physical therapy practice |
| b. Administration | f. Medical terminology | j. Emergency procedures |
| c. Community health | g. Communication (related to client/patient care) | k. Cultural competency |
| d. Research and clinical decision making | h. Legal and ethical aspects of physical therapy practice | l. Consultation, screening and delegation |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One semester course in chemistry with laboratory and one semester course in physics with laboratory are required.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)		
2. Chemistry, with laboratory (Course II)*		
3. Physics with laboratory (Course I)		
4. Physics with laboratory (Course II)*		
5. Geology		
6. Astronomy		
7.		
8.		

*One year of chemistry & physics preferred

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy*		
3. Physiology*		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

* One year of anatomy & physiology preferred

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		

*Required

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7.		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			
6.			
7.			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to areas 1 - 7.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6. Pharmacology			
7. General Medical/Surgical Metabolic Conditions			
8.			
9.			
10.			

C. CLINICAL SCIENCE: Examination & Evaluation Must include but not limited to areas 1a – 5b.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5. Metabolic Problems			
a. Examination			
b. Evaluation			

Examination and Evaluation Content Area Summary

Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 23.	Present = √ Absent = ∅	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Community and work (job, school, or play) reintegration		
6. Cranial nerve integrity		
7. Environmental, home, and work barriers		
8. Ergonomics and body mechanics		
9. Gait, assisted locomotion, and balance		
10. Integumentary integrity		
11. Joint integrity and mobility		
12. Motor function		
13. Muscle performance (including strength, power, and endurance)		
14. Neuromotor development and sensory integration		

Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 23.	Present = √ Absent = ∅	Transcript Reference
15. Orthotic, protective and supportive devices		
16. Pain		
17. Posture		
18. Prosthetic requirements		
19. Range of motion		
20. Reflex integrity		
21. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
22. Sensory integration (including proprioception and kinesthesia)		
23. Ventilation, respiration, and circulation		
24.		
25.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 29.

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents / Electrotherapy			
6.			

Intervention Content Area Summary

Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community and work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		

5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning)		
11.		
12.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 30.

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	JUSTIFICATION
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 12.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy practice			
9. Psychosocial Aspects in Physical Therapy			

Practice			
10. Emergency Procedures			
11. Cultural Competency			
12. Consultation, Screening & Delegation			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, Post – Baccalaureate etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits:	
Total Professional Education Credits (90 Minimum):	
Total Credits (150 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted January 2006; Effective July 1, 2009).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*).

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

(6) FSBPT Coursework
Tool For Foreign
Educated Physical
Therapists –
CWT 6
(Rev. 2016-10) for
implementation
January 1, 2017



FSBPT Coursework Tool For Foreign Educated Physical Therapists

CWT 6

For implementation beginning January 1, 2017

Federation of State Boards of Physical Therapy
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COURSEWORK TOOL 6
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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 6 is based upon the Commission on Accreditation of Physical Therapy Education (CAPTE) *Evaluative Criteria for PT Programs* August 2014, which will be implemented by FSBPT on January 1, 2017.

The CWT that reflects current standards may be used to determine qualifications for an applicant to sit for the NPTE, for first-time licensure in US jurisdictions and prescreening certification for the United States Citizenship and Immigration Services (USCIS).

Per the following motion passed by the 2014 Delegate Assembly, CWTs that reflect previous standards may be used to determine qualifications for licensure through endorsement of a foreign educated PT or PTA who is already licensed, certified or registered in another US jurisdiction.

DEL-14-02

The credentials of a foreign educated physical therapist (FEPT) who is currently licensed in a jurisdiction, and is seeking licensure through endorsement in another jurisdiction should be evaluated using the version of the FSBPT Coursework Tool retro tool that covers the date the applicant graduated from their respective physical therapy education program.

This process should be used for those seeking licensure through endorsement only. First-time licensure candidates should be evaluated using the current Coursework Tool.

In addition, rescind Delegate Assembly motion DEL-05-10.

They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 170 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for at minimum a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of communications and humanities, physical science, biological science, social and behavioral science, and mathematics, must be identified. A minimum of a one course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Communication and Humanities

- | | |
|--|--------------------|
| a. English | e. Native Language |
| b. English composition | f. Literature |
| c. Speech or oral communication | g. Visual Arts |
| d. Foreign language (other than native language) | h. Performing Arts |
| | i. Philosophy |
| | j. Ethics |

2. Physical Science

- a. Chemistry with laboratory (one course required) *
- b. Physics with laboratory (one courses required) *
- c. Geology
- d. Astronomy

3. Biological Science (General – not core to PT)

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | |
| d. Zoology | |

4. Social and Behavioral Science

- | | |
|----------------|----------------------|
| a. History | e. Economics |
| b. Geography | f. Political science |
| c. Sociology | g. Religion |
| d. Psychology* | h. Anthropology |

* Required

5. Mathematics

- | | |
|---------------|-------------|
| a. Statistics | d. Calculus |
|---------------|-------------|

- b. Algebra
- c. Pre-calculus
- e. Trigonometry
- f. Geometry
- g. Computer Studies

Professional Education

Ninety semester credits shall be the minimum required in professional education. There should be at least 68 didactic credits and 22 clinical education credits.

1. Basic Health Science

Content is required in each topic listed (a through l) under basic health sciences. The didactic content is basic to the practice of PT practice.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience (Neuroanatomy/Neurophysiology)
- d. Kinesiology, functional anatomy or biomechanics
- e. Pathology
- f. Pharmacology
- g. Genetics
- h. Histology
- i. Nutrition
- j. Exercise Science
- k. Psychosocial aspects of health, disability, physical therapy
- l. Diagnostic imaging

2. Medical Science

The competent physical therapist practitioner is cognizant of general medical sciences relevant to healthcare, human function and system interaction. This must include but not be limited to:

- a. Cardiovascular (Including Lymphatic) system
- b. Respiratory system
- c. Endocrine & metabolic systems
- d. Renal, genitourinary systems
- e. Immune system
- f. Integumentary system
- g. Musculoskeletal system
- h. Neurologic system
- i. System interactions
- j. Differential diagnosis
- k. Medical, surgical conditions across the lifespan
 - i. Pediatrics
 - ii. Geriatrics

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

3. Examination

- a. Patient history
- b. Screening of patient
- c. Systems review
- d. Physical exams, tests and measure selection
 - i. Test and measures administration
 - ii. Aerobic capacity/endurance

- iii. Anthropometric characteristics
- iv. Mental functions
- v. Assistive, adaptive devices
- vi. Community work (job, school, or play) reintegration
- vii. Cranial nerve integrity
- viii. Peripheral nerve integrity
- ix. Environmental, home, work barriers
- x. Ergonomics, body mechanics
- xi. Gait
- xii. Integumentary integrity
- xiii. Joint integrity and mobility
- xiv. Mobility (excluding gait)
- xv. Motor function
- xvi. Muscle performance
- xvii. Neuromotor development, sensory processing
- xviii. Pain
- xix. Posture
- xx. Range of motion
- xxi. Reflex integrity
- xxii. Self-care, home management
- xxiii. Sensory integrity
- xxiv. Ventilation, respiration or gas exchange

4. Evaluation

The physical therapist is responsible for the interpretation and analysis of the data collected in the examination of the client/patient. Education must include the following but is not limited to:

- a. Data analysis and evaluation
- b. Patient problem identification
- c. Findings that warrant referral
- d. Prognosis and goal formulation
- e. Plan of care development

5. Plan of Care Implementation

The implementation of treatment interventions is to be included in the educational program for the physical therapist practitioner. This includes the following but is not limited to:

- a. Interventions
 - i. Airway clearance techniques
 - ii. Integumentary repair and protection
 - iii. Wound debridement
 - iv. Electrotherapy
 - v. Physical agents
 - vi. Mechanical agents
 - vii. Community, work, functional training
 - viii. Self-care, home management, functional training
 - ix. Manual therapy techniques (including joint and soft tissue mobilization and massage)
 - x. Patient/client education
 - xi. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment
 - xii. Therapeutic exercise
 - xiii. Mobility training
- b. Plan of care management
- c. Supervision of support staff

- d. Outcome assessment
- e. Discharge or discontinuation planning
- f. Patient-related emergency procedures

6. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 1050 hours total, which are supervised by a physical therapist. The required and maximum number of full-time clinical education credits is 22. The clinical internships must also show evidence of a variety of patient diagnoses or conditions.

7. Related Professional Coursework

Content is required in the following 12 areas:

- | | | |
|---|--|--|
| a. Professional roles and behaviors | f. Teaching & learning (including educational theory) | k. Teamwork and inter-professional collaboration |
| b. Healthcare Systems, Administration and Management | g. Documentation (all aspects of patient/client management) | l. Cultural competency |
| c. Community health | h. Communication | m. Consultation |
| d. Health promotion and wellness | i. Legal and regulatory aspects of physical therapy practice | |
| e. Clinical Decision Making Processes - Evidence-based Practice and | j. Ethical aspects and values of physical therapy practice | |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to the Evaluation Checklist authentication purposes.

General Education

A. Communication and Humanities One course minimum from the category	Credit Hours	Transcript Reference
1. English Language		
2. English Composition		
3. Speech or Oral Communication		
4. Foreign Language		
5. Native Language		
6. Composition of Research Writing		
7. Literature		
8. Visual Arts		
9. Performing Arts		
10. Philosophy		
11. Ethics		

B. Physical Science: One course in chemistry (with laboratory) and one course in physics (with laboratory) are required*.	Credit Hours	Transcript Reference
1. Chemistry (with laboratory)*		
2. Physics (with laboratory)*		
3. Geology		
4. Astronomy		

C. Biological Science: (General - not core to PT) One course minimum	Credit Hours	Transcript Reference
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		

D. Social and Behavioral Science: Two courses minimum from the category	Credit Hours	Transcript Reference
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7. Psychology*		
8. Anthropology		

*Required

E. Mathematics: One course minimum from the category	Credit Hours	Transcript Reference
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7. Computer Studies		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. Basic Health Science: Must include but not limited to areas 1– 12.	Credit Hours	Transcript Reference	Justification
1. Human Anatomy /core to PT			
2. Human Physiology / core to PT			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology, Functional Anatomy, or Biomechanics			
5. Pathology			
6. Pharmacology			
7. Genetics			
8. Histology			
9. Nutrition			
10. Exercise Science			
11. Psychosocial aspects of health, disability, physical therapy			
12. Diagnostic imaging			

Subtotal Basic Health Science			
-------------------------------	--	--	--

B. Medical Science: Must include but not limited to areas 1 – 11b.	Credit Hours	Transcript Reference	Justification
1. Cardiovascular (including Lymphatic)			
2. Respiratory			
3. Endocrine& Metabolic			
4. Renal, Genitourinary			
5. Immune			
6. Integumentary			
7. Musculoskeletal			
8. Neurologic			
9. System Interactions			
10. Differential Diagnosis			
11. Medical, Surgical Conditions across the life span			
11a. Pediatrics			
11b. Geriatrics			
Subtotal Medical Science			

C. Examination: Must include but not limited to areas 1 – 5w.	Credit Hours	Transcript Reference	Justification
1. History			
2. Screening			
3. Systems Review			
4. Physical Exams, Tests, Measures Selection			
5. Tests and Measures Administration:			
a. Aerobic capacity/Endurance			
b. Anthropometric characteristics			
c. Mental Functions			
d. Assistive, adaptive devices			
e. Community, work (job, school, or play) reintegration			
f. Cranial Nerve Integrity			
g. Peripheral Nerve Integrity			
h. Environmental, home, work barriers			
i. Ergonomics, body mechanics			
j. Gait			
k. Integumentary integrity			
l. Joint integrity and mobility			
m. Mobility (excluding gait)			
n. Motor function			
o. Muscle performance			

p. Neuromotor development, sensory processing			
q. Pain			
r. Posture			
s. Range of motion			
t. Reflex integrity			
u. Self-care, home management			
v. Sensory integrity			
w. Ventilation, respiration or gas exchange			
Subtotal Examination			

D. Evaluation: Must include but not limited to areas 1 - 5.	Credit Hours	Transcript Reference	Justification
1. Data Analysis and Evaluation			
2. Patient Problem Identification			
3. Findings that Warrant Referral			
4. Prognosis and Goal Formulation			
5. Plan of Care Development			
Subtotal Evaluation			

E. Plan of Care Implementation: Must include but not limited to areas 1 (1a-m) – 6.	Credit Hours	Transcript Reference	Justification
1. Interventions			
a. Airway clearance techniques			
b. Integumentary Repair & Protection			
c. Wound Debridement			
d. Electrotherapy			
e. Physical Agents			
f. Mechanical Agents			
g. Community, Work Functional Training			
h. Self-Care, Home Management Function Training			
i. Manual therapy techniques (including joint and soft tissue mobilization and massage)			
j. Patient/Client Education			
k. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and			

equipment			
l. Therapeutic exercise			
m. Mobility Training			
2. Plan of Care Management			
3. Supervision of Support Staff			
4. Outcome Assessment			
5. Discharge or Discontinuation			
6. Patient-related Emergency Procedures			
Subtotal Plan of Care Implementation			

F. Clinical Education 22 credits required*	Credit Hours	Transcript Reference	Justification

Clinical experiences:	Yes	No	TRANSCRIPT REFERENCE
1. Deliver physical therapy services to patients/clients with a variety of diseases and conditions settings			
2. Occur in at least 2 different types of practice settings			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical educational experiences (with a variety of patient populations, diagnoses, and acuity levels) of no less than 1050 hours.

*Full time clinical education credits is to be 22 credits.

G. Related Professional Coursework: Must include but not limited to areas 1-13.	Credit Hours	Transcript Reference	Justification
1. Professional Roles and Behaviors			
2. Healthcare Systems, Administration, and Management			
3. Community Health			
4. Health Promotion and Wellness			
5. Clinical Decision Making Processes - Evidence-based Practice and			
6. Teaching and Learning (including educational theory)			
7. Documentation (all aspects of patient/client management)			
8. Communication			
9. Legal and Regulatory Aspects			

of Physical Therapy practice			
10. Ethical Aspects and values of Physical Therapy Practice			
11. Teamwork and Inter-professional Collaboration			
12. Cultural Competency			
13. Consultation			
Subtotal Related Professional Coursework			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry Requirements (secondary education):
3. Degree Equivalence (Baccalaureate, Post-Baccalaureate etc.)
4. Other (CAPTE accreditation, etc.)

Summary

Total General Education Credits:	
Total Professional Education Didactic Credits (68 Minimum):	
Total Clinical Education Hours (1050 Hours required equals 22 credits)	
Total Credits (170 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That aspect of the professional curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment. (CAPTE Evaluative Criteria)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*).

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the post secondary level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004;*

Page 163)

Standards: Foundational requirements of an established profession; in this case used by credentialing agencies to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for PT Programs* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

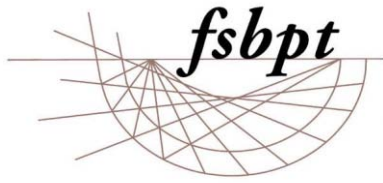
DOCUMENTS INCOPORATED BY REFERENCE

(7)

FSBPT Coursework Tool
for Physical Therapist
Assistants -

PTA Tool 1 2007

(Rev. 2012-12)



Coursework Tool For Foreign Educated Physical Therapist Assistants

PTA-Tool 1

Federation of State Boards of Physical Therapy
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INTRODUCTION

The Coursework Tool for Foreign Educated Physical Therapist Assistants (PTA-Tool 1) was developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the 2008 published regulation number CMS-1385 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant's education in the United States. PTA-Tool 1 reflects the minimum foundational studies and applied science and technical education for substantial equivalence with respect to a US first degree for a physical therapist assistant. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to work as a physical therapist assistant. CWT PTA-Tool 1 is validated against the Commission on Accreditation in Physical Therapy Education's (CAPTE) *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* adopted April 2006 and effective July 1, 2007.

PTA-Tool 1 may be used by credentialing organizations and educational programs. In addition, it may be used as a self-evaluation method to guide foreign educated physical therapist assistants in comparing their education to US standards.

The original name of PTA-Tool 1 was PTA Tool 2007. Updates to the CAPTE evaluative criteria required an update to the Tool and the release of PTA-Tool 2. In 2017, the tool name changed from PTA Tool 2017 to PTA-Tool 1; no other changes were made. PTA Tool 2017 and PTA-Tool 1 are the same tool.

THE USE OF THE COURSEWORK TOOL

The PTA-Tool 1 is to be used to assess those candidates who are applying for licensure or certification as PTAs in a US jurisdiction, or who are working in a setting providing services to clients who qualify for CMS funding. Finding substantial equivalency alone does not qualify an individual to work as a PTA. The finding of equivalency, however, may be a determinant in allowing a candidate to sit for the PTA National Physical Therapy Examination.

The role of the physical therapist assistant has historically been identified and labeled in the US as one of a paraprofessional who is uniquely educated to assist the physical therapist in the provision of physical therapy services. PTA education in the US is at the post-secondary level of education, and results in an Associate of Applied Science (A.A.S.), Associate of Science (A.S.) or an Associate of Arts (A.A.) degree. Programs are generally two years in length. The emphasis of PTA education is in the area of intervention.

US PTA curriculum consists of Foundational Studies and Applied Sciences and Technical Education. Foundational Studies include 15 semester credits in humanities, natural sciences, social/behavioral sciences and mathematics/logic. The Applied Sciences and Technical Education include a minimum of 49 semester credits to address basic health science, medical science, data collection techniques, therapeutic interventions, supervised clinical work and related technical coursework.

At the time of this publication, FSBPT has identified at least seven foreign PTA programs, located primarily in Canada and Europe.

OVERVIEW

Summary

The applicant must meet the requirement of not less than sixty-four semester credit hours; 15 in foundational studies and 49 in applied science and technical education. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the entry-level physical therapist assistant degree. The applicant must have completed sufficient credits to satisfy the requirement for at least two years of post-secondary education. The applicant must also meet any jurisdiction-specific requirements.

Foundational Studies

Fifteen semester credits is the minimum number required in foundational studies. Foundational studies include the areas of English composition, physical/natural & biological science, social/ behavioral science, and mathematics/logic. A minimum of a one-semester course must be successfully completed in each area of foundational studies unless otherwise noted. The physical/natural/biological science content may be imbedded in the technical coursework.

Some jurisdictions may require more than 15 semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition* | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

*required

2. Physical/Natural/Biological Sciences

- | | |
|---------------|-----------------|
| a. Chemistry | f. Physics |
| b. Biology | g. Kinesiology |
| c. Anatomy | h. Neuroscience |
| d. Physiology | i. Genetics |
| e. Zoology | j. Astronomy |

3. Social/Behavioral Science

- | | |
|-----------------|----------------------|
| a. History | f. Economics |
| b. Geography | g. Political science |
| c. Sociology | h. Religion |
| d. Psychology | i. Philosophy |
| e. Anthropology | j. Ethics |

4. Mathematics/Logic

- | | |
|-----------------|-----------------|
| a. Statistics | d. Calculus |
| b. Algebra | e. Trigonometry |
| c. Pre-calculus | f. Geometry |

Applied Science & Technical Education

Forty-nine semester credits shall be the minimum required in applied science and technical education.

1. Basic Health Science

Coursework is required in each topic listed below.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Kinesiology or functional anatomy
- d. Pathology

2. Medical and Clinical Science

- a. Medical science pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Cardiopulmonary
- b. Physical therapist assistant coursework must include but not be limited to:

<ol style="list-style-type: none">1. Integumentary System<ol style="list-style-type: none">a. Data Collection2. Musculoskeletal System<ol style="list-style-type: none">a. Data Collection	<ol style="list-style-type: none">3. Neuromuscular System<ol style="list-style-type: none">a. Data Collection4. Cardiopulmonary System<ol style="list-style-type: none">a. Data Collection
---	---
- c. Physical therapist assistant coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions
 5. Physical Agents/Electrotherapy
 6. First Aid/Emergency Care

3. Clinical Education

The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full-time experiences. The applicant must have full-time clinical experiences with a minimum of two clinical areas of work, for no less than 520 hours total, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant. The maximum number of full-time clinical education credits is 15.

4. Related Technical Coursework

Content is required in the following seven areas:

- a. Role of the PTA
- b. Professional Ethics, Behaviors & Issues
- c. Administration
- d. Educational Techniques
- e. Communication (related to client/patient care)
- f. Medical Legal Issues and Healthcare Delivery
- g. Psychosocial Aspects in Physical Therapy Work

PTA EVALUATION CHECKLIST

Foundational Studies

Fifteen semester credits are required in this area.

A. HUMANITIES: One course minimum.	Credit	Transcript Reference	Comments
1. English			
2. English Composition*			
3. Speech or Oral Communication			
4. Foreign Language (other than native language)			
5. Literature			
6. Art			
7. Music			

* Required

B. NATURAL SCIENCE: Physical Sciences & Biological Sciences This content area may be imbedded in Applied Sciences.	Credit	Transcript Reference	Comments
1. Physics			
2. Biology			
3. Anatomy			
4. Physiology			

C. SOCIAL /BEHAVIORAL SCIENCE: At least one course - from any area.	Credit	Transcript Reference	Comments
A. History			
B. Sociology			
C. Economics			
D. Religion			
E. Political Science			
F. Psychology			
G. Philosophy			
H. Ethics			

D. MATHEMATICS/LOGIC: At least one course - from any area.	Credit	Transcript Reference	Comments
1. Statistics			
2. Algebra			
3. Pre-Calculus			
4. Calculus			
5. Trigonometry			
6. Geometry			
7. General Mathematics			

SUB-TOTAL FOUNDATIONAL STUDIES CREDITS: _____ (15 minimum)

Applied Sciences & Technical Education

Forty-nine semester credits are required in this area.

A. BASIC HEALTH SCIENCE: Coursework is required in each area (1-4).	Credit	Transcript Reference	Comments
1. Human Anatomy			
2. Human Physiology			
3. Kinesiology or Functional Anatomy			
4. Pathology			

B. MEDICAL SCIENCE: General Medical Knowledge Coursework must include but is not limited to 1-3.	Credit	Transcript Reference	Comments
1. Neurology			
2. Orthopedics			
3. Cardiopulmonary			

C. CLINICAL SCIENCE: Data Collection PTA coursework must include but is not limited to areas 1-4.	Credit	Transcript Reference	Comments
1. Integumentary System Data Collection			
2. Musculoskeletal System Data Collection			

3. Neuromuscular System Data Collection			
4. Cardiopulmonary System Data Collection			

Data Collection Skills Content Area Summary

Within the credit hours assigned above, indicate content area which you found evidence for items 1 – 14.

Data collection skills content areas include but are not limited to the following:	Present = √ Absent = Ø	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Gait, assisted locomotion, and balance		
6. Integumentary integrity		
7. Joint integrity and mobility		
8. Muscle performance (including strength, power, and endurance)		
9. Neuromotor development		
10. Pain		
11. Posture		
12. Range of motion		
13. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
14. Ventilation, respiration, and circulation		

Adapted from the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*, Commission on Accreditation in Physical Therapy Education; 2007; Appendix A1-31.

D. CLINICAL SCIENCE: INTERVENTIONS PTA coursework must include but is not limited to areas 1 – 6.	Credit	Transcript Reference	Comments
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			
6. First Aid/ Emergency Care			

Intervention Content Area Summary

Within the credit hours assigned above, indicate the content area for which you found evidence for items 1-5.

Intervention content areas include, but are not limited to, the following:	Present = √ Absent = Ø	Transcript Reference
1. Wound Management		
A. Application and removal of dressing agents		
B. Identification of precautions for dressing removal		
2. Functional Training		
A. Activities of Daily Living		
B. Assistive /Adaptive Devices		
C. Body Mechanics		
D. Developmental Activities		
E. Gait and Locomotion Training		
F. Prosthetics and Orthotics		
G. Wheelchair Management Skills		
H. Infection Control Procedures		
I. Isolation Techniques		
J. Sterile Technique		
3. Patient-related instruction		
4. Physical agents and mechanical modalities		
A. Athermal Agents		
B. Biofeedback		
C. Compression Therapies		
D. Cryotherapy		
E. Electrotherapeutic Agents		
F. Hydrotherapy		
G. Superficial and Deep Thermal Agents		
H. Traction		
5. Therapeutic exercise (including aerobic conditioning)		
A. Aerobic Exercise		
B. Balance and Coordination Training		
C. Breathing Exercises and Coughing Techniques		
D. Conditioning and reconditioning		
E. Posture Awareness training		
F. Range of Motion Exercises		
G. Stretching Exercises		
H. Strengthening Exercises		

Adapted from the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*.

Commission on Accreditation in Physical Therapy Education; 2007; Appendix A1 30 - 31.

E. CLINICAL EDUCATION	HOURS*	Transcript reference	Comments
Two clinical internships. Total clinic hours = 520 hours			

Note: The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full time experiences. The applicant must have full-time clinical experiences with a minimum of two clinical areas of work, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant.

*Maximum number of full time clinical education credits is 15. Forty-eight clock hours equal one semester credit.

F. RELATED TECHNICAL COURSEWORK: Coursework is required in areas 1-7.	Credit	Transcript Reference	Comments
1. Role of the PTA			
2. Professional Ethics, Behaviors & Issues			
3. Administration			
4. Educational Techniques			
5. Communication (related to client/patient care)			
6. Medical Legal Issues and Healthcare Delivery			
7. Psychosocial Aspects in Physical Therapy Work			

SUB-TOTAL TECHNICAL EDUCATION CREDITS: _____ (49 minimum)

ACADEMIC INSTITUTION

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (minimum of secondary education):
3. Degree equivalence (Associate of Science, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

	Number of Credits
Total Foundational Studies Credits (15 minimum):	
Total Technical Education Credits (49 minimum):	
Total Credits (64 minimum):	

64 credits = Two years of study

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level associate's degree.

Clinical Education: That portion of a physical therapy program that is conducted in the health care environment rather than the academic environment. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p 12*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Assistant Education: Version 2007; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific references within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions, or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapist Assistants* (Adopted April 2006, effective July 1, 2007).

Course: A series of study which is taught at the post-secondary level and results in an official transcript of record with assigned grade, a course description and syllabus, and credit can be verified by the institution. Credit is either assigned by a semester of 15 weeks plus exam week or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Data-collection skills: Those processes/procedures used throughout the intervention to gather information about the patient's/client's progress through observation; measurement; subjective, objective, and functional findings. (*A Normative Model of Physical Therapist Assistant Education: Version 2007; p. 130*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied*. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, Page 132*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the 30 credit requirements after the core courses have been met. General education may be included in Foundational Studies.

Grades: Grades must equate to a "C" average in the United States. No failing grades should be accepted. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and "International Reference Guides." This includes but is not limited to, P.I.E.R., NAFSA publications or AACROA publications.

Intervention: The purposeful and skilled interaction of the physical therapist or physical therapist assistant with the patient/client, and, when appropriate, with other individuals involved in the patient/client care, using various physical therapy procedures and techniques to produce changes in the patient's/client's condition. (*A Normative Model of Physical Therapist Assistant Education: Version 2007 p. 133*)

Standards: Foundational requirements of an established profession to determine entry-level professional/ technical requirements for physical therapists and physical therapist assistants. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Assistant Education: Version 2007*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in foundational and technical education needed for a U.S. first degree for a physical therapist assistant. Coursework completed may not be identical in all respects to a U.S. first degree for a physical therapist assistant, but all required content areas are evident. Deficiencies may be noted in coursework, but may not be in the essential areas of technical education or of such magnitude that the education is not deemed to be at the entry-level of preparation for work in the United States.

Technical Skills: Psychomotor processes/procedures supported by affective and cognitive processes/procedures that constitute patient/client interventions. The skills must be integrated to achieve the most effective interventions and optimal outcomes. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p. 135*)

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

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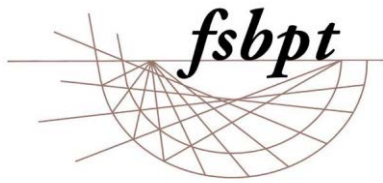
DOCUMENTS INCOPORATED BY REFERENCE

(8)

FSBPT Coursework Tool
for Physical Therapist
Assistants –

PTA Tool 2

Implementation Date
February 15, 2017



Coursework Tool For Foreign Educated Physical Therapist Assistants

PTA-Tool 2

Implementation Date February 15, 2017

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III. Academic Institution

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Bibliography

INTRODUCTION

The Coursework Tool for Foreign Educated Physical Therapist Assistants (PTA Tool 2007) was developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the 2008 published regulation number CMS-1385 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant's education in the United States.

PTA-Tool 2 was developed by the Federation in 2017 to address the changes in the Commission on Accreditation of Physical Therapy (CAPTE) updates to the Evaluative Criteria for accredited PTA programs. The PTA-Tool 2 was approved and adopted by the Board of Directors in February of 2017 with recommended implementation February 15, 2017.

It reflects the minimum foundational studies and applied science and technical education for substantial equivalence at the time of graduation with respect to a US first degree for a physical therapist assistant. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to work as a physical therapist assistant. CWT PTA-tool 2 is validated against the Commission on Accreditation in Physical Therapy Education's (CAPTE) *PTA Standards and Required Elements for PT Assistant Education Programs effective January 1, 2016*.

PTA- Tool 2 may be used by credentialing organizations and educational programs. In addition, it may be used as a self-evaluation method to guide foreign educated physical therapists assistants in comparing their education to US standards.

THE USE OF THE COURSEWORK TOOL

The PTA Tool 2 is to be used to assess those candidates who are applying for licensure or certification as PTAs in a US jurisdiction, or who are working in a setting providing services to clients who qualify for CMS funding. Finding substantial equivalency alone does not qualify an individual to work as a PTA. The finding of equivalency, however, may be a determinant in allowing a candidate to sit for the PTA National Physical Therapy Examination.

The role of the physical therapist assistant has historically been identified and labeled in the US as one of a paraprofessional who is uniquely educated to assist the physical therapist in the provision of physical therapy services. PTA education in the US is at the post-secondary level of education, and results in an Associate of Applied Science (A.A.S.), Associate of Science (A.S.) or an Associate of Arts (A.A.) degree. Programs are generally two years in length. The emphasis of PTA education is in the area of intervention.

US PTA curriculum consists of Foundational Studies and Applied Sciences and Technical Education. Foundational Studies include required content in English Composition within the humanities, and social/behavioral sciences. Content in natural sciences, is required however the content may be embedded in the Applied Sciences coursework. The Applied Sciences and Technical Education include a minimum of 60 semester credits to address basic health science, medical science: General Medical Knowledge, Clinical Science: Physical Therapy Management, Clinical Decision Making within the Plan of Care developed by the PT, data collection skills, therapeutic interventions, supervised clinical work and additional required technical coursework.

At the time of this publication, FSBPT has identified at least seven foreign PTA programs, located primarily in Canada and Europe.

OVERVIEW

Summary

The applicant must meet the requirement of not less than seventy-five semester credit hours. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the entry-level physical therapist assistant degree. The applicant must have completed sufficient credits to satisfy the requirement for at least two years of post-secondary education. The applicant must also meet any jurisdiction-specific requirements.

Foundational Studies

Foundational Studies include required content in English Composition within the humanities, and social/behavioral sciences. Content in natural sciences, is required however the content may be embedded in the Applied Sciences coursework.

The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------------|
| a. English | e. Literature |
| b. English composition* | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | h. Native Languages |

*required

2. Physical/Natural/Biological Sciences

- a. Physics
- b. Biology
- c. Anatomy
- d. Physiology
- e. Chemistry
- f. Zoology

3. Social/Behavioral Science

- | | |
|----------------------|---------------|
| a. History | f. Psychology |
| b. Sociology | g. Philosophy |
| c. Economics | h. Ethics |
| d. Religion | |
| e. Political Science | |

4. Mathematics/Logic – Not Required

- | | |
|---------------------|-----------------|
| a. Statistics | e. Calculus |
| b. Algebra | f. Trigonometry |
| c. Pre-calculus | g. Geometry |
| d. Computer Studies | h. General Math |

Applied Science & Technical Education

Forty-nine semester credits shall be the minimum required in applied science and technical education.

1. **Basic Health Science** (Coursework is required in each topic listed below.)
 - a. Human anatomy (specific to physical therapy)
 - b. Human physiology (specific to physical therapy)
 - c. Kinesiology or functional anatomy
 - d. Pathology
 - e. Nervous System
 - f. Musculoskeletal System
 - g. Cardiovascular System
 - h. Respiratory System
 - i. Integumentary System
 - j. Endocrine/Metabolic Systems
 - k. Gastrointestinal System
 - l. Genital and Reproductive Systems
 - m. Hematologic, Hepatic/Biliary Systems
 - n. Immune System
 - o. Renal and Urologic Systems
2. **Medical Science: General Medical Knowledge of systems across the lifespan**
 - a. Pediatric Conditions
 - b. Geriatric Conditions
3. **Clinical Science: PT management of:**
 - a. Integumentary System
 - b. Musculoskeletal System
 - c. Neuromuscular System
 - d. Cardiopulmonary System
 - e. First Aid/Emergency Care
4. **Clinical Decision Making Within the Plan of Care Developed by the PT:**
 - a. Interpret the components of the Plan of Care developed by the PT.
 - b. Health Record Review
 - c. Discontinuation of episode of care/Discharge planning
 - d. Report any Changes in patient status
 - e. Withhold interventions beyond the scope of work for the PTA
5. **Data Collection Skills** (17 skills are required)
6. **Intervention Skills** (9 skills and Associated Subcategories are required)
7. **Clinical Education**
 - a. 520 hours
 - b. Deliver physical therapy services to patients/clients with a variety of diseases/conditions.
 - c. Experiences must occur in at least 2 different types of practice settings.

The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full-time experiences, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant. The maximum number of full-time clinical education credits is 15. 48 clock hours equal 1 semester unit.

- 8. Additional Required Technical Coursework**
- a. Role of the PTA
 - i. Direction and supervision of the PTA by the PT
 - ii. Interprofessional collaboration.
 - b. Professional Ethics and Behaviors
 - i. Ethical Behaviors
 - ii. Ethical Decision Making
 - c. Administration
 - d. Educational Techniques
 - e. Communication (related to client/patient care)
 - f. Documentation/Billing
 - g. Medical Legal Issues and Healthcare Delivery
 - i. International Classifications of Disabilities
 - h. Psychosocial Aspects in PT Work
 - i. Evidence Based Practice
 - j. Patient and Healthcare Provider Safety

PTA EVALUATION CHECKLIST

Foundational Studies

I. Foundational Studies

A. HUMANITIES: One course minimum.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Languages		
Humanities subtotal		

* Required

B. NATURAL SCIENCE: Physical Sciences & Biological Sciences This content area may be embedded within Applied Sciences, thus evidence Found In is acceptable.*	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Physics		
2. Biology		
3. Anatomy*		
4. Physiology*		
5. Chemistry		
6. Zoology		
Natural Science subtotal		

C. SOCIAL & BEHAVIORAL SCIENCE: One course minimum.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Sociology		
3. Economics		
4. Religion		
5. Political Science		
6. Psychology		
7. Philosophy		
8. Ethics		
Social & Behavioral Science subtotal		

D. MATHEMATICS: Not required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Trigonometry		
4. Calculus		
5. Pre-Calculus		
6. Geometry		
7. General Mathematics		
8. Computer Studies		
Mathematics/Logic subtotal		
SUBTOTAL FOUNDATIONAL STUDIES CREDITS:		

II. Applied Sciences & Technical Education

Sixty (60) semester credits are required in this area.

A. BASIC HEALTH SCIENCE: Coursework is required in 1-16.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Human Anatomy			
2. Human Physiology			
3. Kinesiology or Functional Anatomy			
4. Pathology			
5. Nervous System			
6. Musculoskeletal System			
7. Cardiovascular Systems			
8. Respiratory System			
9. Integumentary System			
10. Endocrine / Metabolic Systems			
11. Gastrointestinal System			
12. Genital and Reproductive Systems			
13. Hematologic, Hepatic / Biliary Systems			
14. Immune System			
15. Lymphatic System			
16. Renal and Urologic Systems			
Basic Health Science Subtotal			

B. MEDICAL SCIENCE: General Medical Knowledge of Systems across the lifespan: Coursework must include but is not limited to 1-2	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Pediatric conditions			
2. Geriatric conditions			
Medical Science subtotal			

C. CLINICAL SCIENCE: Physical Therapy Management of: PTA coursework must include but is not limited to areas 1 - 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary System			
2. Musculoskeletal System			
3. Neuromuscular System			
4. Cardiopulmonary System			
5. First Aid/ Emergency Care			
Clinical Science subtotal			

D. CLINICAL DECISION MAKING WITHIN THE PLAN OF CARE DEVELOPED BY THE PT:	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Interpret the components of the Plan of Care (POC) developed by the PT.			
2. Health Record Review			
3. Discontinuation of Episode of care./ Discharge Planning			
4. Report any changes in patient/client status			
5. Withhold interventions beyond the scope of work for the Physical therapist assistant			

E. DATA COLLECTION SKILLS CONTENT AREA SUMMARY		
Indicate content area that you found evidence for items 1 - 17. All are required.		
Data collection skills content areas include but are not limited to the following:	Credit Hours	TRANSCRIPT REFERENCE
1. Aerobic capacity and Endurance		
2. Anthropometric characteristics		
3. Mental functions/Arousal, mentation, and cognition		
4. Assistive Technology/Assistive Devices		
5. Gait, locomotion, and balance		
6. Wheelchair Management and mobility		
7. Integumentary integrity		
8. Joint integrity and mobility		
9. Muscle performance (including strength, length tone and endurance)		
10. Neuromotor development		
11. Pain		
12. Posture		
13. Range of motion		

14. Physical environment and measure of physical spaces		
15. Safety and barriers in the home, community and work environments		
16. Functional status/ (ADL & IADL), including standardized questionnaire		
17. Ventilation, respiration, and circulation		

Adapted from the *PTA Standards with Evidence*, Commission on Accreditation in Physical Therapy Education; 2015

F. INTERVENTION CONTENT AREA SUMMARY		
Indicate the content area for which you found evidence for items 1-9b. All are required.		
Intervention content areas include, but are not limited to, the following:	Credit Hours	TRANSCRIPT REFERENCE
1. Airway Clearance Techniques		
1 A. Breathing exercises		
1 B. Coughing techniques		
1 C. Secretion mobilization		
2. Application of Devices and Equipment		
2 A. Assistive/adaptive devices		
2 B. Prosthetic and orthotic devices		
3. Biophysical Agents:		
3 A. Biofeedback		
3 B. Compression Therapies		
3 C. Cryotherapy		
3 D. Electrotherapeutic Agents		
3 E. Hydrotherapy		
3 F. Superficial and Deep Thermal Agents		
3 G. Traction		
3 H. Light therapies		
4. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, Civic Life		
5. Manual Therapy Technique		
5 A. Passive range of motion		
5 B. Massage		
6. Motor Function Training		
7. Patient/Client Education		
8. Therapeutic Exercise		
9. Wound Management:		
9 A. Isolation and sterile techniques		
9B. Dressings		

G. CLINICAL EDUCATION	CREDIT HOURS**	TRANSCRIPT REFERENCE	JUSTIFICATION
Two clinical internships. Total clinic hours = 520 hours			

** Maximum number of full time clinical education credits is 15.00. Forty-eight clock hours equal one semester credit.

Clinical experiences:	Yes No	TRANSCRIPT/DOCUMENT REFERENCE
1. Deliver physical therapy services to patients/clients with a variety of diseases and conditions settings		
2. Occur in at least 2 different types of practice settings		

H. ADDITIONAL REQUIRED TECHNICAL COURSEWORK: Coursework is required in areas 1-10.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Role of the PTA within patient /client management			
1 A. Direction and supervision of the PTA by the PT.			
1 B. Inter-professional collaboration			
2. Professional Ethics and Behaviors			
2 A. Ethical Behaviors			
2 B. Ethical Decision Making			
3 Administration			
4 Educational Techniques			
5 Communication (related to client/patient care)			
6 Documentation/Billing			
7 Medical Legal Issues in Healthcare Delivery			
7A. International Classifications of Disabilities			
8 Psychosocial Aspects in Physical Therapy Work			
9 Evidenced Based Practice			
10. Patient and Healthcare Provider Safety			
Related Technical Coursework subtotal			

SUBTOTAL TECHNICAL EDUCATION CREDITS (60 minimum):	
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III. ACADEMIC INSTITUTION

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (minimum of secondary education):
3. Degree equivalence (Associate of Science, etc.):
4. Other (CAPTE accreditation, etc.):

IV. Summary

	Number of Credits
Total Foundational Studies Credits :	
Total Technical Education Credits (60 minimum):	
Total Credits (75 minimum):	

75 credits = Two years of study including summer sessions, based upon the CAPTE Annual Report 2015.

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level associate's degree.

Clinical Education: That portion of a program that is conducted in the healthcare environment rather than the academic environment. That aspect of the curriculum is where students' learning occurs directly as a function of being immersed within physical therapy work. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p 129.*)

Clinical Sciences: The curricular content which addresses the systems approach to medical and surgical conditions frequently encountered. This component of the curriculum includes content about the cardiopulmonary, integumentary, musculoskeletal, and neuromuscular systems. Clinical science content is related to work expectations which include the specific responsibilities of patient history, data collection, and intervention. Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Education: Version 2007; p. 112.*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific references within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions, or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapist Assistants* (adopted April 2006, effective July 1, 2007)

Course: A series of study which is taught at the post secondary level and results in an official transcript of record with assigned grade, a course description and syllabus, and credit can be verified by the institution. Credit is either assigned by a semester of 15 weeks plus exam week or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Foundational (Basic) Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral.* (*A Normative Model of Physical Therapist Assistant Education: Version 2007, Page 132*)

Grades: grades must equate to a "C" average in the United States. No failing grades should be accepted. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and "International Reference Guides." This includes

but is not limited to, P.I.E.R., NAFSA publications or AACROA publications.

Intervention: The purposeful and skilled interaction with the patient/client, and, when appropriate, with other individuals involved in care, using various methods and techniques to produce changes in the patient's/client's condition consistent with the diagnosis and prognosis. (*Guide to Physical Therapist Practice Second Edition*, Jan. 2001; p. S37); *A Normative Model of Physical Therapist Assistant Education: Version 2007 p. 133*)

Standards: Foundational requirements of an established profession to determine entry-level professional/ technical requirements for physical therapists and physical therapist assistants. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Assistant Education: Version 2007*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in foundational and technical education needed for a U.S. first degree for a physical therapist assistant. Coursework completed may not be identical in all respects to a U.S. first degree for a physical therapist assistant, but all required content areas are evident. Deficiencies may be noted in coursework, but may not be in the essential areas of technical education or of such magnitude that the education is not deemed to be at the entry-level of preparation for work in the United States.

Technical Skills: Psychomotor processes/procedures supported by affective and cognitive processes/procedures that constitute patient/client interventions. The skills must be integrated to achieve the most effective interventions and optimal outcomes. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p.135*)

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

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Initial Statement Of Reasons

PHYSICAL THERAPY BOARD OF CALIFORNIA

INITIAL STATEMENT OF REASONS

Subject Matter of Proposed Regulations: Satisfactory Documentary Evidence of Equivalent Foreign Education for Licensure as a Physical Therapist or Physical Therapist Assistant

Section(s) Affected: California Code of Regulations, Title 16, Division 13, Article 2, section 1398.26.1¹

INTRODUCTION:

Physical therapists (PT) are licensed health care practitioners that perform physical therapy and physical therapist assistants (PTA) are licensed health care practitioners that provide physical therapy services under the supervision of a licensed physical therapist. Both are regulated pursuant to the Physical Therapy Practice Act (Act) (Business and Professions Code (BPC) sections 2600 *et seq.*).

All applicants for a license shall meet the educational requirements as defined in BPC 2650. Those applicants who are not graduates of approved or non-accredited physical therapist or physical therapist assistant education programs pursuant to BPC 2651 must demonstrate educational equivalency to the Commission on Accreditation of Physical Therapy Education (CAPTE) standards. CAPTE is the accrediting agency that is nationally recognized by the US Department of Education and the Council for Higher Accreditation to grant specialized accreditation status to qualified entry-level education programs for physical therapists and physical therapist assistants. The Physical Therapy Board of California (Board) received 177 (9%) applications from Foreign Educated Physical Therapists and 60 (9%) from Foreign Educated Physical Therapist Assistants in fiscal year 2020/21.

There are three credential evaluation services approved by the Board, pursuant to CCR 1398.25, to evaluate foreign educational credentials based on the corresponding Federation of State Boards of Physical Therapy's Coursework Evaluation Tool. The Federation of State Boards of Physical Therapy (FSBPT) is a member driven organization of 53 regulatory bodies charged with the regulation of physical therapy in their respective jurisdictions.

In August 2005, the Board incorporated into regulation the five Coursework Tools for Foreign Educated Physical Therapists (CWT 1 through 5) and a Coursework Tool for Physical Therapist Assistants – PTA Tool 1.

¹ All further section references are to Title 16 of the California Code of Regulations unless specifically provided otherwise.

The history of the development of the FSBPT's Coursework Evaluation Tools for foreign educated physical therapists (CWT 1-6) and the foreign educated physical therapist assistant Tool 1 and Tool 2 is as follows:

Coursework tools (CWT) for foreign educated physical therapists (CWT 1-6)

When the American Physical Therapy Association (APTA) took on the oversight of physical therapist education from the American Medical Association (AMA) in 1955, they adopted AMA's educational criteria. These criteria and expectations were for physical therapists, physical therapist clinics and physical therapy programs to be under the direction and prescription of the physician. **CWT 1** reflects the educational program required of a physical therapist who graduated prior to 1978.

In 1978, the APTA House of Delegates adopted and implemented the first changes in the evaluative criteria since 1955. **CWT 2** reflects those changes in philosophy and criteria for PT education.

By 1990, the Commission on Accreditation in Physical Therapy Education (CAPTE) had been created for the purposes of accrediting physical therapy programs within the standards set by the U.S. Department of Education. CAPTE established new guidelines and Evaluative Criteria for the PT educational programs, which were adopted by the APTA House of Delegates. Implementation occurred in 1992. **CWT 3** was developed from these standards.

In 1998, the CAPTE evaluative criteria were revised. **CWT 4** is based upon the 1998 criteria. In addition, FSBPT used information compiled by the FSBPT Foreign Educated Physical Therapist Committee from 1998-1999, *A Normative Model of Physical Therapist Professional Education: Version 97*, APTA, 1997 and reviewed catalogs of institutions offering physical therapist educational programs and guidelines from 49 jurisdictions for licensing foreign educated physical therapists. Research done by the New Jersey State Board of Physical Therapy Education Committee and an analysis of requirements of 53 licensing jurisdictions completed by International Credentialing Associates were also considered in the establishment of CWT 4.

CWT 4 was validated against the 1988 *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists*, and modified in 2002 to include terminology and concepts published in professional reference documents that describe contemporary education and practice in the US such as the *Guide to Physical Therapist Practice Second Edition*, APTA, January 2001.

During this timeframe, the Federal immigration agency (then INS -now USCIS) published rules requiring agencies that provided visa screening for healthcare workers to conduct ongoing validation studies of the tools used to assess candidates for certification. This requirement applied to the coursework tool because FCCPT, an agency recognized by USCIS to provide visa screenings, used (and uses) the FSBPT coursework tool. A validation study conducted at

Northwestern University was completed in 2003. Modifications in terminology to CWT 4 were made from recommendations from the *Validation Study* to bring it into compliance with the then-current CAPTE evaluative criteria.

CWT 5 was prepared and validated by FSBPT upon the publication of the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* effective January 1, 2006. It was adopted by the FSBPT board of directors to be used beginning July 1, 2009. This date reflects graduation of students taught under the 2006 criteria.

CWT 6 is based upon the Commission on Accreditation of Physical Therapy Education (CAPTE) Evaluative Criteria for PT Programs August 2014, which was implemented by FSBPT on January 1, 2017.

Physical Therapist Assistants – Tool 1 was developed by the FSBPT in response to regulations issued in 2008 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant’s education in the United States. (42 CFR 484.4(g)(2).)

Physical Therapist Assistants – Tool 2 was developed by the FSBPT, in 2017, to address the changes in the Commission on Accreditation of Physical Therapy Education (CAPTE) updates to the Evaluative Criteria for accredited PTA programs. The PTA-Tool 2 was approved and adopted by the Board of Directors in February of 2017.

Specific Purpose of Each Adoption, Amendment, or Repeal

The title of 16 CCR 1398.26.1 is being amended to specify that the regulation concerns “foreign education” and not just “degrees,” because it was noted that not all foreign education is a degree program. The Board is adding subsections for greater readability, which is a non-substantive change.

To newly-designated subsection (a), the specificity that these programs “are not located in the United States” is added for greater clarity.

In newly-designated subsection (b), the requirements for PT licensure are separated from PTA licensure, which is being set forth in new subsection (d). The use in subsection (b) of “corresponding” is corrected to “appropriate” and followed by “in accordance with subsection (e)” to provide greater clarity. The abbreviation of “FSBPT” is added for convenience and to link the abbreviations in subsection (e).

New subsection (c) provides that, for reasons discussed below, applicants may be evaluated with Coursework Tool (CWT) 6.

New subsection (d), as mentioned above, splits out the PTA licensure from earlier text (subsection (b)) and specifies that the appropriate tool, listed in subsection (e), be used. The

prior PTA tool from subsection (b) has been revised with the new name and revision date (PTA Tool 1, Rev. 2012-12) as discussed above and moved to subsection (e) with the new PTA Tool 2.

In newly-designated subsection (e), the updated documents are incorporated by reference, CWT 6 is added, and PTA Tool 2 is added, as discussed above and below.

Finally, BPC 2654 is added as a reference citation. BPC 2654 was added by Senate Bill 198 (Chapter 389 of Statutes of 2013), effective January 1, 2014, and relates to foreign-educated PTAs. This regulation interprets and implements that statute.

Factual Basis/Rationale:

As the regulation exists, the Board is limited to accepting CWT 1-5 or Coursework Tool for Physical Therapist Assistants – PTA – Tool 1 for evaluating an applicant’s educational equivalency, which is not consistent with the current standards established by the CAPT Education Evaluative Criteria for Physical Therapy Programs August 2014.

Since 2004, the FSBPT has created different versions of the CWT for use by the approved Credential Evaluation Services to evaluate education equivalency and are applied according to the date that the applicant graduated from their respective, non-accredited, foreign physical therapy education program. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence, at the time of graduation, that corresponds to a first professional degree in physical therapy of a United States (US) graduate. The CWTs provide a standardized method of evaluating and applicant’s educational equivalence and afford a physical therapist or a physical therapist assistant, who are graduates of non-accredited foreign physical therapy programs, the same mobility from jurisdiction to jurisdiction as that afforded to graduates educated in the US. The CWT, as described above, was previously broken down into five (5) different tools: CWT 1 is for foreign educated physical therapists who graduated before 1978, CWT 2 is for foreign educated physical therapists who graduated from 1978 to 1991, CWT 3 is for foreign educated physical therapists who graduated from 1992 to 1997, CWT 4 is for foreign educated physical therapists who graduated from 1998 to June 30, 2009 and CWT 5 is used for foreign educated physical therapists who graduated after June 30, 2009. These tools were adopted into regulation in 2011. As noted, however, they have been updated since their adoption in California.

In October 2016, the Federation of State Boards of Physical Therapy (FSBPT) adopted CWT 6, for the purpose of the evaluation of educational equivalency for physical therapists who graduate on or after January 1, 2017. Thus, the Board proposes adopting and incorporating by reference CWT 6 for this purpose.

The FSBPT's action adopting CWT 6 permits CWT 1 through 5 to be utilized for those seeking licensure through endorsement, but suggests that first-time licensure candidates be evaluated using CWT 6, regardless of when the candidate graduated. However, Business and

Professions Code (BPC) Section 2653 requires a graduate from a non-accredited foreign physical therapy education program to furnish documentary evidence satisfactory to the Board, that they have “completed a professional degree in a foreign physical therapist educational program substantially equivalent *at the time of graduation to that issued by a board approved physical therapist education program.*”

Therefore, it is necessary for the Board to implement this regulation to incorporate FSBPT action (CWT 6) into its regulation so that California law will be consistent with the FSBPT standards. Currently 52 jurisdictions accept education evaluations reviewed utilizing the CWT’s 1-5 and 12 jurisdictions use CWT 6. The mobility of physical therapists and physical therapist assistants seeking licensure in other states will be eased if California is added to the list of jurisdictions that accept all CWTs, including CWT 6. The use of all the CWTs benefits both the public and the profession by creating consistency in the evaluation of foreign educated physical therapists’ equivalency. Therefore, recognizing that an applicant may be seeking licensure by endorsement from a jurisdiction that required an evaluation on CWT 6, in lieu of CWT 1 through 5 (in accordance with the FSBPT action), the Board, at their June 2019 meeting, added language authorizing the adoption of CWT 6, in lieu of the CWT that corresponds to the date of an applicant’s graduation, if a physical therapist is evaluated utilizing CWT 6.

Until CCR section 1398.26.1 is modified, the Board cannot accept CWT 6 for physical therapist applicants who graduated on or after January 1, 2017, or Coursework Tool for Physical Therapist Assistants – PTA – Tool 2 for those graduating after February 2017, resulting in the Credential Evaluation Services reporting educational equivalency using outdated educational standards.

The proposed language also updates the titles of the coursework tools and makes grammatical, technical, non-substantive changes for clarity and readability.

The Coursework Tools will continue to be incorporated by reference due to the number of documents.

Anticipated benefits from this regulatory action:

This regulatory action will amend section 1398.26.1 to include tools for evaluating current education equivalency of those graduates from a non-accredited foreign physical therapy program and authorizes the Board to accept CWT 6, in lieu of the corresponding CWT 1-5, for all years of graduation from non-accredited foreign schools. This may reduce a barrier to licensure for an applicant who was evaluated using CWT 6 in another jurisdiction.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Staff report for the June 20, 2019 Board Meeting (Agenda Item 8(C)) – Briefing Paper; Proposed Language and approved minutes.
- Coursework Tools 1-5
- Coursework Tool 6
- Coursework Tools for Physical Therapist Assistants 1-2
- FSBPT's 2014 Delegate Assembly meeting minutes
- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Programs
- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Assistant Programs
- Code of Federal Regulations – 2011 – Title 42 – Vol. 5 – Section 484.4(g)(2)

Business Impact

The Board has made an initial determination that the proposed regulatory action will have no significant statewide adverse economic impact directly affecting business, including the ability of California businesses in other states. This initial determination is based on the fact that these proposed amendments are simply reflective of changes that have occurred in the educational environment.

Economic Impact Assessment

The Board has made the initial determination that this regulatory proposal will have the following impacts:

- It is not likely to create or eliminate jobs within the State of California. This initial determination is based on the fact that these proposed amendments are simply reflective of changes that have occurred in the physical therapy educational environment;
- It is not likely to create new businesses or eliminate existing businesses within the State of California. This initial determination is based on the fact that these proposed amendments are simply reflective of changes that have occurred in the physical therapy educational environment;
- It will not likely affect the expansion of businesses currently doing business within the State of California. This initial determination is based on the fact that these proposed amendments are simply reflective of changes that have occurred in the physical therapy educational environment;

- It will benefit the health and welfare of California residents because it ensures new licenses are meeting current educational equivalency standards;
- It will not have a significant impact on worker safety because these proposed amendments are simply reflective of changes that have occurred in the national physical therapy educational environment; and
- It will not have an impact on the state's environment because these proposed amendments are simply reflective of changes that have occurred in the national physical therapy educational environment.

Specific Technologies or Equipment

This regulation does not mandate the use of specific technologies or equipment.

Consideration of Alternatives

No reasonable alternative to the regulatory proposal would be either more effective in carrying out the purpose for which the action is proposed or would be as effective or less burdensome to the affected private persons and equally effective in achieving the purposes of the regulation in a manner that ensures full compliance with the law being implemented or made specific. The public is invited to submit such alternatives during the public comment period.

Set forth below are the alternatives which were considered and the reasons each alternative was rejected:

1. Do not seek a change. This alternative was rejected because it would result in an applicant who was educated after the adoption of CWT 6 and Coursework Tool for Physical Therapist Assistants - Tool 2 to be evaluated using outdated educational standards. Additionally, it would require those applicants who were evaluated on CWT 6 be reevaluated on a retro tool incurring additional costs and time of the Board.

Material
Relied
Upon

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Staff report for the June 20, 2019 Board Meeting (Agenda Item 8(C)) – Briefing Paper; Proposed Language and approved minutes.
- Coursework Tools 1-5
- Coursework Tool 6
- Coursework Tools for Physical Therapist Assistants 1-2
- FSBPT’s 2014 Delegate Assembly meeting minutes
- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Programs
- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Assistant Programs
- Code of Federal Regulations – 2011 – Title 42 – Vol. 5 – Section 484.4(g)(2)

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Staff report for the June 20, 2019 Board Meeting (Agenda Item 8(C)) – Briefing Paper; Proposed Language and approved minutes.



Physical Therapy Board of California

BUSINESS, CONSUMER SERVICES AND HOUSING AGENCY • GAVIN NEWSOM, GOVERNOR

DEPARTMENT OF CONSUMER AFFAIRS • PHYSICAL THERAPY BOARD OF CALIFORNIA

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Briefing Paper

Date: June 6, 2019

Prepared for: PTBC Members

Prepared by: Brooke Arneson

Subject: 1398.26.1. Satisfactory Documentary Evidence of Equivalent Degree for Licensure as a Physical Therapist or Physical Therapist Assistant

Purpose: To propose amending California Code of Regulation (CCR) section 1398.26.1

Attachments:

- New Proposed language
- Coursework Tool 6 (CWT)

Background:

In August 2005 the Board adopted into regulation five Coursework Tools for Foreign Educated Physical Therapists (CWT's 1 through 5). The CWT's aka "retro tools" are applied according to the date the applicant graduated from their respective physical therapy education program. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence *at the time of graduation* with respect to a US first professional degree in physical therapy. The tools provide a standardized method of evaluating education equivalence and afford the same mobility of foreign educated physical therapists as that afforded to US educated graduates.

In October 2016, through a motion passed at the 2014 Delegate Assembly, the Federation of State Boards of Physical Therapy (FSBPT) adopted CWT 6. In summary, the motion allowed for use of the retro tools for those PT's who are seeking licensure through endorsement but requires first-time licensure candidates be evaluated using CWT 6. CWT 6 is based upon the Commission on Accreditation of Physical Therapy Education (CAPTE) Evaluative Criteria for PT Programs August 2014 and was implemented by FSBPT on January 1, 2017.

CCR section 1398.26.1 *Satisfactory Documentary Evidence of Equivalent Degree for Licensure as a Physical Therapist or Physical Therapist Assistant* further defines the education requirement specified in Business and Professions Code (BPC) section 2653(a), which states:

Furnish documentary evidence satisfactory to the board, that he or she has completed a professional degree in a physical therapist educational program substantially equivalent at the time of his or her graduation [underlined for emphasis] to that issued by a board approved physical therapist education program. The professional degree must entitle the applicant to practice as a physical therapist in the country where the diploma was issued. The applicant shall meet the educational requirements set forth in paragraph (2) of subdivision (a) of Section 2650. The board may require an applicant to submit documentation of his or her education to a credentials evaluation service for review and a report to the board.

At the May 2017 meeting, the Board considered proposed language and some specific concerns were expressed, such as 1) in subsection (a) it was not clear “who” makes the determination on which CWT is used to evaluate credentials.; 2) CWT 5 didn’t have an end date at the time the language was proposed but it now does and has been added; and, 3) the exact revision date of CWT 6 wasn’t available but now has been added.

The proposed amendments to CCR section 1398.26.1 restructures the CWT’s into an outline format for reading ease and adds CWT 6. It also reorganizes the section to provide the general rule for PTs in subdivision (b), addresses the acceptance of CWT 6 in subdivision (c), adds the PTA provision in subdivision (d), and incorporates the tools by reference in subdivision (e).

Action Requested:

Consideration of the following motion:

“I move that we approve the proposed text for noticing a 45-day comment period, and direct staff to take all steps necessary to initiate the formal rulemaking process. If no adverse comments are received during the 45-day comment period and no hearing is requested, delegate to the Executive Officer the authority to adopt the proposed regulatory changes as modified and make any technical or non-substantive changes that may be required in completing the rulemaking file.”

PHYSICAL THERAPY BOARD OF CALIFORNIA PROPOSED LANGUAGE

The Physical Therapy Board of California proposes to amend sections 1398.26.1 in Article 2 of Division 13.2 of Title 16 of the California Code of Regulations, as follows:

Proposed amendments to the regulatory language are shown in single underline for new text and ~~single strikethrough~~ for deleted text.

1398.26.1. Satisfactory Documentary Evidence of Equivalent Degree for Licensure as a Physical Therapist or Physical Therapist Assistant.

(a) This section is only applicable to those applicants who are graduates of non-accredited physical therapy educational programs and applying for licensure on or after the effective date of this regulation.

(b) For the purposes of determining educational equivalency for physical therapist licensure, the credential evaluation services will evaluate foreign educational credentials based on the corresponding Federation of State Boards of Physical Therapy's Coursework Evaluation Tool For Foreign Educated Physical Therapists (CWT) ~~or if applying for physical therapist assistant license, the Coursework Tool For Foreign Educated Physical Therapist Assistants (PTA Tool 2007).~~

(c) Notwithstanding subdivision (b), if an applicant was evaluated utilizing the CWT described in paragraph (6) of subdivision (e), the board shall accept that evaluation in lieu of the corresponding CWT.

(d) For the purposes of determining educational equivalency for physical therapist assistant licensure, the credential evaluation services will evaluate foreign educational credentials based on the Coursework Tool For Foreign Educated Physical Therapist Assistants (PTA Tool 2007).

(e) For the purpose of this regulation, the ~~six~~seven following publications are incorporated by reference:

(1) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978 - CWT 1 ~~(2004),~~ (Rev. 2014-11).

(2) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1978 to 1991 - CWT 2 ~~(2004),~~ (Rev. 2014-11).

(3) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1992 to 1997 - CWT 3 ~~(2004),~~ (Rev. 2014-11).

(4) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1998 to June 30, 2009 - CWT 4 ~~(2004),~~ (Rev. 2015-05 Summary).

(5) FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated after June 30, 2009 to December 31, 2016 - CWT 5 ~~(2004),~~ (Rev. 2009-07-2014-11).

(6) FSBPT Coursework Tool For Foreign Educated Physical Therapists – CWT 6 (Rev. 2016-10) for implementation January 1, 2017.

(7) Coursework Tool for Physical Therapist Assistants - PTA Tool 2007 (2004).

Note: Authority cited: Section 2615, Business and Professions Code. Reference: Sections 2650, ~~and~~ 2653 and 2654, Business and Professions Code.



Physical Therapy Board of California

BUSINESS, CONSUMER SERVICES, AND HOUSING AGENCY - GOVERNOR GAVIN NEWSOM

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Members

Jesus Dominguez, PT, PhD

Daniel Drummer, PT, DPT

Katarina Eleby, M.A.

Tonia McMillian

Physical Therapy Board of California Adopted Meeting Minutes

June 20, 2019 9:00 a.m.

June 21, 2019 9:00 a.m.

California State University, Long Beach,
The Barrett Athletic Conference Center,
Room 223
1250 Bellflower Blvd.
Long Beach, CA 90840

Board Staff

Jason Kaiser, Executive Officer

Sarah Conley, Manager

Liz Constancio, Manager

Elsa Ybarra, Manager

Brooke Arneson, Associate

Analyst

For the sake of clarity, agenda items discussed during the meeting follow their original order on the agenda in these minutes though some agenda items may have been taken out of order during the meeting.

Thursday, June 20, 2019

1. Call to Order

The Physical Therapy Board of California (Board) meeting was called to order by President Dr. Rabena-Amen at 9:03 a.m. and recessed at 6:26 p.m. on June 20, 2019. The Board reconvened at 8:59 a.m. and adjourned at 3:06 p.m. on June 21, 2019.

2. Roll Call and Establishment of Quorum

Dominguez- Present
Drummer – Present
Eleby – Present
McMillian – Present
Rabena-Amen - Present
Watkins – Present

All members were present, and a quorum was established. Also present at the meeting were: Michael Kanotz, Legal Counsel; Jason Kaiser, Executive Officer; Elsa Ybarra, Sarah Conley, Brooke Arneson, Monny Martin, April Beauchamps, Kim Rozakis and Timothy Davis.

Mr. Watkins read the Board's mission statement: To advance and protect the interests of the people of California by the effective administration of the Physical Therapy Practice Act.

...

8. Rulemaking Report

...

(C) Discussion and Possible Board Action to Amend Title 16, California Code of Regulations Section 1398.26.1 Satisfactory Documentary Evidence of Equivalent Degree for Licensure as a Physical Therapist or Physical Therapist Assistant – *Brooke Arneson*

Mr. Kaiser presented the proposed language for CCR 1398.26.1 and thanked Mr. Kanotz, legal counsel, for his help in rewriting the proposed language to make it easier to understand. Mr. Kaiser reported that in the process of amending the language, staff discovered, with the help with Dr. Drummer, that FSBPT is providing a new product, a coursework tool that is updated for Physical Therapy Assistants so the new language for Board consideration includes both PTA Tools 1 and 2. Mr. Kaiser directed the Board to a handout which reflected the addition of both PTA tools.

Dr. Drummer stated that the proposed language is to address foreign trained PT's and PTA's and the beginning and title of this section as written, doesn't fully clarify that this is about foreign trained applicants in programs that are not yet accredited, applying for licensure. Dr. Drummer also stated that not all programs are degree programs, so he suggested that "education" should be used in lieu of "degree." Dr. Rabena-Amen agreed with Dr. Drummer's suggested amendments. Mr. Kanotz, legal counsel, provided the Board with suggested amendments to the language replacing Degree with "Foreign Education" in the title, and in subdivision (a) inserting after "physical therapy educational programs" adding "that are not located in the United States."

Ms. Eleby suggested inserting "FSBPT" before Course Work Tool in subdivision e(7) and e(8) for consistency.

Dr. Drummer questioned whether it was necessary to include the number of coursework tools incorporated by reference in subdivision (e) because it does not take into consideration FSBPT creating new coursework tools in the future which would mean if that occurred the Board would have to amend the regulation again. Mr. Kanotz, legal counsel, stated referencing the number of publications incorporated by reference was not necessary; it was historical language and the Board decided to strike the number "eight" from the proposed language.

Dr. Drummer suggested using that word “appropriate” in lieu of the word “corresponding” in subdivision (b) and to also add at the end of the sentence in subdivision (b) “in accordance with subdivision (e)” to better clarify the publications incorporated by reference. Mr. Kanotz agreed with Dr. Drummer’s amendments to subdivision (b).

Ms. Eleby also suggested adding the acronym “(FSBPT)” into subdivision (b) after “Federation of State Boards of Physical Therapy’s” to be consistent with the rest of the proposed language.

MOTION: To approve the proposed amended text for noticing a 45-day comment period, and direct staff to take all steps necessary to initiate the formal rulemaking process. If no adverse comments are received during the 45-day comment period and no hearing is requested, delegate to the Executive Officer the authority to adopt the proposed regulatory changes as modified and make any technical or non-substantive changes that may be required in completing the rulemaking file.”

M/S: Drummer/Eleby

VOTE: Dominguez- Aye
Drummer – Aye
Eleby – Aye
McMillian – Aye
Rabena-Amen - Aye
Watkins – Aye
6-0 Motion carried

...

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Coursework Tools 1-5



FSBPT Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978

CWT 1

Federation of State Boards of Physical Therapy
124 West Street South Third Floor Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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**COURSEWORK TOOL 1
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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 1 is based upon the 1955 educational criteria established by the American Medical Association.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 105 semester credit hours. The 105 semester credits do not meet the minimal requirement of a BS degree, thus electives could be included to meet the minimum of 120 credit hours and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (recommended)
- b. Physics with laboratory (recommended)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|-----------------------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy (recommended) | f. Neuroscience |
| c. Physiology (recommended) | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------------------|---------------|
| a. Psychology (recommended) | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics

No Requirement or Recommendation

Professional Education

Forty-five semester credits shall be the minimum required in professional education, reflecting no less than 12 months of study.

1. Basic Health Science

Content area is required in each topic listed (a through d) under basic health sciences.

- a. Human anatomy: may have been taken pre-PT (specific to physical therapy)
- b. Human physiology: may have been taken pre-PT (specific to physical therapy)
- c. Kinesiology or functional anatomy
- d. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. General Medical Surgical Conditions
- b. Physical therapist coursework must include but not be limited to:
 1. Musculoskeletal System
 2. Neuromuscular System
 3. Tests & Measures
 4. Shall include Exam and Eval
- c. Physical therapist coursework must include but is not limited to:
 1. Musculoskeletal Interventions
 2. Neuromuscular Interventions
 3. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 600 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full time clinical education credits is 15.

4. Related Professional Coursework

- a. Administration
- b. Psychosocial aspects in physical therapy practice
- c. Community health
- d. Legal and ethical aspects of physical therapy practice
- e. Medical terminology
- f. Communication (related to client/patient care)

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		

*Recommended

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy *		
3. Physiology *		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		

* Could be completed as Professional Education

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

* Could be completed as Professional Education

F. MATHEMATICS: Not required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 45 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Kinesiology or Functional Anatomy			
4. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. General Medical Surgical Conditions			
2.			
3.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but is not limited to 1a – 3b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Musculoskeletal System			
a. Examination			
2. Neuromuscular System			
a. Examination			
3. Tests & Measures			
a. Examination			
b. Evaluation			
4.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the Examination and Evaluation Content Area Summary below, content for which you found evidence for items 1 - 9.

Examination and Evaluation Content Area Summary

Must include, but are not limited to the following:	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Gait, assisted locomotion, and balance		
4. Muscle performance (including strength, power, and endurance)		
5. Orthotic, protective and supportive devices		
6. Pain		
7. Prosthetic requirements		
8. Range of motion		
9. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

D. CLINICAL SCIENCE: Interventions Must include but is not limited to 1 – 3.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Musculoskeletal Interventions			
2. Neuromuscular Interventions			
3. Physical Agents/Electrotherapy			
4.			
5.			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the Intervention Content Area Summary below, content for which you found evidence for items 1-4.

Intervention Content Area Summary

Must include, but are not limited to, the following:	Present = √ Absent = ∅	Transcript Reference
1. Electrotherapeutic modalities		
2. Physical agents and mechanical modalities		
3. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
4. Therapeutic exercise (including aerobic conditioning)		

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 600 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of two time clinical experiences of no less than 600 hours total that are supervised by a physical therapist.

*Maximum number of full-time clinical education credits is 15.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 6.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Communication (related to client/patient care)			
5. Legal and Ethical Aspects of Physical Therapy practice			
6. Psychosocial Aspects in Physical Therapy Practice			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(45 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits	
Total Professional Education Credits (45 Minimum):	
Total Credits (105 Minimum)	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159.*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159.*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated from the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998), and designated by match with the *Essentials of an Acceptable School of Physical Therapy*; (AMA, 1955)

Course: A series of study which is taught at the post-secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological*, *physical*, and *behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements.

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession to determine entry-level professional/technical requirements for physical therapists. In physical therapy, *The Essentials of an Acceptable School of Physical Therapy (AMA 1955)*, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.



FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists Who Graduated
From 1978 to 1991

CWT 2

Federation of State Boards of Physical Therapy
124 West Street South Third Floor ♦ Alexandria, VA 22314
Telephone: 703.299.3100 ♦ Fax: 703.299.3110
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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 2 is based upon the 1978 American Physical Therapy Association Standards for Accreditation.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 120 semester credit hours. The general credits and professional credit minimums do not meet the minimal requirement of a B.S. degree, thus electives could be included to meet the minimum of 120 credits hour and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree and content in physical therapy curriculum. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (recommended)
- b. Physics with laboratory (recommended)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|-----------------------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy (recommended) | f. Neuroscience |
| c. Physiology (recommended) | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------------------|---------------|
| a. Psychology (recommended) | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics (Not Required)

- a. Statistics
- b. Algebra
- c. Calculus
- d. Geometry
- e. Trigonometry

Professional Education

Sixty semester credits shall be the minimum required in professional education, reflecting no less than two years of study.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neurosciences (neuroanatomy or neurophysiology)
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 - 1. Neurology
 - 2. Orthopedics
 - 3. Cardiopulmonary

- b. Physical therapist coursework must include but not be limited to:
 - 1. Integumentary
 - a. Examination
 - b. Evaluation
 - 2. Musculoskeletal System
 - a. Examination
 - b. Evaluation
 - 3. Neuromuscular System
 - a. Examination
 - b. Evaluation
 - 4. Cardiopulmonary
 - a. Examination
 - b. Evaluation

- c. Physical therapist coursework must include but is not limited to:
 - 1. Integumentary Interventions
 - 2. Musculoskeletal Interventions
 - 3. Neuromuscular Interventions
 - 4. Cardiopulmonary Interventions
 - 5. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 600 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full-time clinical education credits is 20.

4. Related Professional Coursework

- | | |
|---------------------------|---|
| a. Professional Behaviors | f. Medical Terminology |
| b. Administration | g. Communication (related to client/patient care) |
| c. Community Health | h. Legal and ethical aspects of physical therapy practice |
| d. Research | i. Psychosocial aspects in physical therapy practice |
| e. Educational Techniques | |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		
5.		
6.		

*Recommended

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy*		
3. Physiology*		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

* Could be completed as Professional Education

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

* Could be completed as Professional Education

F. MATHEMATICS: Not Required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 60 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to Physical Therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy or Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to 1 - 3.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Cardiopulmonary			
4.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but not limited to 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			

b. Evaluation			
5.			

Note: Within the credit hours assigned in Clinical Science: Examination and Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 10.

Examination and Evaluation Content Area Summary

Must include, but not limited to the following:	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Environmental, home, and work barriers		
4. Gait, assisted locomotion, and balance		
5. Muscle performance (including strength, power, and endurance)		
6. Orthotic, protective, and supportive devices		
7. Pain		
8. Prosthetic requirements		
9. Range of motion		
10. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

D. CLINICAL SCIENCE: Interventions Must include but not limited to 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			

Note: Within the credit hours assigned in Clinical Science: Interventions, indicate on the intervention content area summary below, content for which you found evidence for items 1-8.

Intervention Content Area Summary

Must include, but not limited to, the following:	Present = √ Absent = ∅	Transcript Reference
1. Debridement and wound care		
2. Electrotherapeutic modalities		
3. Functional training in community work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
4. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
5. Patient-related instruction		
6. Physical agents and mechanical modalities		
7. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
8. Therapeutic exercise (including aerobic conditioning)		

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 600 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of two time clinical experiences of no less than 600 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 20.

F. RELATED PROFESSIONAL COURSE WORK: Must include but not limited to areas 1 – 9.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication			

(related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy Practice			
9. Psychosocial Aspects in Physical Therapy Practice			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(60 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits	
Total Professional Education Credits (60 Minimum):	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998), and designated to match the *APTA Standards For Accreditation of Physical Therapy Education Programs*. (Adopted June 1978)

Course: A series of study which is taught at the post-secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological*, *physical*, and *behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements.

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *APTA Standards For Accreditation of Physical Therapy Education Programs (1978)*, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists Who Graduated
From 1992 to 1997**

CWT 3

Federation of State Boards of Physical Therapy
124 West Street South Third Floor Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 3

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 3 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which was implemented by FSBPT on January 1, 1992.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 120 semester credit hours. The general credits and professional credit minimums do not meet the minimal requirement of a B.S. degree, thus electives could be included to meet the minimum of 120 credits hour and the baccalaureate degree. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the baccalaureate degree. The applicant must have completed sufficient credit to satisfy the requirement for a baccalaureate degree and content in physical therapy curriculum. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- Chemistry with laboratory (required)
- Physics with laboratory (required)
- Geology
- Astronomy

3. Biological Science

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- a. Psychology
(required)
- b. Anthropology
- c. Philosophy
- d. Ethics

6. Mathematics

- a. Statistics
- b. Algebra
- c. Calculus
- d. Geometry
- e. Trigonometry

Professional Education

Sixty-nine semester credits shall be the minimum required in professional education, reflecting no less than two years of study.

1. Basic Health Science

Content Area is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neurosciences (neuroanatomy or neurophysiology)
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Pediatrics
 4. Geriatrics
 5. Cardiopulmonary
- b. Physical therapist coursework must include but not be limited to:

1. Integumentary	3. Neuromuscular System
a. Examination	a. Examination
b. Evaluation	b. Evaluation
2. Musculoskeletal System	4. Cardiopulmonary
a. Examination	a. Examination
b. Evaluation	b. Evaluation
- c. Physical therapist coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions
 5. Physical Agents/Electrotherapy

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy. The applicant must have a minimum of 800 hours total, which are completed in multiple sites and supervised by a physical therapist. The maximum number of full-time clinical education credits is 23.

4. Related Professional Coursework

- | | |
|---------------------------|---|
| a. Professional Behaviors | f. Medical Terminology |
| b. Administration | g. Communication (related to client/patient care) |
| c. Community Health | h. Legal and ethical aspects of physical therapy practice |
| d. Research | i. Psychosocial aspects in physical therapy practice |
| e. Educational Techniques | j. Consultation, Screening & Delegation |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: Two courses minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Physics with laboratory (Course I)*		
3. Geology		
4. Astronomy		
5.		
6.		

*Required

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 69 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy or Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to areas 1-5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6.			

C. CLINICAL SCIENCE: Examination & Evaluation (Tests & Measures) Must include but not limited to areas 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 16.

Examination and Evaluation Content Area Summary

Must include but not limited to areas 1-16.	Present = √ Absent = ∅	Transcript Reference
1. Anthropometric characteristics		
2. Assistive and adaptive devices		
3. Environmental, home, and work barriers		
4. Gait, assisted locomotion, and balance		
5. Integumentary integrity		
6. Joint integrity and mobility		
7. Motor function		
8. Muscle performance (including strength, power, and endurance)		
9. Neuromotor development and sensory integration		
10. Pain		
11. Posture		
12. Range of motion		
13. Reflex integrity		
14. Self-care and home management (including activities of daily living and instrumental activities of daily living)		

Must include but not limited to areas 1-16.	Present = √ Absent = ∅	Transcript Reference
15. Sensory integration (including proprioception and kinesthesia)		
16. Ventilation, respiration, and circulation		

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.

Intervention Content Area Summary

Must include, but not limited to areas 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning		

E. CLINICAL EDUCATION	CREDIT HOURS**	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory. The applicant must have a minimum of one full-time clinical internship and a total of no less than 800 hours that are supervised by a physical therapist. Clinical experiences should be integrated as well as terminal in nature.

**Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 10.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy Practice			
9. Psychosocial Aspects in Physical Therapy Practice			
10. Consultation, Screening & Delegation			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(69 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits :	
Total Professional Education Credits (69 Minimum):	
Total Credits for BS degree (120 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a "C" average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a "C" or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and

recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists who graduated
from 1998 to
June 30, 2009**

CWT 4

Federation of State Boards of Physical Therapy
124 West Street South Third Floor Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 4

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 4 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which was implemented by FSBPT on January 1, 1998.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 150 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- a. Chemistry with laboratory (two courses required)
- b. Physics with laboratory (two courses required)
- c. Geology
- d. Astronomy

3. Biological Science

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | g. Genetics |
| d. Zoology | |

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- | | |
|-----------------|---------------|
| a. Psychology | c. Philosophy |
| b. Anthropology | d. Ethics |

6. Mathematics

- | | |
|---------------|-----------------|
| a. Statistics | d. Calculus |
| b. Algebra | e. Trigonometry |

c. Pre-calculus

f. Geometry

Professional Education

Ninety semester credits shall be the minimum required in professional education.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Pediatrics
 4. Geriatrics
 5. Cardiopulmonary
 6. Pharmacology
- b. Physical therapist coursework must include but not be limited to:
 1. Integumentary System
 - a. Examination
 - b. Evaluation
 2. Musculoskeletal System
 - a. Examination
 - b. Evaluation
 3. Neuromuscular System
 - a. Examination
 - b. Evaluation
 4. Cardiopulmonary System
 - a. Examination
 - b. Evaluation

Note: Examination and evaluation content areas must be completed. See Examination and Evaluation Content Area Summary.

- c. Physical therapist coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions

Note: Intervention content areas must be completed. See Intervention Content Area Summary.

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total, which are supervised by a physical therapist. The maximum number of full time clinical education credits is 23.

4. Related Professional Coursework

Content is required in the following nine areas:

- | | | |
|---------------------------|--|---|
| a. Professional behaviors | d. Research and clinical decision making | g. Communication (related to client/patient care) |
| b. Administration | e. Educational techniques | h. Legal and ethical aspects of physical therapy practice |
| c. Community health | f. Medical terminology | i. Psychosocial aspects in physical therapy practice |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: Two one-semester courses in chemistry with laboratory and two one-semester courses in physics with laboratory are required*	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)*		
2. Chemistry, with laboratory (Course II)*		
3. Physics with laboratory (Course I)*		
4. Physics with laboratory (Course II)*		
5. Geology		
6. Astronomy		
7.		
8.		

*Required

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		
6.		

*Required

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7.		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1- 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			
6.			
7.			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to 1 - 6.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6. Pharmacology			
7.			
8.			
9.			
10.			

C. CLINICAL SCIENCE: Examination & Evaluation Must include but not limited to 1a – 4b.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5.			
6.			
7.			

Note: Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, for which you found evidence for items 1 - 23.

Examination and Evaluation Content Area Summary

Must include, but are not limited to areas 1-23:	Present = √ Absent = ∅	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Community and work (job, school, or play) reintegration		
6. Cranial nerve integrity		
7. Environmental, home, and work barriers		
8. Ergonomics and body mechanics		
9. Gait, assisted locomotion, and balance		
10. Integumentary integrity		
11. Joint integrity and mobility		
12. Motor function		
13. Muscle performance (including strength, power, and endurance)		
14. Neuromotor development and sensory integration		

Must include, but are not limited to areas 1-23:	Present = √ Absent = ∅	Transcript Reference
15. Orthotic, protective and supportive devices		
16. Pain		
17. Posture		
18. Prosthetic requirements		
19. Range of motion		
20. Reflex integrity		
21. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
22. Sensory integration (including proprioception and kinesthesia)		
23. Ventilation, respiration, and circulation		
24.		
25.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 29.

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5.			
6.			

Note: Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.

Intervention Content Area Summary

Must include, but not limited to, areas 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community and work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		
5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning)		
11.		
12.		

Adapted from: *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 30.

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	COMMENTS
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 9.	CREDIT HOURS	TRANSCRIPT REFERENCE	COMMENTS
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy practice			
9. Psychosocial Aspects in Physical Therapy Practice			
10.			
11.			
12.			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):

Describe the academic level of the educational program and the institution within the context of the country's educational system:
3. Degree equivalence (Baccalaureate, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits:	
Total Professional Education Credits (90 Minimum):	
Total Credits (150 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted October 1996; Effective January 1998).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a "C" average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a "C" or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and

recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.



**FSBPT
Coursework Tool
For Foreign Educated
Physical Therapists who Graduated
June 30, 2009 – December 31, 2016**

CWT 5

Federation of State Boards of Physical Therapy
124 West Street, South Alexandria, VA 22314
Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 5

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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 5 is based upon the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*, CAPTE, which will be implemented by FSBPT on July 1, 2009 through December 31, 2016.

The CWT that reflects current standards may be used to determine qualifications for prescreening certification for the United States Citizenship and Immigration Services (USCIS). They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 150 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of humanities, physical science, biological science, social science, behavioral science, and mathematics, must be identified. A minimum of a one-semester course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

2. Physical Science

- Chemistry with laboratory (one course required) *
 - Physics with laboratory (one courses required) *
 - Geology
 - Astronomy
- * Two semesters preferred

3. Biological Science

- | | |
|----------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy* | f. Neuroscience |
| c. Physiology* | g. Genetics |
| d. Zoology | |
- * One year of anatomy & physiology preferred

4. Social Science

- | | |
|--------------|----------------------|
| a. History | d. Economics |
| b. Geography | e. Political science |
| c. Sociology | f. Religion |

5. Behavioral Science

- a. Psychology*
 - b. Anthropology
 - c. Philosophy
 - d. Ethics
- * Required

6. Mathematics

- a. Statistics
- b. Algebra
- c. Pre-calculus
- d. Calculus
- e. Trigonometry
- f. Geometry

Professional Education

Ninety semester credits shall be the minimum required in professional education.

1. Basic Health Science

Content is required in each topic listed (a through e) under basic health sciences.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience
- d. Kinesiology or functional anatomy
- e. Pathology

2. Medical and Clinical Science

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

- a. Clinical medicine pertinent to physical therapy. This must include but not be limited to:
 - 1. Neurology
 - 2. Orthopedics
 - 3. Pediatrics
 - 4. Geriatrics
 - 5. Cardiopulmonary
 - 6. Pharmacology
 - 7. General Medical/Surgical Metabolic Conditions
- b. Physical therapist coursework must include but not be limited to:

1. Integumentary System	3. Neuromuscular System	5. Metabolic Problems
a. Examination	a. Examination	a. Examination
b. Evaluation	b. Evaluation	b. Evaluation
2. Musculoskeletal System	4. Cardiopulmonary System	
a. Examination	a. Examination	
b. Evaluation	b. Evaluation	

Note: Examination and evaluation content areas must be completed. See Examination and Evaluation Content Area Summary.

- c. Physical therapist coursework must include but is not limited to:
 - 1. Integumentary Interventions
 - 2. Musculoskeletal Interventions
 - 3. Neuromuscular Interventions
 - 4. Cardiopulmonary Interventions

Note: Intervention content areas must be completed. See Intervention Content Area Summary.

3. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total, which are supervised by a physical therapist. The maximum number of full time clinical education credits is 23.

4. Related Professional Coursework

Content is required in the following 12 areas:

- | | | |
|--|---|--|
| a. Professional behaviors | e. Educational techniques | i. Psychosocial aspects in physical therapy practice |
| b. Administration | f. Medical terminology | j. Emergency procedures |
| c. Community health | g. Communication (related to client/patient care) | k. Cultural competency |
| d. Research and clinical decision making | h. Legal and ethical aspects of physical therapy practice | l. Consultation, screening and delegation |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to each page of the Evaluation Checklist for authentication purposes.

General Education

A. HUMANITIES: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English*		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Language		
9.		

*For rows 1 & 2, if no credit in English or English composition is provided, the licensing jurisdiction should require the applicant to demonstrate English proficiency.

B. PHYSICAL SCIENCE: One semester course in chemistry with laboratory and one semester course in physics with laboratory are required.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Chemistry with laboratory (Course I)		
2. Chemistry, with laboratory (Course II)*		
3. Physics with laboratory (Course I)		
4. Physics with laboratory (Course II)*		
5. Geology		
6. Astronomy		
7.		
8.		

*One year of chemistry & physics preferred

C. BIOLOGICAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Biology		
2. Anatomy*		
3. Physiology*		
4. Zoology		
5. Kinesiology		
6. Neuroscience		
7. Genetics		
8.		
9.		

* One year of anatomy & physiology preferred

D. SOCIAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7.		
8.		

E. BEHAVIORAL SCIENCE: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Psychology*		
2. Anthropology		
3. Philosophy		
4. Ethics		
5.		

*Required

F. MATHEMATICS: One course minimum	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7.		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. BASIC HEALTH SCIENCE: Must include but not limited to areas 1 – 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Human Anatomy (Specific to physical therapy)			
2. Human Physiology (Specific to physical therapy)			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology or Functional Anatomy			
5. Pathology			
6.			
7.			

B. MEDICAL SCIENCE: Clinical medicine pertinent to physical therapy. Must include but not limited to areas 1 - 7.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Neurology			
2. Orthopedics			
3. Pediatrics			
4. Geriatrics			
5. Cardiopulmonary			
6. Pharmacology			
7. General Medical/Surgical Metabolic Conditions			
8.			
9.			
10.			

C. CLINICAL SCIENCE: Examination & Evaluation Must include but not limited to areas 1a – 5b.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary System			
a. Examination			
b. Evaluation			
2. Musculoskeletal System			
a. Examination			
b. Evaluation			
3. Neuromuscular System			
a. Examination			
b. Evaluation			
4. Cardiopulmonary System			
a. Examination			
b. Evaluation			
5. Metabolic Problems			
a. Examination			
b. Evaluation			

Examination and Evaluation Content Area Summary

Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 23.	Present = √ Absent = ∅	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Community and work (job, school, or play) reintegration		
6. Cranial nerve integrity		
7. Environmental, home, and work barriers		
8. Ergonomics and body mechanics		
9. Gait, assisted locomotion, and balance		
10. Integumentary integrity		
11. Joint integrity and mobility		
12. Motor function		
13. Muscle performance (including strength, power, and endurance)		
14. Neuromotor development and sensory integration		

Within the credit hours assigned in Clinical Science: Examination & Evaluation above, indicate on the examination and evaluation content area summary below, content for which you found evidence for items 1 - 23.	Present = √ Absent = ∅	Transcript Reference
15. Orthotic, protective and supportive devices		
16. Pain		
17. Posture		
18. Prosthetic requirements		
19. Range of motion		
20. Reflex integrity		
21. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
22. Sensory integration (including proprioception and kinesthesia)		
23. Ventilation, respiration, and circulation		
24.		
25.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 29.

D. CLINICAL SCIENCE: Interventions Must include but not limited to areas 1 – 4.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents / Electrotherapy			
6.			

Intervention Content Area Summary

Within the credit hours assigned in Clinical Science: Interventions above, indicate on the intervention content area summary below, content for which you found evidence for items 1-10.	Present = √ Absent = ∅	Transcript Reference
1. Airway clearance techniques		
2. Debridement and wound care		
3. Electrotherapeutic modalities		
4. Functional training in community and work (job, school, or play) reintegration (including instrumental activities of daily living, work hardening, and work conditioning)		

5. Functional training in self-care and home management (including activities of daily living and instrumental activities of daily living)		
6. Manual therapy techniques		
7. Patient-related instruction		
8. Physical agents and mechanical modalities		
9. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment		
10. Therapeutic exercise (including aerobic conditioning)		
11.		
12.		

Adapted from *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists*. Commission on Accreditation in Physical Therapy Education; 1996; p. 30.

E. CLINICAL EDUCATION	CREDIT HOURS*	TRANSCRIPT REFERENCE	JUSTIFICATION
Two Clinical Internships, total 800 hours			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 800 hours total that are supervised by a physical therapist.

*Maximum number of full time clinical education credits is 23.

F. RELATED PROFESSIONAL COURSEWORK: Must include but not limited to areas 1 – 12.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Professional Behaviors			
2. Administration			
3. Community Health			
4. Research and Clinical Decision Making			
5. Educational Techniques			
6. Medical Terminology			
7. Communication (related to client/patient care)			
8. Legal and Ethical Aspects of Physical Therapy practice			
9. Psychosocial Aspects in Physical Therapy			

Practice			
10. Emergency Procedures			
11. Cultural Competency			
12. Consultation, Screening & Delegation			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (secondary education):
3. Degree equivalence (Baccalaureate, Post – Baccalaureate etc.):
4. Other (CAPTE accreditation, etc.):

Summary

Total General Education Credits:	
Total Professional Education Credits (90 Minimum):	
Total Credits (150 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That portion of a physical therapy program that is conducted in the healthcare environment rather than the academic environment. (*A Normative Model of Physical Therapist Professional Education: Version 2004: p. 159*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapists* (Adopted January 2006; Effective July 1, 2009).

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*).

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral*. (*A Normative Model of Physical Therapist Professional Education: Version 2004, p. 162*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004*; Page 163)

Standards: Foundational requirements of an established profession; in this case used by FCCPT to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition*, *A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapists* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Coursework Tool 6



FSBPT Coursework Tool For Foreign Educated Physical Therapists

CWT 6

For implementation beginning January 1, 2017

Federation of State Boards of Physical Therapy
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Telephone: 703.299.3100 Fax: 703.299.3110
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COURSEWORK TOOL 6
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INTRODUCTION

The Coursework Tools for Foreign Educated Physical Therapists (CWT) were developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the needs of its member jurisdictions for a standardized method to evaluate the educational equivalence of foreign educated physical therapists. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence at the time of graduation with respect to a US first professional degree in physical therapy. Adoption of the tools would allow the same mobility of foreign educated physical therapists as that afforded to US educated graduates. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to practice. CWT 6 is based upon the Commission on Accreditation of Physical Therapy Education (CAPTE) *Evaluative Criteria for PT Programs* August 2014, which will be implemented by FSBPT on January 1, 2017.

The CWT that reflects current standards may be used to determine qualifications for an applicant to sit for the NPTE, for first-time licensure in US jurisdictions and prescreening certification for the United States Citizenship and Immigration Services (USCIS).

Per the following motion passed by the 2014 Delegate Assembly, CWTs that reflect previous standards may be used to determine qualifications for licensure through endorsement of a foreign educated PT or PTA who is already licensed, certified or registered in another US jurisdiction.

DEL-14-02

The credentials of a foreign educated physical therapist (FEPT) who is currently licensed in a jurisdiction, and is seeking licensure through endorsement in another jurisdiction should be evaluated using the version of the FSBPT Coursework Tool retro tool that covers the date the applicant graduated from their respective physical therapy education program.

This process should be used for those seeking licensure through endorsement only. First-time licensure candidates should be evaluated using the current Coursework Tool.

In addition, rescind Delegate Assembly motion DEL-05-10.

They are also designed to be used by credentialing organizations and education programs. In addition, the CWTs may be used as a self-evaluation method to guide foreign educated physical therapists in comparing their education to US standards.

OVERVIEW

Summary

The applicant must meet the requirement of not less than 170 semester credit hours as a prerequisite. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the first professional degree. The applicant must have completed sufficient credit to satisfy the requirement for at minimum a post-baccalaureate degree. The applicant must also meet any jurisdiction-specific requirements.

General Education

General education in the areas of communications and humanities, physical science, biological science, social and behavioral science, and mathematics, must be identified. A minimum of a one course must be successfully completed in each area of general education unless otherwise noted.

Note: Some jurisdictions may require a specific number of semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Communication and Humanities

- | | |
|--|--------------------|
| a. English | e. Native Language |
| b. English composition | f. Literature |
| c. Speech or oral communication | g. Visual Arts |
| d. Foreign language (other than native language) | h. Performing Arts |
| | i. Philosophy |
| | j. Ethics |

2. Physical Science

- Chemistry with laboratory (one course required) *
- Physics with laboratory (one courses required) *
- Geology
- Astronomy

3. Biological Science (General – not core to PT)

- | | |
|---------------|-----------------|
| a. Biology | e. Kinesiology |
| b. Anatomy | f. Neuroscience |
| c. Physiology | |
| d. Zoology | |

4. Social and Behavioral Science

- | | |
|----------------|----------------------|
| a. History | e. Economics |
| b. Geography | f. Political science |
| c. Sociology | g. Religion |
| d. Psychology* | h. Anthropology |

* Required

5. Mathematics

- | | |
|---------------|-------------|
| a. Statistics | d. Calculus |
|---------------|-------------|

- b. Algebra
- c. Pre-calculus
- e. Trigonometry
- f. Geometry
- g. Computer Studies

Professional Education

Ninety semester credits shall be the minimum required in professional education. There should be at least 68 didactic credits and 22 clinical education credits.

1. Basic Health Science

Content is required in each topic listed (a through l) under basic health sciences. The didactic content is basic to the practice of PT practice.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Neuroscience (Neuroanatomy/Neurophysiology)
- d. Kinesiology, functional anatomy or biomechanics
- e. Pathology
- f. Pharmacology
- g. Genetics
- h. Histology
- i. Nutrition
- j. Exercise Science
- k. Psychosocial aspects of health, disability, physical therapy
- l. Diagnostic imaging

2. Medical Science

The competent physical therapist practitioner is cognizant of general medical sciences relevant to healthcare, human function and system interaction. This must include but not be limited to:

- a. Cardiovascular (Including Lymphatic) system
- b. Respiratory system
- c. Endocrine & metabolic systems
- d. Renal, genitourinary systems
- e. Immune system
- f. Integumentary system
- g. Musculoskeletal system
- h. Neurologic system
- i. System interactions
- j. Differential diagnosis
- k. Medical, surgical conditions across the lifespan
 - i. Pediatrics
 - ii. Geriatrics

To prepare a competent physical therapist practitioner, the education must incorporate the essential elements of Examination, Evaluation, and Intervention. Therefore, educational coursework must contain all of the following:

3. Examination

- a. Patient history
- b. Screening of patient
- c. Systems review
- d. Physical exams, tests and measure selection
 - i. Test and measures administration
 - ii. Aerobic capacity/endurance

- iii. Anthropometric characteristics
- iv. Mental functions
- v. Assistive, adaptive devices
- vi. Community work (job, school, or play) reintegration
- vii. Cranial nerve integrity
- viii. Peripheral nerve integrity
- ix. Environmental, home, work barriers
- x. Ergonomics, body mechanics
- xi. Gait
- xii. Integumentary integrity
- xiii. Joint integrity and mobility
- xiv. Mobility (excluding gait)
- xv. Motor function
- xvi. Muscle performance
- xvii. Neuromotor development, sensory processing
- xviii. Pain
- xix. Posture
- xx. Range of motion
- xxi. Reflex integrity
- xxii. Self-care, home management
- xxiii. Sensory integrity
- xxiv. Ventilation, respiration or gas exchange

4. Evaluation

The physical therapist is responsible for the interpretation and analysis of the data collected in the examination of the client/patient. Education must include the following but is not limited to:

- a. Data analysis and evaluation
- b. Patient problem identification
- c. Findings that warrant referral
- d. Prognosis and goal formulation
- e. Plan of care development

5. Plan of Care Implementation

The implementation of treatment interventions is to be included in the educational program for the physical therapist practitioner. This includes the following but is not limited to:

- a. Interventions
 - i. Airway clearance techniques
 - ii. Integumentary repair and protection
 - iii. Wound debridement
 - iv. Electrotherapy
 - v. Physical agents
 - vi. Mechanical agents
 - vii. Community, work, functional training
 - viii. Self-care, home management, functional training
 - ix. Manual therapy techniques (including joint and soft tissue mobilization and massage)
 - x. Patient/client education
 - xi. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and equipment
 - xii. Therapeutic exercise
 - xiii. Mobility training
- b. Plan of care management
- c. Supervision of support staff

- d. Outcome assessment
- e. Discharge or discontinuation planning
- f. Patient-related emergency procedures

6. Clinical Education

Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical internships of no less than 1050 hours total, which are supervised by a physical therapist. The required and maximum number of full-time clinical education credits is 22. The clinical internships must also show evidence of a variety of patient diagnoses or conditions.

7. Related Professional Coursework

Content is required in the following 12 areas:

- | | | |
|---|--|--|
| a. Professional roles and behaviors | f. Teaching & learning (including educational theory) | k. Teamwork and inter-professional collaboration |
| b. Healthcare Systems, Administration and Management | g. Documentation (all aspects of patient/client management) | l. Cultural competency |
| c. Community health | h. Communication | m. Consultation |
| d. Health promotion and wellness | i. Legal and regulatory aspects of physical therapy practice | |
| e. Clinical Decision Making Processes - Evidence-based Practice and | j. Ethical aspects and values of physical therapy practice | |

EVALUATION CHECKLIST

Name:	Date:
School:	Country:
Degree:	
Reviewing Organization:	
Reviewer(s):	
Signature of Issuing Organization's Authorized Representative:	
Print Name and Title:	

Note for Reviewing Organizations: Please affix official organization seal to the Evaluation Checklist authentication purposes.

General Education

A. Communication and Humanities One course minimum from the category	Credit Hours	Transcript Reference
1. English Language		
2. English Composition		
3. Speech or Oral Communication		
4. Foreign Language		
5. Native Language		
6. Composition of Research Writing		
7. Literature		
8. Visual Arts		
9. Performing Arts		
10. Philosophy		
11. Ethics		

B. Physical Science: One course in chemistry (with laboratory) and one course in physics (with laboratory) are required*.	Credit Hours	Transcript Reference
1. Chemistry (with laboratory)*		
2. Physics (with laboratory)*		
3. Geology		
4. Astronomy		

C. Biological Science: (General - not core to PT) One course minimum	Credit Hours	Transcript Reference
1. Biology		
2. Anatomy		
3. Physiology		
4. Zoology		
5. Kinesiology		
6. Neuroscience		

D. Social and Behavioral Science: Two courses minimum from the category	Credit Hours	Transcript Reference
1. History		
2. Geography		
3. Sociology		
4. Economics		
5. Religion		
6. Political Science		
7. Psychology*		
8. Anthropology		

*Required

E. Mathematics: One course minimum from the category	Credit Hours	Transcript Reference
1. Statistics		
2. Algebra		
3. Pre-Calculus		
4. Calculus		
5. Trigonometry		
6. Geometry		
7. Computer Studies		

SUB-TOTAL GENERAL EDUCATION CREDITS: _____

Professional Education

A minimum of 90 semester credits is required in this area.

A. Basic Health Science: Must include but not limited to areas 1– 12.	Credit Hours	Transcript Reference	Justification
1. Human Anatomy /core to PT			
2. Human Physiology / core to PT			
3. Neuroscience (Neuroanatomy/ Neurophysiology)			
4. Kinesiology, Functional Anatomy, or Biomechanics			
5. Pathology			
6. Pharmacology			
7. Genetics			
8. Histology			
9. Nutrition			
10. Exercise Science			
11. Psychosocial aspects of health, disability, physical therapy			
12. Diagnostic imaging			

Subtotal Basic Health Science			
-------------------------------	--	--	--

B. Medical Science: Must include but not limited to areas 1 – 11b.	Credit Hours	Transcript Reference	Justification
1. Cardiovascular (including Lymphatic)			
2. Respiratory			
3. Endocrine& Metabolic			
4. Renal, Genitourinary			
5. Immune			
6. Integumentary			
7. Musculoskeletal			
8. Neurologic			
9. System Interactions			
10. Differential Diagnosis			
11. Medical, Surgical Conditions across the life span			
11a. Pediatrics			
11b. Geriatrics			
Subtotal Medical Science			

C. Examination: Must include but not limited to areas 1 – 5w.	Credit Hours	Transcript Reference	Justification
1. History			
2. Screening			
3. Systems Review			
4. Physical Exams, Tests, Measures Selection			
5. Tests and Measures Administration:			
a. Aerobic capacity/Endurance			
b. Anthropometric characteristics			
c. Mental Functions			
d. Assistive, adaptive devices			
e. Community, work (job, school, or play) reintegration			
f. Cranial Nerve Integrity			
g. Peripheral Nerve Integrity			
h. Environmental, home, work barriers			
i. Ergonomics, body mechanics			
j. Gait			
k. Integumentary integrity			
l. Joint integrity and mobility			
m. Mobility (excluding gait)			
n. Motor function			
o. Muscle performance			

p. Neuromotor development, sensory processing			
q. Pain			
r. Posture			
s. Range of motion			
t. Reflex integrity			
u. Self-care, home management			
v. Sensory integrity			
w. Ventilation, respiration or gas exchange			
Subtotal Examination			

D. Evaluation: Must include but not limited to areas 1 - 5.	Credit Hours	Transcript Reference	Justification
1. Data Analysis and Evaluation			
2. Patient Problem Identification			
3. Findings that Warrant Referral			
4. Prognosis and Goal Formulation			
5. Plan of Care Development			
Subtotal Evaluation			

E. Plan of Care Implementation: Must include but not limited to areas 1 (1a-m) – 6.	Credit Hours	Transcript Reference	Justification
1. Interventions			
a. Airway clearance techniques			
b. Integumentary Repair & Protection			
c. Wound Debridement			
d. Electrotherapy			
e. Physical Agents			
f. Mechanical Agents			
g. Community, Work Functional Training			
h. Self-Care, Home Management Function Training			
i. Manual therapy techniques (including joint and soft tissue mobilization and massage)			
j. Patient/Client Education			
k. Prescription, application, and as appropriate, fabrication of assistive, adaptive, orthotic, protective, supportive, and prosthetic devices and			

equipment			
l. Therapeutic exercise			
m. Mobility Training			
2. Plan of Care Management			
3. Supervision of Support Staff			
4. Outcome Assessment			
5. Discharge or Discontinuation			
6. Patient-related Emergency Procedures			
Subtotal Plan of Care Implementation			

F. Clinical Education 22 credits required*	Credit Hours	Transcript Reference	Justification

Clinical experiences:	Yes	No	TRANSCRIPT REFERENCE
1. Deliver physical therapy services to patients/clients with a variety of diseases and conditions settings			
2. Occur in at least 2 different types of practice settings			

Note: Clinical education must include physical therapist-supervised application of physical therapy theory, examination, evaluation, and intervention. The applicant must have a minimum of two full-time clinical educational experiences (with a variety of patient populations, diagnoses, and acuity levels) of no less than 1050 hours.

*Full time clinical education credits is to be 22 credits.

G. Related Professional Coursework: Must include but not limited to areas 1-13.	Credit Hours	Transcript Reference	Justification
1. Professional Roles and Behaviors			
2. Healthcare Systems, Administration, and Management			
3. Community Health			
4. Health Promotion and Wellness			
5. Clinical Decision Making Processes - Evidence-based Practice and			
6. Teaching and Learning (including educational theory)			
7. Documentation (all aspects of patient/client management)			
8. Communication			
9. Legal and Regulatory Aspects			

of Physical Therapy practice			
10. Ethical Aspects and values of Physical Therapy Practice			
11. Teamwork and Inter-professional Collaboration			
12. Cultural Competency			
13. Consultation			
Subtotal Related Professional Coursework			

SUB-TOTAL PROFESSIONAL EDUCATION CREDITS: _____
(90 minimum)

Academic Institution

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry Requirements (secondary education):
3. Degree Equivalence (Baccalaureate, Post-Baccalaureate etc.)
4. Other (CAPTE accreditation, etc.)

Summary

Total General Education Credits:	
Total Professional Education Didactic Credits (68 Minimum):	
Total Clinical Education Hours (1050 Hours required equals 22 credits)	
Total Credits (170 Minimum)	

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level degree.

Clinical Education: That aspect of the professional curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical “real-life” learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment. (CAPTE Evaluative Criteria)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Professional Education: Version 2004; p. 159*)

Comments: Validation of transcript references. Identifies specific location within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions or other curricular documents.

Course: A series of study which is taught at the post secondary level, which results in an official transcript of record with assigned grade, a course description and syllabus, and credit that can be verified by the institution. Credit is either assigned by a semester of 15 weeks, plus an exam week, or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Evaluation: A dynamic process in which the physical therapist makes clinical judgments gathered during the examination (*Guide to Physical Therapist Practice Rev. Second Edition, 2003, APTA*).

Examination: A comprehensive and specific testing process performed by a physical therapist that leads to diagnostic classification or, as appropriate, to a referral to another practitioner. The Examination has three components: the patient/client history, the systems reviews, and tests and measures. (*Guide to Physical Therapist Practice Rev. Second Edition, APTA, 2003*).

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the post secondary level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the core course requirements

Grades: Undergraduate grades must equate to a “C” average in the United States. No failing grades should be accepted. Professional coursework must meet the requirement of a “C” or higher. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and “International Reference Guides.” This includes, but is not limited to P.I.E.R., NAFSA publications, or AACROA publications.

Intervention: The purposeful interaction of the physical therapist with the patient/client, and, when appropriate, with other individuals involved in patient/client care, using various physical therapy procedures and techniques to produce changes in the condition. (*A Normative Model of Physical Therapist Professional Education: Version 2004;*

Page 163)

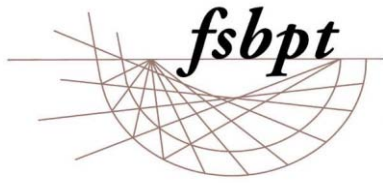
Standards: Foundational requirements of an established profession; in this case used by credentialing agencies to determine entry-level professional requirements for physical therapists. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Professional Education: Version 2004*, and *Evaluative Criteria for PT Programs* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in general and professional education needed for a U.S. first professional degree in physical therapy. Coursework completed may not be identical in all respects to a U.S. first professional degree in physical therapy, but all required content areas are evident. Deficiencies may be noted in coursework, but not in essential areas of professional education nor be of such magnitude that the education is not deemed to be at the entry-level of preparation for practice in the United States.

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Coursework Tools for Physical Therapist Assistants 1-2



Coursework Tool For Foreign Educated Physical Therapist Assistants

PTA-Tool 1

Federation of State Boards of Physical Therapy
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INTRODUCTION

The Coursework Tool for Foreign Educated Physical Therapist Assistants (PTA-Tool 1) was developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the 2008 published regulation number CMS-1385 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant's education in the United States. PTA-Tool 1 reflects the minimum foundational studies and applied science and technical education for substantial equivalence with respect to a US first degree for a physical therapist assistant. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to work as a physical therapist assistant. CWT PTA-Tool 1 is validated against the Commission on Accreditation in Physical Therapy Education's (CAPTE) *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* adopted April 2006 and effective July 1, 2007.

PTA-Tool 1 may be used by credentialing organizations and educational programs. In addition, it may be used as a self-evaluation method to guide foreign educated physical therapist assistants in comparing their education to US standards.

The original name of PTA-Tool 1 was PTA Tool 2007. Updates to the CAPTE evaluative criteria required an update to the Tool and the release of PTA-Tool 2. In 2017, the tool name changed from PTA Tool 2017 to PTA-Tool 1; no other changes were made. PTA Tool 2017 and PTA-Tool 1 are the same tool.

THE USE OF THE COURSEWORK TOOL

The PTA-Tool 1 is to be used to assess those candidates who are applying for licensure or certification as PTAs in a US jurisdiction, or who are working in a setting providing services to clients who qualify for CMS funding. Finding substantial equivalency alone does not qualify an individual to work as a PTA. The finding of equivalency, however, may be a determinant in allowing a candidate to sit for the PTA National Physical Therapy Examination.

The role of the physical therapist assistant has historically been identified and labeled in the US as one of a paraprofessional who is uniquely educated to assist the physical therapist in the provision of physical therapy services. PTA education in the US is at the post-secondary level of education, and results in an Associate of Applied Science (A.A.S.), Associate of Science (A.S.) or an Associate of Arts (A.A.) degree. Programs are generally two years in length. The emphasis of PTA education is in the area of intervention.

US PTA curriculum consists of Foundational Studies and Applied Sciences and Technical Education. Foundational Studies include 15 semester credits in humanities, natural sciences, social/behavioral sciences and mathematics/logic. The Applied Sciences and Technical Education include a minimum of 49 semester credits to address basic health science, medical science, data collection techniques, therapeutic interventions, supervised clinical work and related technical coursework.

At the time of this publication, FSBPT has identified at least seven foreign PTA programs, located primarily in Canada and Europe.

OVERVIEW

Summary

The applicant must meet the requirement of not less than sixty-four semester credit hours; 15 in foundational studies and 49 in applied science and technical education. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the entry-level physical therapist assistant degree. The applicant must have completed sufficient credits to satisfy the requirement for at least two years of post-secondary education. The applicant must also meet any jurisdiction-specific requirements.

Foundational Studies

Fifteen semester credits is the minimum number required in foundational studies. Foundational studies include the areas of English composition, physical/natural & biological science, social/ behavioral science, and mathematics/logic. A minimum of a one-semester course must be successfully completed in each area of foundational studies unless otherwise noted. The physical/natural/biological science content may be imbedded in the technical coursework.

Some jurisdictions may require more than 15 semester credits. The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------|
| a. English | e. Literature |
| b. English composition* | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | |

*required

2. Physical/Natural/Biological Sciences

- | | |
|---------------|-----------------|
| a. Chemistry | f. Physics |
| b. Biology | g. Kinesiology |
| c. Anatomy | h. Neuroscience |
| d. Physiology | i. Genetics |
| e. Zoology | j. Astronomy |

3. Social/Behavioral Science

- | | |
|-----------------|----------------------|
| a. History | f. Economics |
| b. Geography | g. Political science |
| c. Sociology | h. Religion |
| d. Psychology | i. Philosophy |
| e. Anthropology | j. Ethics |

4. Mathematics/Logic

- | | |
|-----------------|-----------------|
| a. Statistics | d. Calculus |
| b. Algebra | e. Trigonometry |
| c. Pre-calculus | f. Geometry |

Applied Science & Technical Education

Forty-nine semester credits shall be the minimum required in applied science and technical education.

1. Basic Health Science

Coursework is required in each topic listed below.

- a. Human anatomy (specific to physical therapy)
- b. Human physiology (specific to physical therapy)
- c. Kinesiology or functional anatomy
- d. Pathology

2. Medical and Clinical Science

- a. Medical science pertinent to physical therapy. This must include but not be limited to:
 1. Neurology
 2. Orthopedics
 3. Cardiopulmonary
- b. Physical therapist assistant coursework must include but not be limited to:

<ol style="list-style-type: none">1. Integumentary System<ol style="list-style-type: none">a. Data Collection2. Musculoskeletal System<ol style="list-style-type: none">a. Data Collection	<ol style="list-style-type: none">3. Neuromuscular System<ol style="list-style-type: none">a. Data Collection4. Cardiopulmonary System<ol style="list-style-type: none">a. Data Collection
---	---
- c. Physical therapist assistant coursework must include but is not limited to:
 1. Integumentary Interventions
 2. Musculoskeletal Interventions
 3. Neuromuscular Interventions
 4. Cardiopulmonary Interventions
 5. Physical Agents/Electrotherapy
 6. First Aid/Emergency Care

3. Clinical Education

The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full-time experiences. The applicant must have full-time clinical experiences with a minimum of two clinical areas of work, for no less than 520 hours total, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant. The maximum number of full-time clinical education credits is 15.

4. Related Technical Coursework

Content is required in the following seven areas:

- a. Role of the PTA
- b. Professional Ethics, Behaviors & Issues
- c. Administration
- d. Educational Techniques
- e. Communication (related to client/patient care)
- f. Medical Legal Issues and Healthcare Delivery
- g. Psychosocial Aspects in Physical Therapy Work

PTA EVALUATION CHECKLIST

Foundational Studies

Fifteen semester credits are required in this area.

A. HUMANITIES: One course minimum.	Credit	Transcript Reference	Comments
1. English			
2. English Composition*			
3. Speech or Oral Communication			
4. Foreign Language (other than native language)			
5. Literature			
6. Art			
7. Music			

* Required

B. NATURAL SCIENCE: Physical Sciences & Biological Sciences This content area may be imbedded in Applied Sciences.	Credit	Transcript Reference	Comments
1. Physics			
2. Biology			
3. Anatomy			
4. Physiology			

C. SOCIAL /BEHAVIORAL SCIENCE: At least one course - from any area.	Credit	Transcript Reference	Comments
A. History			
B. Sociology			
C. Economics			
D. Religion			
E. Political Science			
F. Psychology			
G. Philosophy			
H. Ethics			

D. MATHEMATICS/LOGIC: At least one course - from any area.	Credit	Transcript Reference	Comments
1. Statistics			
2. Algebra			
3. Pre-Calculus			
4. Calculus			
5. Trigonometry			
6. Geometry			
7. General Mathematics			

SUB-TOTAL FOUNDATIONAL STUDIES CREDITS: _____ (15 minimum)

Applied Sciences & Technical Education

Forty-nine semester credits are required in this area.

A. BASIC HEALTH SCIENCE: Coursework is required in each area (1-4).	Credit	Transcript Reference	Comments
1. Human Anatomy			
2. Human Physiology			
3. Kinesiology or Functional Anatomy			
4. Pathology			

B. MEDICAL SCIENCE: General Medical Knowledge Coursework must include but is not limited to 1-3.	Credit	Transcript Reference	Comments
1. Neurology			
2. Orthopedics			
3. Cardiopulmonary			

C. CLINICAL SCIENCE: Data Collection PTA coursework must include but is not limited to areas 1-4.	Credit	Transcript Reference	Comments
1. Integumentary System Data Collection			
2. Musculoskeletal System Data Collection			

3. Neuromuscular System Data Collection			
4. Cardiopulmonary System Data Collection			

Data Collection Skills Content Area Summary

Within the credit hours assigned above, indicate content area which you found evidence for items 1 – 14.

Data collection skills content areas include but are not limited to the following:	Present = √ Absent = Ø	Transcript Reference
1. Aerobic capacity		
2. Anthropometric characteristics		
3. Arousal, mentation, and cognition		
4. Assistive and adaptive devices		
5. Gait, assisted locomotion, and balance		
6. Integumentary integrity		
7. Joint integrity and mobility		
8. Muscle performance (including strength, power, and endurance)		
9. Neuromotor development		
10. Pain		
11. Posture		
12. Range of motion		
13. Self-care and home management (including activities of daily living and instrumental activities of daily living)		
14. Ventilation, respiration, and circulation		

Adapted from the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*, Commission on Accreditation in Physical Therapy Education; 2007; Appendix A1-31.

D. CLINICAL SCIENCE: INTERVENTIONS PTA coursework must include but is not limited to areas 1 – 6.	Credit	Transcript Reference	Comments
1. Integumentary Interventions			
2. Musculoskeletal Interventions			
3. Neuromuscular Interventions			
4. Cardiopulmonary Interventions			
5. Physical Agents/Electro			
6. First Aid/ Emergency Care			

Intervention Content Area Summary

Within the credit hours assigned above, indicate the content area for which you found evidence for items 1-5.

Intervention content areas include, but are not limited to, the following:	Present = √ Absent = Ø	Transcript Reference
1. Wound Management		
A. Application and removal of dressing agents		
B. Identification of precautions for dressing removal		
2. Functional Training		
A. Activities of Daily Living		
B. Assistive /Adaptive Devices		
C. Body Mechanics		
D. Developmental Activities		
E. Gait and Locomotion Training		
F. Prosthetics and Orthotics		
G. Wheelchair Management Skills		
H. Infection Control Procedures		
I. Isolation Techniques		
J. Sterile Technique		
3. Patient-related instruction		
4. Physical agents and mechanical modalities		
A. Athermal Agents		
B. Biofeedback		
C. Compression Therapies		
D. Cryotherapy		
E. Electrotherapeutic Agents		
F. Hydrotherapy		
G. Superficial and Deep Thermal Agents		
H. Traction		
5. Therapeutic exercise (including aerobic conditioning)		
A. Aerobic Exercise		
B. Balance and Coordination Training		
C. Breathing Exercises and Coughing Techniques		
D. Conditioning and reconditioning		
E. Posture Awareness training		
F. Range of Motion Exercises		
G. Stretching Exercises		
H. Strengthening Exercises		

Adapted from the *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants*.

Commission on Accreditation in Physical Therapy Education; 2007; Appendix A1 30 - 31.

E. CLINICAL EDUCATION	HOURS*	Transcript reference	Comments
Two clinical internships. Total clinic hours = 520 hours			

Note: The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full time experiences. The applicant must have full-time clinical experiences with a minimum of two clinical areas of work, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant.

*Maximum number of full time clinical education credits is 15. Forty-eight clock hours equal one semester credit.

F. RELATED TECHNICAL COURSEWORK: Coursework is required in areas 1-7.	Credit	Transcript Reference	Comments
1. Role of the PTA			
2. Professional Ethics, Behaviors & Issues			
3. Administration			
4. Educational Techniques			
5. Communication (related to client/patient care)			
6. Medical Legal Issues and Healthcare Delivery			
7. Psychosocial Aspects in Physical Therapy Work			

SUB-TOTAL TECHNICAL EDUCATION CREDITS: _____ (49 minimum)

ACADEMIC INSTITUTION

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (minimum of secondary education):
3. Degree equivalence (Associate of Science, etc.):
4. Other (CAPTE accreditation, etc.):

Summary

	Number of Credits
Total Foundational Studies Credits (15 minimum):	
Total Technical Education Credits (49 minimum):	
Total Credits (64 minimum):	

64 credits = Two years of study

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level associate's degree.

Clinical Education: That portion of a physical therapy program that is conducted in the health care environment rather than the academic environment. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p 12*)

Clinical Sciences: Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Assistant Education: Version 2007; p. 159*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific references within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions, or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapist Assistants* (Adopted April 2006, effective July 1, 2007).

Course: A series of study which is taught at the post-secondary level and results in an official transcript of record with assigned grade, a course description and syllabus, and credit can be verified by the institution. Credit is either assigned by a semester of 15 weeks plus exam week or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Data-collection skills: Those processes/procedures used throughout the intervention to gather information about the patient's/client's progress through observation; measurement; subjective, objective, and functional findings. (*A Normative Model of Physical Therapist Assistant Education: Version 2007; p. 130*)

Foundational Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied*. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, Page 132*)

General Education: General Education constitutes all non-physical therapy education completed, provided these courses were taken at the college level from a recognized educational program. These courses, both pre-professional and post-professional education, may be used to fulfill the 30 credit requirements after the core courses have been met. General education may be included in Foundational Studies.

Grades: Grades must equate to a "C" average in the United States. No failing grades should be accepted. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and "International Reference Guides." This includes but is not limited to, P.I.E.R., NAFSA publications or AACROA publications.

Intervention: The purposeful and skilled interaction of the physical therapist or physical therapist assistant with the patient/client, and, when appropriate, with other individuals involved in the patient/client care, using various physical therapy procedures and techniques to produce changes in the patient's/client's condition. (*A Normative Model of Physical Therapist Assistant Education: Version 2007 p. 133*)

Standards: Foundational requirements of an established profession to determine entry-level professional/ technical requirements for physical therapists and physical therapist assistants. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Assistant Education: Version 2007*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in foundational and technical education needed for a U.S. first degree for a physical therapist assistant. Coursework completed may not be identical in all respects to a U.S. first degree for a physical therapist assistant, but all required content areas are evident. Deficiencies may be noted in coursework, but may not be in the essential areas of technical education or of such magnitude that the education is not deemed to be at the entry-level of preparation for work in the United States.

Technical Skills: Psychomotor processes/procedures supported by affective and cognitive processes/procedures that constitute patient/client interventions. The skills must be integrated to achieve the most effective interventions and optimal outcomes. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p. 135*)

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

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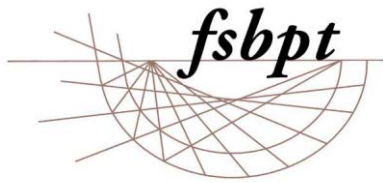
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Coursework Tool For Foreign Educated Physical Therapist Assistants

PTA-Tool 2

Implementation Date February 15, 2017

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INTRODUCTION

The Coursework Tool for Foreign Educated Physical Therapist Assistants (PTA Tool 2007) was developed by the Federation of State Boards of Physical Therapy (FSBPT) in response to the 2008 published regulation number CMS-1385 by the Centers for Medicare and Medicaid Services (CMS) for Medicare reimbursement. This CMS regulation requires a foreign educated physical therapist assistant to show certification of education which is substantially equivalent to an entry-level physical therapist assistant's education in the United States.

PTA-Tool 2 was developed by the Federation in 2017 to address the changes in the Commission on Accreditation of Physical Therapy (CAPTE) updates to the Evaluative Criteria for accredited PTA programs. The PTA-Tool 2 was approved and adopted by the Board of Directors in February of 2017 with recommended implementation February 15, 2017.

It reflects the minimum foundational studies and applied science and technical education for substantial equivalence at the time of graduation with respect to a US first degree for a physical therapist assistant. Coursework Tools should not be interpreted as the sole determinant of an individual's educational preparation or competence to work as a physical therapist assistant. CWT PTA-tool 2 is validated against the Commission on Accreditation in Physical Therapy Education's (CAPTE) *PTA Standards and Required Elements for PT Assistant Education Programs effective January 1, 2016*.

PTA- Tool 2 may be used by credentialing organizations and educational programs. In addition, it may be used as a self-evaluation method to guide foreign educated physical therapists assistants in comparing their education to US standards.

THE USE OF THE COURSEWORK TOOL

The PTA Tool 2 is to be used to assess those candidates who are applying for licensure or certification as PTAs in a US jurisdiction, or who are working in a setting providing services to clients who qualify for CMS funding. Finding substantial equivalency alone does not qualify an individual to work as a PTA. The finding of equivalency, however, may be a determinant in allowing a candidate to sit for the PTA National Physical Therapy Examination.

The role of the physical therapist assistant has historically been identified and labeled in the US as one of a paraprofessional who is uniquely educated to assist the physical therapist in the provision of physical therapy services. PTA education in the US is at the post-secondary level of education, and results in an Associate of Applied Science (A.A.S.), Associate of Science (A.S.) or an Associate of Arts (A.A.) degree. Programs are generally two years in length. The emphasis of PTA education is in the area of intervention.

US PTA curriculum consists of Foundational Studies and Applied Sciences and Technical Education. Foundational Studies include required content in English Composition within the humanities, and social/behavioral sciences. Content in natural sciences, is required however the content may be embedded in the Applied Sciences coursework. The Applied Sciences and Technical Education include a minimum of 60 semester credits to address basic health science, medical science: General Medical Knowledge, Clinical Science: Physical Therapy Management, Clinical Decision Making within the Plan of Care developed by the PT, data collection skills, therapeutic interventions, supervised clinical work and additional required technical coursework.

At the time of this publication, FSBPT has identified at least seven foreign PTA programs, located primarily in Canada and Europe.

OVERVIEW

Summary

The applicant must meet the requirement of not less than seventy-five semester credit hours. The minimum coursework requirements, in and of themselves, do not necessarily satisfy the requirements of the entry-level physical therapist assistant degree. The applicant must have completed sufficient credits to satisfy the requirement for at least two years of post-secondary education. The applicant must also meet any jurisdiction-specific requirements.

Foundational Studies

Foundational Studies include required content in English Composition within the humanities, and social/behavioral sciences. Content in natural sciences, is required however the content may be embedded in the Applied Sciences coursework.

The applicant must meet the specific requirements in the jurisdiction where they are seeking licensure.

1. Humanities

- | | |
|--|---------------------|
| a. English | e. Literature |
| b. English composition* | f. Art |
| c. Speech or oral communication | g. Music |
| d. Foreign language (other than native language) | h. Native Languages |

*required

2. Physical/Natural/Biological Sciences

- a. Physics
- b. Biology
- c. Anatomy
- d. Physiology
- e. Chemistry
- f. Zoology

3. Social/Behavioral Science

- | | |
|----------------------|---------------|
| a. History | f. Psychology |
| b. Sociology | g. Philosophy |
| c. Economics | h. Ethics |
| d. Religion | |
| e. Political Science | |

4. Mathematics/Logic – Not Required

- | | |
|---------------------|-----------------|
| a. Statistics | e. Calculus |
| b. Algebra | f. Trigonometry |
| c. Pre-calculus | g. Geometry |
| d. Computer Studies | h. General Math |

Applied Science & Technical Education

Forty-nine semester credits shall be the minimum required in applied science and technical education.

1. **Basic Health Science** (Coursework is required in each topic listed below.)
 - a. Human anatomy (specific to physical therapy)
 - b. Human physiology (specific to physical therapy)
 - c. Kinesiology or functional anatomy
 - d. Pathology
 - e. Nervous System
 - f. Musculoskeletal System
 - g. Cardiovascular System
 - h. Respiratory System
 - i. Integumentary System
 - j. Endocrine/Metabolic Systems
 - k. Gastrointestinal System
 - l. Genital and Reproductive Systems
 - m. Hematologic, Hepatic/Biliary Systems
 - n. Immune System
 - o. Renal and Urologic Systems
2. **Medical Science: General Medical Knowledge of systems across the lifespan**
 - a. Pediatric Conditions
 - b. Geriatric Conditions
3. **Clinical Science: PT management of:**
 - a. Integumentary System
 - b. Musculoskeletal System
 - c. Neuromuscular System
 - d. Cardiopulmonary System
 - e. First Aid/Emergency Care
4. **Clinical Decision Making Within the Plan of Care Developed by the PT:**
 - a. Interpret the components of the Plan of Care developed by the PT.
 - b. Health Record Review
 - c. Discontinuation of episode of care/Discharge planning
 - d. Report any Changes in patient status
 - e. Withhold interventions beyond the scope of work for the PTA
5. **Data Collection Skills** (17 skills are required)
6. **Intervention Skills** (9 skills and Associated Subcategories are required)
7. **Clinical Education**
 - a. 520 hours
 - b. Deliver physical therapy services to patients/clients with a variety of diseases/conditions.
 - c. Experiences must occur in at least 2 different types of practice settings.

The clinical education component includes organized and sequential experiences coordinated with the didactic component of the curriculum, which may include integrated and full-time experiences, which are supervised by a clinical supervisor who is a physical therapist or physical therapist assistant. The maximum number of full-time clinical education credits is 15. 48 clock hours equal 1 semester unit.

- 8. Additional Required Technical Coursework**
- a. Role of the PTA
 - i. Direction and supervision of the PTA by the PT
 - ii. Interprofessional collaboration.
 - b. Professional Ethics and Behaviors
 - i. Ethical Behaviors
 - ii. Ethical Decision Making
 - c. Administration
 - d. Educational Techniques
 - e. Communication (related to client/patient care)
 - f. Documentation/Billing
 - g. Medical Legal Issues and Healthcare Delivery
 - i. International Classifications of Disabilities
 - h. Psychosocial Aspects in PT Work
 - i. Evidence Based Practice
 - j. Patient and Healthcare Provider Safety

PTA EVALUATION CHECKLIST

Foundational Studies

I. Foundational Studies

A. HUMANITIES: One course minimum.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. English		
2. English Composition*		
3. Speech or Oral Communication		
4. Foreign Language (other than native language)		
5. Literature		
6. Art		
7. Music		
8. Native Languages		
Humanities subtotal		

* Required

B. NATURAL SCIENCE: Physical Sciences & Biological Sciences This content area may be embedded within Applied Sciences, thus evidence Found In is acceptable.*	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Physics		
2. Biology		
3. Anatomy*		
4. Physiology*		
5. Chemistry		
6. Zoology		
Natural Science subtotal		

C. SOCIAL & BEHAVIORAL SCIENCE: One course minimum.	CREDIT HOURS	TRANSCRIPT REFERENCE
1. History		
2. Sociology		
3. Economics		
4. Religion		
5. Political Science		
6. Psychology		
7. Philosophy		
8. Ethics		
Social & Behavioral Science subtotal		

D. MATHEMATICS: Not required	CREDIT HOURS	TRANSCRIPT REFERENCE
1. Statistics		
2. Algebra		
3. Trigonometry		
4. Calculus		
5. Pre-Calculus		
6. Geometry		
7. General Mathematics		
8. Computer Studies		
Mathematics/Logic subtotal		
SUBTOTAL FOUNDATIONAL STUDIES CREDITS:		

II. Applied Sciences & Technical Education

Sixty (60) semester credits are required in this area.

A. BASIC HEALTH SCIENCE: Coursework is required in 1-16.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Human Anatomy			
2. Human Physiology			
3. Kinesiology or Functional Anatomy			
4. Pathology			
5. Nervous System			
6. Musculoskeletal System			
7. Cardiovascular Systems			
8. Respiratory System			
9. Integumentary System			
10. Endocrine / Metabolic Systems			
11. Gastrointestinal System			
12. Genital and Reproductive Systems			
13. Hematologic, Hepatic / Biliary Systems			
14. Immune System			
15. Lymphatic System			
16. Renal and Urologic Systems			
Basic Health Science Subtotal			

B. MEDICAL SCIENCE: General Medical Knowledge of Systems across the lifespan: Coursework must include but is not limited to 1-2	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Pediatric conditions			
2. Geriatric conditions			
Medical Science subtotal			

C. CLINICAL SCIENCE: Physical Therapy Management of: PTA coursework must include but is not limited to areas 1 - 5.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Integumentary System			
2. Musculoskeletal System			
3. Neuromuscular System			
4. Cardiopulmonary System			
5. First Aid/ Emergency Care			
Clinical Science subtotal			

D. CLINICAL DECISION MAKING WITHIN THE PLAN OF CARE DEVELOPED BY THE PT:	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Interpret the components of the Plan of Care (POC) developed by the PT.			
2. Health Record Review			
3. Discontinuation of Episode of care./ Discharge Planning			
4. Report any changes in patient/client status			
5. Withhold interventions beyond the scope of work for the Physical therapist assistant			

E. DATA COLLECTION SKILLS CONTENT AREA SUMMARY		
Indicate content area that you found evidence for items 1 - 17. All are required.		
Data collection skills content areas include but are not limited to the following:	Credit Hours	TRANSCRIPT REFERENCE
1. Aerobic capacity and Endurance		
2. Anthropometric characteristics		
3. Mental functions/Arousal, mentation, and cognition		
4. Assistive Technology/Assistive Devices		
5. Gait, locomotion, and balance		
6. Wheelchair Management and mobility		
7. Integumentary integrity		
8. Joint integrity and mobility		
9. Muscle performance (including strength, length tone and endurance)		
10. Neuromotor development		
11. Pain		
12. Posture		
13. Range of motion		

14. Physical environment and measure of physical spaces		
15. Safety and barriers in the home, community and work environments		
16. Functional status/ (ADL & IADL), including standardized questionnaire		
17. Ventilation, respiration, and circulation		

Adapted from the *PTA Standards with Evidence*, Commission on Accreditation in Physical Therapy Education; 2015

F. INTERVENTION CONTENT AREA SUMMARY		
Indicate the content area for which you found evidence for items 1-9b. All are required.		
Intervention content areas include, but are not limited to, the following:	Credit Hours	TRANSCRIPT REFERENCE
1. Airway Clearance Techniques		
1 A. Breathing exercises		
1 B. Coughing techniques		
1 C. Secretion mobilization		
2. Application of Devices and Equipment		
2 A. Assistive/adaptive devices		
2 B. Prosthetic and orthotic devices		
3. Biophysical Agents:		
3 A. Biofeedback		
3 B. Compression Therapies		
3 C. Cryotherapy		
3 D. Electrotherapeutic Agents		
3 E. Hydrotherapy		
3 F. Superficial and Deep Thermal Agents		
3 G. Traction		
3 H. Light therapies		
4. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, Civic Life		
5. Manual Therapy Technique		
5 A. Passive range of motion		
5 B. Massage		
6. Motor Function Training		
7. Patient/Client Education		
8. Therapeutic Exercise		
9. Wound Management:		
9 A. Isolation and sterile techniques		
9B. Dressings		

G. CLINICAL EDUCATION	CREDIT HOURS**	TRANSCRIPT REFERENCE	JUSTIFICATION
Two clinical internships. Total clinic hours = 520 hours			

** Maximum number of full time clinical education credits is 15.00. Forty-eight clock hours equal one semester credit.

Clinical experiences:	Yes No	TRANSCRIPT/DOCUMENT REFERENCE
1. Deliver physical therapy services to patients/clients with a variety of diseases and conditions settings		
2. Occur in at least 2 different types of practice settings		

H. ADDITIONAL REQUIRED TECHNICAL COURSEWORK: Coursework is required in areas 1-10.	CREDIT HOURS	TRANSCRIPT REFERENCE	JUSTIFICATION
1. Role of the PTA within patient /client management			
1 A. Direction and supervision of the PTA by the PT.			
1 B. Inter-professional collaboration			
2. Professional Ethics and Behaviors			
2 A. Ethical Behaviors			
2 B. Ethical Decision Making			
3 Administration			
4 Educational Techniques			
5 Communication (related to client/patient care)			
6 Documentation/Billing			
7 Medical Legal Issues in Healthcare Delivery			
7A. International Classifications of Disabilities			
8 Psychosocial Aspects in Physical Therapy Work			
9 Evidenced Based Practice			
10. Patient and Healthcare Provider Safety			
Related Technical Coursework subtotal			

SUBTOTAL TECHNICAL EDUCATION CREDITS (60 minimum):	
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III. ACADEMIC INSTITUTION

Describe the academic level of the educational program and the institution within the context of the country's educational system:
1. Status (recognition/accreditation) within the country's educational system:
2. Entry requirements (minimum of secondary education):
3. Degree equivalence (Associate of Science, etc.):
4. Other (CAPTE accreditation, etc.):

IV. Summary

	Number of Credits
Total Foundational Studies Credits :	
Total Technical Education Credits (60 minimum):	
Total Credits (75 minimum):	

75 credits = Two years of study including summer sessions, based upon the CAPTE Annual Report 2015.

DEFINITIONS

Adequate: Coursework satisfies the requirement that the level of complexity and scope of the content in a course or courses meets established standards necessary for the entry-level associate's degree.

Clinical Education: That portion of a program that is conducted in the healthcare environment rather than the academic environment. That aspect of the curriculum is where students' learning occurs directly as a function of being immersed within physical therapy work. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p 129.*)

Clinical Sciences: The curricular content which addresses the systems approach to medical and surgical conditions frequently encountered. This component of the curriculum includes content about the cardiopulmonary, integumentary, musculoskeletal, and neuromuscular systems. Clinical science content is related to work expectations which include the specific responsibilities of patient history, data collection, and intervention. Content includes both diseases that require direct intervention of a physical therapist for management and diseases that affect conditions being managed by physical therapists across systems. (*A Normative Model of Physical Therapist Education: Version 2007; p. 112.*)

Clock Hour: Fifty to sixty minutes or as determined by the policy of the institution.

Comments: Validation of transcript references. Identifies specific references within official institutional records where content area(s) may be found. These references may be in the form of educational objectives, listing of course content, course syllabi, test questions, or other curricular documents.

Content Area: Component competencies as designated by the *Evaluative Criteria for Accreditation of Educational Programs for the Preparation of Physical Therapist Assistants* (adopted April 2006, effective July 1, 2007)

Course: A series of study which is taught at the post secondary level and results in an official transcript of record with assigned grade, a course description and syllabus, and credit can be verified by the institution. Credit is either assigned by a semester of 15 weeks plus exam week or is converted to semester hours based on 16 weeks of study.

Credit Hour: A semester credit hour must include at a minimum: 15 hours of lecture, or 30 hours of laboratory, or 48 hours of clinical education.

Foundational (Basic) Sciences: Essential content that contributes to the development and understanding of physical therapy to include sciences that can be described as *basic* and *applied* and as *biological, physical, and behavioral.* (*A Normative Model of Physical Therapist Assistant Education: Version 2007, Page 132*)

Grades: grades must equate to a "C" average in the United States. No failing grades should be accepted. Credentialing decisions for conversion of grades or semester credits should follow accepted guidelines as published in acceptable and recognized country codes and "International Reference Guides." This includes

but is not limited to, P.I.E.R., NAFSA publications or AACROA publications.

Intervention: The purposeful and skilled interaction with the patient/client, and, when appropriate, with other individuals involved in care, using various methods and techniques to produce changes in the patient's/client's condition consistent with the diagnosis and prognosis. (*Guide to Physical Therapist Practice Second Edition*, Jan. 2001; p. S37); *A Normative Model of Physical Therapist Assistant Education: Version 2007 p. 133*)

Standards: Foundational requirements of an established profession to determine entry-level professional/ technical requirements for physical therapists and physical therapist assistants. In physical therapy, *The Guide to Physical Therapist Practice Second Edition, A Normative Model of Physical Therapist Assistant Education: Version 2007*, and *Evaluative Criteria for Accreditation of Education Programs for the Preparation of Physical Therapist Assistants* serve as resources for setting these requirements.

Substantially Equivalent: The individual has satisfied or exceeded the minimum number of credits required in foundational and technical education needed for a U.S. first degree for a physical therapist assistant. Coursework completed may not be identical in all respects to a U.S. first degree for a physical therapist assistant, but all required content areas are evident. Deficiencies may be noted in coursework, but may not be in the essential areas of technical education or of such magnitude that the education is not deemed to be at the entry-level of preparation for work in the United States.

Technical Skills: Psychomotor processes/procedures supported by affective and cognitive processes/procedures that constitute patient/client interventions. The skills must be integrated to achieve the most effective interventions and optimal outcomes. (*A Normative Model of Physical Therapist Assistant Education: Version 2007, p.135*)

Transcript Reference: Official documentation from the academic institution of courses completed, grades assigned, and degree conferred in the form of an official transcript. In the exceptional cases where an official transcript does not exist within the institution, an alternative official document may be considered.

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Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- FSBPT's 2014 Delegate Assembly meeting minutes

Federation of State Boards of Physical Therapy
Delegate Assembly Minutes
September 20, 2014
San Francisco, California

I. Call to Order

President Maggie Donohue called the meeting of the Delegate Assembly to order at 5:00 PM PT September 20, 2014.

II. Roll Call of Delegates - Ronald Seymour

A total of 52 jurisdictions was present. The one jurisdiction not present was New York.

III. 2013 Minutes

The minutes of the 2013 meeting were approved by a minutes' approval committee (Debra Alviso, California, Peggy Belmont, Virginia and Cynthia Cruz Gomez, Puerto Rico) and no further action is required.

IV. Appointment of the 2014 minutes approval committee

President Donohue appointed the following delegates to approve the 2014 Delegate Assembly minutes.

- Ticha Green, Washington
- Nancy Kostovick, Maine
- Jay Segal, Alabama

V. CEO Report - William A. Hatherill

VI. Appointment of Teller Committee

President Donohue appointed the following people to the Teller Committee.

- Elizabeth Austin, Louisiana
- Peg Hiller, Arizona
- JoAnn Reid, Wyoming

VII. Adoption of Agenda

The agenda was adopted.

VIII. Elections Conducted Electronically

IX. Election Results

Director #1

Ellen Donald, FL

James Heider, OR

Based on the votes cast, the President declared James Heider re-elected as Director.

Director #2

Charles Brown, Arizona

Ben Massey, Jr., North Carolina

The first ballot resulted in a tie vote. Based on the votes cast in the second ballot, the President declared Charles Brown Director.

Nominating Committee

Raymond Bilecky

Jessica Sapp

Based on the votes cast, the President declared Raymond Bilecky elected as the new member of the Nominating Committee.

X Financial Statement – Natalie Harms

XI. Acceptance of Audit Report

The Delegate Assembly adopted the motion to accept the audit report unanimously.

XII. Other Reports

These reports were posted to the FSBPT website and were included in the Delegate Handbook.

Standing Committees, Task Forces and Councils

Committee/Task Force

a.	Continuing Competence	Jill Marlan, Chair
b.	Education	Michelle Roberts, Chair
c.	Ethics & Legislation	Jane Julian, Chair
c.	Exam Administration	Tom Ryan, Chair
d.	Exam Committees	(Overall report)
e.	Finance	Natalie Harms, Chair
f.	Foreign Educated Standards	Mary Keehn, Chair
g.	Investment	Maggie Donohue, Chair
i.	Nominating	Tom Caldwell, Chair
l.	Resolutions	Larry Ohman, Chair
m.	Council of Board Administrators	Jeff Rosa, FSBPT Director

Follow-up reports from 2013 motions

- | | |
|----|--|
| a. | Common Licensure Application Service and Credential Verification Service |
| b. | DPT as the regulatory designation |

XIII. Motions (See Attachment A for complete motions.)

- DEL-04-01, Areas of Focus; Motion adopted unanimously
- DEL-14-02, Coursework Tool; Motion adopted
- DEL-14-03, Tool to Evaluate Post-Graduate/Professional Experience; Motion to hear adopted; Motion adopted

XIV. New Business

One new motion, DEL-14-03 (see Motions section)

XV. Installation of New Officers & Nominating Committee Member –Ronald Seymour, Secretary

XVI. Announcements

None

XVII. Adjournment

President Donohue adjourned the meeting at 5:34 PM PT.

Attachment A
2014 Delegate Assembly Motions

DEL-14-01

Motion adopted unanimously

Areas of Focus

Proposed by: Board of Directors

Motion:

To adopt the Areas of Focus as they currently read.

1. Examinations: Ensure the ongoing excellence, reliability, defensibility, security and validity of the NPTE and related examinations.
2. Membership: Enhance the Federation's value to its membership by developing and maintaining programs and services responsive to membership needs.
3. States' Rights, States' Responsibilities and Professional Standards: Identify and promote effective regulation in physical therapy that ensures the delivery of safe and competent physical therapy care, while respecting states' rights and responsibilities.
4. Education: Provide and promote educational programs and products for board members, administrators, the public and other stakeholders.
5. Leadership: Broaden the Federation's leadership role and recognition within regulatory, professional and related communities.
6. Organizational and Financial Stability: Ensure the long-term organizational and financial stability and viability of the Federation.

Rationale:

The Areas of Focus represent the activities required to achieve the mission of the Federation. In accordance with Delegate Assembly motion DEL-02-26, the Board of Directors must complete an annual review of the focus areas and present them to the Delegate Assembly for review and adoption.

The board has reviewed the Areas of Focus and has determined that they accurately reflect the Federation's current areas of focus.

Reference Area of Focus: Leadership

Fiscal Impact: The adoption of this motion has no specific fiscal impact. However, the Board of Directors and committees use these areas of focus as the basis for long-term strategic planning and as the basis for funding Federation activities in each annual budget.

DEL-14-02

Motion adopted

Coursework Tool

Proposed by: Board of Directors

Motion:

The credentials of a foreign educated physical therapist (FEPT) who is currently licensed in a jurisdiction, and is seeking licensure through endorsement in another jurisdiction should be evaluated using the version of the FSBPT Coursework Tool retro tool that covers the date the applicant graduated from their respective physical therapy education program.

This process should be used for those seeking licensure through endorsement only. First-time licensure candidates should be evaluated using the current Coursework Tool.

In addition, rescind Delegate Assembly motion DEL-05-10.

Rationale:

The original motion to create the Coursework Tool (CWT) retro tools was passed by the Delegate Assembly in 2004. The retro tools were developed specifically for endorsement of the foreign educated PT (FEPT). An individual who is applying for licensure via endorsement is already licensed in a state/jurisdiction and desires to practice in another state. Retro tools reflect previous educational standards for physical therapy education and were to be used based on the year the FEPT graduated from their PT school.

The following year, the Board of Directors brought forward a motion extending the use of the retro tools to initial licensure of FEPTs (DEL-05-10). The reasoning was that this would set one guideline for all FEPTs, whether they were seeking initial licensure or licensure by endorsement. This motion passed.

Subsequently, the Board of Directors, Foreign Educated Standards Committee, and the 2012 and 2013 Leadership Issues Forums re-examined the issues around determining substantial equivalence of foreign educated physical therapists that were not yet licensed to practice in the US.

It became apparent that evaluating a non-US-licensed FEPT using the retro tools could assign equivalence when critical components of current entry-level practice are missing. Additionally, the non-US-licensed FEPT may have been practicing in a country where practice was substantially different than the US or may not have been practicing at all. By using the retro tools for a non-US-licensed individual, we were only assuring his or her education was substantially equivalent at the previous time of graduation but not for current US educational standards.

This motion ensures that the education of the foreign educated PT who is requesting initial licensure in the US is substantially equivalent to current US educational standards.

DEL-05-10:

The credentials of foreign educated physical therapist licensure applicants should be evaluated using the version of the FSBPT Coursework Evaluation Tool that covers the date the applicant graduated from their respective physical therapy education program. Credentialing agencies should use the version of the CWT that coincides with the professional educational criteria that were in effect on the date the applicant graduated from their respective physical therapy education program. This same process should be used for both first time licensees and those seeking licensure through endorsement.

Reference Area of Focus: Professional Standards

Fiscal Impact: None.

DEL-14-03

Motion to hear the motions adopted

Motion adopted

Tool to Evaluate Post-Graduate/Professional Experience

Proposed by: Colorado, District of Columbia, New Mexico

Motion:

To support the Board of Directors' exploration of tools to evaluate post-graduate/professional experience of foreign educated physical therapists in order to assess their readiness to practice in the United States.

The board will communicate its progress and report back no later than the 2015 Delegate Assembly.

Rationale:

The FSBPT Coursework Tool only evaluates the post-secondary *education* of a physical therapist/physical therapist assistant. This would potentially supplement the current Coursework Tool process by providing a comprehensive analysis of the post-graduate/professional experience of foreign educated physical therapists/physical therapist assistants who are applying for licensure in the US.

Reference Area of Focus: Professional Standards

Fiscal Impact: None; already included in the Foreign Educated Standards committee agenda.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Programs

**Standard 1:
The program meets graduate achievement measures and program outcomes related to its mission and goals.**

REQUIRED ELEMENTS:

1A The mission¹ of the program is written and compatible with the mission of the institution, with the unit(s) in which the program resides, and with contemporary preparation² of physical therapists.

Evidence of Compliance:

Narrative:

- Provide the mission statements for the institution, the unit(s) in which the program resides, and the program.
- Describe the congruency of the program's mission statement with the institution and unit(s) missions.
- Describe the consistency of the program's mission with contemporary professional expectations for the preparation of physical therapists.

Appendices & On-site Material: See SSR Instructions & Forms

1B The program has documented goals³ that are based on its mission, that reflect contemporary physical therapy education, research and practice, and that lead to expected program outcomes.

Evidence of Compliance:

Narrative:

- Provide the goals, including those related to:
 - Students and graduates (e.g., competent practitioners, leaders in the profession);
 - Faculty (e.g., adding to the body of knowledge in physical therapy, achieving tenure and/or promotion, involvement in professional associations, improving academic credentials); and/or
 - The program (e.g., contributing to the community, development of alternative curriculum delivery models).
- Describe how the goals reflect the program's stated mission.

Appendices & On-site Material: See SSR Instructions & Forms

1C The program meets required student achievement measures⁴ and its mission and goals as demonstrated by actual program outcomes.

1C1 Graduation rates⁵ are at least 80% averaged over two years. If the program admits more than one cohort per year, the two year graduation rate for each cohort must be at least 80%. When two years of data are not available, the one-year graduation rate must be sufficient to allow the program to meet the expectation for a two-year graduation rate of at least 80%.

Evidence of Compliance:

Portal Fields:

- Provide graduation data for the most recent two years for which there is full data in the section entitled Graduation Rate Data for the years identified on the Portal. Use the Graduation Rate Table (forms packet) to collect the graduation data. Identify the number of cohorts admitted each year; data will be required for each cohort.

¹ **Mission:** A statement that describes why the physical therapist education program exists, including a description of any unique features of the program. [The mission is distinct from the program's goals, which indicate how the mission is to be achieved.]

² **Contemporary preparation:** Reflects the minimum skills required for entry-level preparation of the physical therapist and the needs of the workforce as documented by the program. Contemporary preparation requires preparation for evidence based practice.

³ **Goals:** The ends or desired results toward which program faculty and student efforts are directed. Goals are general statements of what the program must achieve in order to accomplish its mission. Goals are long range and generally provide some structure and stability to the planning process. In physical therapist education programs, goals are typically related to the educational setting, the educational process, the scholarly work of faculty and students, the service activities of faculty and students, etc.

⁴ **Graduate and Student Achievement Measures:** The measures of outcome required by USDE (graduation rate, licensure pass rate, employment rate).

⁵ **Graduation Rate:** The percentage of students who are matriculated in the first course in the professional program after the drop/add period and who complete the program.

STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF PHYSICAL THERAPIST EDUCATION PROGRAMS (Revised 11/11/15; 3/4/16; 10/31/17; 12/7/17; 5/14/20; 11/3/20)

Narrative:

- Identify the 2-year graduation rate calculated by the data entered into the Graduation Rate Data Section on the Portal.
- If the program graduates more than one cohort of students in an academic year, provide an analysis comparing the outcomes of the different cohorts.
- **For Initial Accreditation only:** indicate that there are no graduates and provide the expected timeframe to collect and analyze graduate data. Provide the Retention Rate Table (forms packet) as an appendix.

Appendices & On-site Material: See SSR Instructions & Forms

1C2 Ultimate licensure pass rates⁶ are at least 85%, averaged over two years. When two years of data are not available, the one-year ultimate rate must be sufficient to allow the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.

Evidence of Compliance:

Narrative:

- Provide the most current licensure pass rate data available for your program through the Federation of State Boards of Physical Therapy (FSBPT):
 - First time pass rates for the past two academic years.
 - Two-year ultimate pass rate based on the following data:
 - Number of graduates who took the examination at least once;
 - Number of graduates who passed the exam after all attempts;
- ** NOTE:** if licensure pass rates for graduates in the last academic year have not yet stabilized provide the data for the past three years and the two-year rate for the cohorts for which the data has stabilized.
- If program graduates do not routinely take the FSBPT exam, provide equivalent data.
 - **For Initial Accreditation only:** identify that there are no graduates and provide the expected timeframe to collect and analyze graduate data.

Appendices & On-site Material: See SSR Instructions & Forms

1C3 Employment rates⁷ are at least 90%, averaged over two years. If the program admits more than one cohort per year, the two year employment rate for each cohort must be at least 90%. When two years of data are not available, the one-year employment rate must be sufficient to allow the program to meet the expectation for a two-year employment rate of at least 90%.

Evidence of Compliance:

Narrative:

- Provide the two-year employment rate for the last two academic years for each cohort based on the number of graduates who sought employment and the number of graduates employed within one year of graduation.
- **For Initial Accreditation only:** indicate that there are no graduates and provide the expected timeframe to collect and analyze graduate data.

Appendices & On-site Material: See SSR Instructions & Forms

1C4 Students demonstrate entry-level clinical performance during clinical education experiences prior to graduation.

Evidence of Compliance:

Narrative:

- Describe the mechanisms used to determine entry-level performance of students during clinical education experiences prior to graduation.
- Provide evidence that each student who completed the program within the last year demonstrated entry-level clinical performance by the end of their last clinical education experience.
 - If applicable, describe mechanisms utilized when CI ratings suggested less than entry-level performance and how the program managed each situation when a student did not meet entry-level clinical performance.
- **For Initial Accreditation only:** indicate that students have not yet completed their last clinical education experience and provide the expected timeframe to collect and analyze this data. Note: the program will be

⁶ **Licensure pass rate:** The percentage of graduates who take and successfully pass the National Physical Therapy Examination (NPTE). Rates are considered to be stabilized one year after graduation.

⁷ **Employment rate:** The percentage of graduates who sought employment that were employed (full-time or part-time) as a physical therapist within 1 year following graduation.

STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF PHYSICAL THERAPIST EDUCATION PROGRAMS (Revised 11/11/15; 3/4/16; 10/31/17; 12/7/17; 5/14/20; 11/3/20)

required to provide additional information prior to CAPTE's initial accreditation decision; please refer to Part 8 of CAPTE's Rules of Practice and Procedure, accessible at www.capteonline.org, for detailed information about what must be provided and the timing of the request.

Appendices & On-site Material: See SSR Instructions & Forms

1C5 The program graduates meet the expected outcomes as defined by the program.

Evidence of Compliance:

Narrative:

- For each goal related to program graduates delineated in Element 1B, list the expected outcomes that support the goal.
- For each outcome, provide the expected level of achievement and describe the process the program uses to determine if the expectation has been met.
- Based on the **graduate (not student)** data collected from the various stakeholders identified in Element 2C, provide a summary of the data and an analysis of the extent to which the graduates meet the program's expected graduate student outcomes.
- If the program has more than one cohort, provide an analysis for each cohort.
- **For Initial Accreditation only:** indicate that there are no graduates, provide response to first two bullets and provide the expected timeframe to collect and analyze graduate data.

Note: Graduates are former students who have earned the DPT degree from the program.

Appendices & On-site Material: See SSR Instructions & Forms

1C6 The program meets expected outcomes related to its mission and goals.

Evidence of Compliance:

Narrative:

- For all other program goals delineated in Element 1B, list the expected outcomes that support the goal.
- For each outcome, provide the expected level of achievement and describe the process the program uses to determine if the expectation has been met.
- Based on the data collected from the various stakeholders identified in Element 2C, provide a summary of the data and an analysis of the extent to which the program meets its expected outcomes related to its mission and goals.
- If the program has more than one cohort, provide an analysis for each cohort.
- **For Initial Accreditation only:** provide response to first two bullets and indicate the expected timeframe to collect and analyze the program's expected outcome data.

Appendices & On-site Material: See SSR Instructions & Forms

Standard 2:

The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement.

REQUIRED ELEMENTS:

2A The program has documented and implemented on-going, formal, and comprehensive program assessment processes that are designed to determine program effectiveness and used to foster program improvement.

Evidence of Compliance:

Narrative:

- Provide a description of the overall assessment process which includes, but is not limited to, the areas outlined in Elements 2B1-2B5 and 2C that summarizes the information in the program assessment matrix.
- Describe the overall strengths and weaknesses identified through analysis of cumulative assessment data. If other strengths and weakness have been identified, describe them and provide the source of evidence that led to that determination.
- Describe two examples of changes resulting from the assessment process within the last four years. For each example, describe the rationale for the change and describe the process, timeline and results (if available) of re-assessment to determine if the change resulted in program improvement.

Appendices & On-site Material: See SSR Instructions & Forms

2B For each of the following, the program provides an analysis of relevant data and identifies needed program change(s) with timelines for implementation and reassessment. The assessment process is used to determine the extent to which:

2B1 the admissions process, criteria and prerequisites meet the needs and expectations of the program.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the admission process, criteria and prerequisites meet the needs and expectations of the program.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to the admissions process, criteria, and prerequisites to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

2B2 program enrollment appropriately reflects available resources, program outcomes and workforce needs.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the optimum program enrollment considering resources, program outcomes and workforce needs.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program enrollment to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST EDUCATION PROGRAMS** (Revised 11/11/15; 3/4/16; 10/31/17; 12/7/17; 5/14/20; 11/3/20)

2B3 the collective core, associated and clinical education faculty meet program and curricular needs.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the collective core and associated faculty meet program and curricular needs.
- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the collective clinical education faculty meet program and curricular needs.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to the collective core, associated, and clinical education faculty to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

NOTE: This element refers to the assessment of the collective faculty. Information regarding the process to assess individual faculty is addressed in Standard 4.

Appendices & On-site Material: See SSR Instructions & Forms

2B4 program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to, financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services.

Evidence of Compliance:

Narrative:

- Provide an analysis of the data collected and the conclusions drawn to determine the extent to which program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to: financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services (academic, counseling, health, disability, and financial aid services).
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program resources to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

2B5 program policies and procedures, as well as relevant institutional policies and procedures meet program needs. This includes analysis of the extent to which program practices adhere to policies and procedures.

Evidence of Compliance:

Narrative:

- Provide an analysis of the information collected and the conclusions drawn to determine the extent to which program policies and procedures, as well as relevant institutional policies and procedures, meet program needs. This includes analysis of the extent to which practices adhere to policies and procedures.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program policies, procedures, and practices to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST EDUCATION PROGRAMS** (Revised 11/11/15; 3/4/16; 10/31/17; 12/7/17; 5/14/20; 11/3/20)

2C The curriculum assessment plan is written and addresses the curriculum as a whole. The assessment plan includes assessment of individual courses and clinical education. The plan incorporates consideration of the changing roles and responsibilities of the physical therapy practitioner and the dynamic nature of the profession and the health care delivery system. Assessment data are collected from appropriate stakeholders including, at a minimum, program faculty, current students, graduates of the program, and at least one other stakeholder group such as employers of graduates, consumers of physical therapy services, peers, or other health care professionals. The assessment addresses clinical education sites including, at a minimum, the number and variety and the appropriate length and placement within the curriculum.

Evidence of Compliance:

Narrative:

- Describe how the curriculum assessment process considers the changing roles and responsibilities of the physical therapist practitioner and the dynamic nature of the profession and the health care delivery system.
- Provide evidence that student achievement (Elements 1C1, 1C2, 1C3, 1C4) and graduate outcomes are used to assess the curriculum.
- Provide evidence that the curricular assessment includes a review of the required elements in Elements 6A through 6M.
- Describe how the clinical education component is assessed, including at minimum, the assessment of the number and variety of clinical sites and the appropriate length and placement within the curriculum.
- Identify the stakeholders from whom data is collected, the method(s) used to collect data, and the timing of the collection.
- Provide a summary of the outcome from the most recent curriculum assessment, including clinical education.
- Describe any curricular changes, including to clinical education, made within the last four years and provide the rationale for the change(s).

Appendices & On-site Material: See SSR Instructions & Forms

2D The program has implemented a strategic plan that guides its future development. The plan takes into account program assessment results, changes in higher education, the health care environment and the nature of contemporary physical therapy practice.

Evidence of Compliance:

Narrative:

- Describe the strategic planning process, including the opportunities for core faculty participation.
- Describe how the process takes into account changes in higher education, the health care environment and the nature of contemporary physical therapy practice.
- Describe any changes planned for the next 3-5 years.

Appendices & On-site Material: See SSR Instructions & Forms

**Standard 3:
The institution and program operate with integrity.**

REQUIRED ELEMENTS:

- 3A** The sponsoring institution(s) is (are) authorized under applicable state law or other acceptable authority to provide postsecondary education and has degree granting authority. In addition, the institution has been approved by appropriate state authorities to provide the physical therapy education program.

Evidence of Compliance:

Narrative:

Narrative:

- Identify the state agency from which the institution has authority to offer the program and award the degree.
- If the institution is in a collaborative arrangement with another institution to award degrees, provide the above for the degree granting institution.
- Indicate if the institution has authorization to provide clinical education experiences in other states, where required.
- If the program utilizes distance education⁸, indicate that the institution has authorization to provide distance education in other states, where required.

NOTE: States and institutions that are recognized by SARA meet the conditions related to distance education and clinical education experiences.

Appendices & On-site Material: See SSR Instructions & Forms

- 3B** The sponsoring institution(s) is (are) accredited by an agency or association recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA).

Evidence of Compliance:

Narrative:

- For the degree granting institution, provide the accrediting agency name and the date that the current institutional accreditation status was granted.
- Provide evidence that the institution's accreditation is in good standing. When sanctions, warning, probation, show cause or pending termination have been issued by the accrediting agency, explain the reasons for the accreditation status and the impact on the program.
- If in a collaborative arrangement, provide the above for the degree-granting institution.
- For institutions in countries other than the United States that are not accredited by an agency or association recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA):
 - Identify the agency or agencies that provide the authorization for the institution to provide (1) post-secondary education and (2) the professional physical therapy program and indicate the dates such authorization was received. Provide contact information, including address, phone number and email address.
 - State the institution's current accreditation status or provide documentation of a regular external review of the institution that includes the quality of its operation, the adequacy of its resources to conduct programs in professional education, and its ability to continue its level of operation.
 - Provide evidence that the accrediting agency fulfills functions similar to those agencies or associations recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA). If the institution has an accreditation or external review status other than full accreditation of approval, describe the impact, if any, of the current institutional status on the program.

Appendices & On-site Material: See SSR Instructions & Forms

⁸ **Distance Education:** An educational activity characterized by separation of the faculty member from the student by either distance or time or both. For the purposes of these standards, the following definitions also pertain:

- Distance Education course: a course in which 50% or more of the contact hours are completed using distance education modalities and less than 50% of the contact hours include direct (face-to-face) interaction between the student and the faculty member(s).
- Distance Education program: a program in which 50% or more of the required courses (not including clinical education courses) are distance education courses.

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3C Institutional policies⁹ related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and professional aspects of the physical therapy program, including, but not limited to, providing for reduction in teaching load for administrative functions.

Evidence of Compliance:

Portal Fields:

- Provide faculty workload data for each faculty member on the individual Core Faculty Detail page.
- Provide information related to teaching responsibilities in the Course Details page for each course.

Narrative:

- Describe how the institution supports the professional judgment of the core faculty regarding academic regulations and professional behavior expectations of students.
- Provide the specific location where institution and, if applicable, program workload policies are found.
- If the workload policies for program faculty differ from institution policies, describe how they differ.
- Provide the formula used by the program to determine faculty workload. If no formula exists, then provide the mechanism used to determine faculty workload.
- Describe how university-wide and/or unit-wide faculty roles and workload expectations are applied to the physical therapist education program so that they take into consideration:
 - Administrative responsibilities of core faculty;
 - Provide examples of functions to be considered for release time (e.g., program administration, clinical education administration, development of Self-study Report, assessment activities);
 - Requirements for scholarship, service, and maintenance of expertise in contemporary practice in assigned teaching areas;
 - Complexity of course content, number of students per class or laboratory, and teaching methodology;
 - The relationship between credit hours and contact hours for classroom and laboratory for determining workload; and
 - The unique needs of physical therapy education, similar to those of other professional education programs, where core faculty ensure the integration and coordination of the curricular content, mentor associated faculty, conduct and coordinate a clinical education program, manage admission processes, etc.

Appendices & On-site Material: See SSR Instructions & Forms

3D Policies and procedures¹⁰ exist to facilitate equal opportunity and nondiscrimination for faculty, staff and prospective/enrolled students.

Evidence of Compliance:

Narrative:

- Provide (quote) the institution's equal opportunity and nondiscrimination statement(s).
- Describe how the nondiscrimination statement and policy are made available to faculty, staff, prospective/enrolled students and the public.

Appendices & On-site Material: See SSR Instructions & Forms

3E Policies, procedures, and practices¹¹ that affect the rights, responsibilities, safety, privacy, and dignity of program faculty¹² and staff are written, disseminated, and applied consistently and equitably.

Evidence of Compliance:

Narrative:

- Provide an example of how policies are applied equitably.

Appendices & On-site Material: See SSR Instructions & Forms

⁹ **Policy:** A general principle by which a program is guided in its management.

¹⁰ **Procedure:** A description of the methods, activities, or processes used to implement a policy.

¹¹ **Practices:** Common actions or activities; customary ways of operation or behavior.

¹² **Program faculty:** All faculty involved with the PT program, including the Program Director, Clinical Education Coordinator, Core Faculty, Associated Faculty, and Clinical Education Faculty.

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3F Policies, procedures, and practices exist for handling complaints¹³ that fall outside the realm of due process¹⁴, including a prohibition of retaliation following complaint submission. The policies are written, disseminated, and applied consistently and equitably. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint, are maintained by the program.

Evidence of Compliance:

Narrative:

- Provide the relevant institutional or program policy and procedure that addresses handling complaints that fall outside due process (e.g., complaints from prospective, clinical education sites, employers of graduates, the general public).
- Identify where the policy and procedure for handling complaints that fall outside the realm of due process is available to internal and external stakeholders.
- Provide the URL from the program's or institutional website the statement is located.
- Describe how the records of complaints are, or would be, maintained by the program.

Appendices & On-site Material: See SSR Instructions & Forms

3G Program specific policies and procedures are compatible with institutional policies and with applicable law.¹⁵

Evidence of Compliance:

Narrative:

- List the program-specific policies and procedures that differ from those of the institution (e.g., admissions procedures, grading policies, policies for progression through the program, policies related to clinical education) and describe how the policies and procedures differ and why.
- For program policies and procedures that differ from those of the institution:
 - If applicable, explain how the program determines that program policies and procedures comply with applicable law.
 - Describe how institutional approval is obtained for program policies and procedures that differ from those of the institution.

Appendices & On-site Material: See SSR Instructions & Forms

3H Program policies, procedures, and practices provide for compliance with accreditation policies and procedures including:

- 3H1** maintenance of accurate information, easily accessible¹⁶ to the public, on the program website regarding accreditation status (including CAPTE logo and required accreditation statement) and current student achievement measures;
- 3H2** timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates;
- 3H3** following policies and procedures of CAPTE as outlined in the CAPTE Rules of Practice and Procedure;
- 3H4** timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education; and

¹³ **Complaint:** A concern about the program, expressed by students or others with a legitimate relationship to the program, the subject of which is not among those that are addressed through the institution's formal due processes.

¹⁴ **Due process:** Timely, fair, impartial procedures at the program or institutional level for the adjudication of a variety of issues including, but not limited to: (1) faculty, staff, and student violations of published standards of conduct, (2) appeals of decisions related to faculty and staff hiring, retention, merit, tenure, promotion, and dismissal, and (3) appeals of decisions related to student admission, retention, grading, progression, and dismissal. Due process generally requires adequate notice and a meaningful opportunity to be heard.

¹⁵ **Applicable law:** Those federal and state statutes/regulations relevant to physical therapy education (ADA, OSHA, FERPA, HIPAA, Practice Acts, etc.)

¹⁶ **Easily accessible:** Can be accessed by the public without disclosure of identity or contact information and is no more than one "click" away from the program's home webpage.

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3H5 coming into compliance with accreditation Standards and Required Elements within two years of being determined to be out of compliance.¹⁷

Evidence of Compliance:

Narrative:

- Identify who is responsible for maintaining compliance with accreditation policies and procedures.
- Provide recent examples that demonstrate adherence to established policies and procedure.

Appendices & On-site Material: See SSR Instructions & Forms

¹⁷ This is a USDE requirement.

Standard 4:
The program faculty are qualified for their roles and effective in carrying out their responsibilities.

REQUIRED ELEMENTS:

Individual Academic Faculty¹⁸

4A Each core faculty¹⁹ member, including the program director and clinical education coordinator, has doctoral preparation²⁰, contemporary expertise²¹ in assigned teaching areas, and demonstrated effectiveness in teaching and student evaluation. In addition, core faculty who are PTs and who are teaching clinical PT content hold an active, unrestricted PT license in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction. For CAPTE accredited programs outside the United States, core faculty who are PTs and who are teaching clinical PT content are licensed or regulated in accordance with their country's regulations. (PROVISO: CAPTE began enforcing the requirement for doctoral preparation of all core faculty effective January 1, 2020, except for individuals who are enrolled in an academic doctoral degree²² program on that date, in which case the effective date will be extended to December 31, 2025; this will be monitored in the Annual Accreditation Report.)

Evidence of Compliance:

Narrative:

- The only response needed in the 4A text box is to refer the reader to the Core Faculty Detail Section for each core faculty member.

Portal Fields: on the Core Faculty Information Page:

- In completing the Qualifications box on this Portal page:
 - Identify each core faculty's doctoral preparation.
 - Describe the individual's effectiveness in teaching and student evaluation;
 - For core faculty who are PTs and are teaching clinical PT content, identify if each holds an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - Identify teaching assignments by prefix, number and title and indicate content assigned and role in course; and
 - Provide evidence of the individual's contemporary expertise specific to assigned teaching content in the DPT program. This evidence can include:
 - Education (including post-professional academic work, residency, and continuing education);
 - Clinical expertise (specifically related to teaching areas; e.g.: certification as a clinical specialist, residency);
 - Consultation and service related to teaching areas;
 - Course materials that reflect level and scope of contemporary knowledge and skills (e.g., course objectives, examinations, assignments, readings/references, learning experiences); and

¹⁸ **Academic faculty:** Those faculty members who participate in the delivery of the didactic (classroom and laboratory) portion of the curriculum. The academic faculty is comprised of the core faculty and the associated faculty.

¹⁹ **Core faculty:** Those individuals appointed to and employed primarily in the program, including the program director, the director of clinical education (DCE) and other faculty who report to the program director. If not appointed to and employed primarily in the DPT Program, the majority of the individual's work at the institution must involve the DPT Program. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and may include others with expertise to meet specific curricular needs. The core faculty may hold tenured, tenure track, or non-tenure track positions. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty.

²⁰ **Doctoral preparation:** Earned doctorate, including the DPT.

²¹ **Contemporary expertise:** Expertise beyond that obtained in an entry-level physical therapy program that represents knowledge and skills reflective of current practice. Longevity in teaching or previous experience teaching a particular course or content area does not by itself necessarily constitute expertise.

²² **Academic doctoral degree:** A PhD or other doctoral degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial scholarly achievement. Definition adapted from IPED definition found at <http://nces.ed.gov/ipeds/glossary/?charindex=D>; last accessed 1/12/15.

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- Other evidence that demonstrates contemporary expertise, for example
 - Scholarship (publications and presentations related to teaching areas);
 - Written evidence of evaluation of course materials (e.g., course syllabus, learning experiences, assessments of student performance) by a content expert;
 - Independent study and evidence-based review that results in critical appraisal and in-depth knowledge of subject matter (include description of resources used and time frame for study); and
 - Formal mentoring (include description of experiences, time frame and qualifications of mentor).

Appendices & On-site Material: See SSR Instructions & Forms

4B Each core faculty member has a well-defined, ongoing scholarly agenda²³ that reflects contributions to: (1) the development or creation of new knowledge, OR (2) the critical analysis and review of knowledge within disciplines or the creative synthesis of insights contained in different disciplines or fields of study, OR (3) the application of findings generated through the scholarship of integration or discovery to solve real problems in the professions, industry, government, and the community, OR (4) the development of critically reflective knowledge about teaching and learning, OR (5) the identification and resolution of pressing social, civic, and ethical problems through the scholarship of engagement.

Evidence of Compliance:

Narrative:

- Briefly describe how the core faculty scholarly agendas fit within the context of the program's or institution's mission and expected outcomes.

Appendices & On-site Material: See SSR Instructions & Forms

4C Each core faculty member has a record of institutional or professional service²⁴.

Evidence of Compliance:

Narrative:

- Describe the program's and/or the institution's expectations related to service accomplishments for core faculty.
- Briefly summarize core faculty members' service activities.

Appendices & On-site Material: See SSR Instructions & Forms

4D Each associated²⁵ faculty member has contemporary expertise in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation.

Evidence of Compliance:

Narrative:

- For each associated faculty who is involved in less than 50% of a course, provide the following information: name and credentials, content taught, applicable course number(s) and title(s), total contact hours, and source(s) of contemporary expertise specifically related to assigned responsibilities.
- For associated faculty who are involved in 50% or more of the course including lab assistants in courses where they are responsible for working with students for 50% or more of lab contact hours, the only response needed in the 4D text box is to refer the reader to the Associated Faculty Detail Section for each associated faculty member.

Portal Fields: on the Associated Faculty Information Page:

- In completing the Qualifications box on this Portal page:
 - Describe the individual's effectiveness in teaching and student evaluation;
 - Identify teaching assignments by prefix, number and title and indicate content assigned and role in course; and

²³ **Scholarly agenda:** A long-term plan for building lines of inquiry that will result in original contributions to the profession. It should include the principal topics of scholarly inquiry, specific goals that identify the types of scholarship, scholarly activities, and anticipated accomplishments with a timeline. The agenda may also include plans for relevant mentorship and collaboration with colleagues.

²⁴ **Service:** Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in professional organizations, and involvement in community organizations.

²⁵ **Associated Faculty:** Those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the professional program resides or in other units of the institution, but who have primary responsibilities in programs other than the professional program.

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- Provide evidence of the individual's contemporary expertise specific to assigned teaching content. This evidence can include:
 - Education (including post-professional academic work, residency, and continuing education);
 - Licensure, if required by the state in which the program is located;
 - Clinical expertise (specifically related to teaching areas; e.g.: certification as a clinical specialist, residency);
 - Consultation and service related to teaching areas;
 - Course materials that reflect level and scope of contemporary knowledge and skills (e.g., course objectives, examinations, assignments, readings/references, learning experiences); and
 - Other evidence that demonstrates contemporary expertise, for example:
 - Scholarship (publications and presentations related to teaching areas);
 - Written evidence of evaluation of course materials (e.g., course syllabus, learning experiences, assessments of student performance) by a content expert;
 - Independent study and evidence-based review that results in critical appraisal and in-depth knowledge of subject matter (include description of resources used and time frame for study); and
 - Formal mentoring (include description of experiences, time frame and qualifications of mentor).

Appendices & On-site Material: See SSR Instructions & Forms

- 4E** Formal evaluation of each core faculty member occurs in a manner and timeline consistent with applicable institutional policy. The evaluation includes assessments of teaching, scholarly activity and service, and any additional responsibilities. The evaluation results in an organized faculty development plan that is linked to the assessment of the individual core faculty member and to program improvement.

Evidence of Compliance:

Narrative:

- Describe the faculty evaluation process, including how it addresses teaching, service, scholarship and any additional responsibilities.
- Provide a recent (within past five years) example for each core faculty of faculty development activities that have been based on needs of the faculty and for program improvement.

Appendices & On-site Material: See SSR Instructions & Forms

- 4F** Regular evaluation of associated faculty occurs and results in a plan to address identified needs.

Evidence of Compliance:

Narrative:

- Describe the process used to determine the associated faculty development needs, individually and, when appropriate, collectively.
- Describe and provide examples of development activities used by the program to address identified needs of associated faculty.

Appendices & On-site Material: See SSR Instructions & Forms

Program Director²⁶

- 4G** The program director demonstrates the academic and professional qualifications and relevant experience in higher education requisite for providing effective leadership for the program, the program faculty, and the students. These qualifications include all of the following:
- is a physical therapist who holds an active, unrestricted PT license in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction. For CAPTE accredited programs outside the United States, the program director is licensed or regulated as a PT in accordance with their country's regulations;
 - has an earned academic doctoral degree or previous CAPTE-granted exemption;
 - holds the rank of associate professor, professor, clinical associate professor, or clinical professor;

²⁶ **Program director:** The individual employed full-time by the institution, as a member of the core faculty, to serve as the professional physical therapist education program's academic administrator: Dean, Chair, Director, Coordinator, etc.

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- has a minimum of six years of full-time²⁷ higher education experience, with a minimum of three years of full-time experience as a core faculty member in a CAPTE accredited entry-level physical therapist education program.

Evidence of Compliance:

Narrative:

- Describe how the program director meets the following qualifications:
 - is a physical therapist;
 - holds an active, unrestricted PT license in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - has an earned academic doctoral degree or previous CAPTE-granted exemption;
 - has the rank of associate professor, professor, clinical associate professor, or clinical professor; and
 - has a minimum of six years of full-time higher education experience, with a minimum of three years of full-time experience as a core faculty member in a CAPTE accredited entry-level physical therapist education program.

Appendices & On-site Material: See SSR Instructions & Forms

4H The program director provides effective leadership for the program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation.

Evidence of Compliance:

Narrative:

- Describe the effectiveness of the mechanisms used by the program director to communicate with program faculty and other individuals and departments (admissions, library, etc.) involved with the program.
- Describe the responsibility, authority and effectiveness of the program director for assessment and planning.
- Describe the responsibility, authority and effectiveness of the program director in fiscal planning and allocation of resources, including long-term planning.
- Describe the responsibility, authority and effectiveness of the program director for faculty evaluation.
- Describe the process used to assess the program director as an effective leader.
- Provide evidence of effective leadership which might relate to:
 - A vision for physical therapist professional education;
 - Understanding of and experience with curriculum content, design, and evaluation;
 - Employing strategies to promote and support professional development;
 - Proven effective interpersonal and conflict management skills;
 - Abilities to facilitate change;
 - Negotiation skills (relative to planning, budgeting, funding, program faculty status, program status, employment and termination, space, and appropriate academic and professional benefits);
 - Effective experience in strategic planning;
 - Active service on behalf of physical therapist professional education, higher education, the larger community, and organizations related to their academic interest;
 - Effective management of human and fiscal resources;
 - Commitment to lifelong learning;
 - Active role in institutional governance; and
 - Program accomplishments.

Appendices & On-site Material: See SSR Instructions & Forms

²⁷ Full time: 35 hours/week

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Clinical Education Coordinator²⁸

4I The clinical education coordinator is a physical therapist who holds an active, unrestricted PT license in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction, and has a minimum of three years of full-time post-licensure clinical practice. Two years of clinical practice must include experience as a CCCE or CI in physical therapy, or a minimum of two years of experience in teaching, curriculum development and administration in a physical therapy education program. For CAPTE accredited programs outside the United States, the clinical education coordinator is licensed or regulated in accordance with their country's regulations.

Evidence of Compliance:

Narrative:

- Identify the core faculty member(s) who is/are designated as the clinical education coordinator.
- If more than one core faculty member is assigned as a clinical education coordinator, describe the role and responsibilities of each.
- Describe how the clinical education coordinator meets the following qualifications:
 - Is a physical therapist;
 - Holds an active, unrestricted PT license in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - A minimum of three years of full time (or equivalent) post-licensure clinical practice; and
 - A minimum of two years of clinical practice as a CCCE and/or CI or two years of experience in teaching, curriculum development and administration in a PT program.

Appendices & On-site Material: See SSR Instructions & Forms

4J The clinical education coordinator is effective in developing, conducting, and coordinating the clinical education program.

Evidence of Compliance:

Narrative:

- Describe the process to assess the effectiveness of the clinical education coordinator(s).
- Describe the effectiveness of the clinical education coordinator(s) in planning, developing, coordinating, and facilitating the clinical education program, including effectiveness in:
 - Organizational, interpersonal, problem-solving and counseling skills; and
 - Ability to work with clinical education faculty (CCCEs and CIs) to address the diverse needs of the students.
- Describe the mechanisms used to communicate information about clinical education with core faculty, clinical education sites, clinical education faculty (CCCEs and CIs), and students.
 - Describe how the clinical education faculty are informed of their responsibilities.
- Describe the timing of communications related to clinical education to the core faculty, clinical education sites, clinical education faculty (CCCEs and CIs), and students.
- Describe the process used to monitor that the academic regulations are upheld.
- Describe the methods used to assign students to clinical education experiences.
- Describe how the program works to ensure that the supervision and feedback provided to students is appropriate for each student in each clinical education experience, assuming that the student is progressing through the program in the expected manner.
- Describe how the need for an altered level of clinical supervision and feedback is determined, communicated to the clinical education faculty, and monitored during the experience.

Appendices & On-site Material: See SSR Instructions & Forms

²⁸ **Clinical Education Coordinator:** The core faculty member(s) responsible for the planning, coordination, facilitation, administration, and monitoring of the clinical education component of the curriculum. The clinical education coordinator(s) is/are the faculty member(s) of record for the clinical education courses. NOTE: the term is intentionally generic; programs are free to use any appropriate title.

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Collective Academic Faculty

4K The collective core and associated faculty include an effective blend of individuals with doctoral preparation (including at least 50% of core faculty with academic doctoral degrees) and individuals with clinical specialization sufficient to meet program goals and expected program outcomes as related to program mission, institutional expectations and assigned program responsibilities.

Evidence of Compliance:

Narrative:

- Describe the institutional expectations for doctoral preparation of faculty.
- Indicate the percentage of core faculty who hold an academic doctoral degree. If less than 50% of the core faculty hold an academic doctoral degree, provide the plan and timeline to meet this expectation.
- Describe the blend of clinical specialization of the core and associated faculty in the program.
- Describe the effectiveness of the blend to meet program goals and expected outcomes as related to program mission and institutional expectations and to meet assigned program responsibilities.

Appendices & On-site Material: See SSR Instructions & Forms

4L The collective core faculty initiate, adopt, evaluate, and uphold academic regulations specific to the program and compatible with institutional policies, procedures and practices. The regulations address, but are not limited to, admission requirements; the clinical education program; grading policy; minimum performance levels, including those relating to professional and ethical behaviors; and student progression through the program.

Evidence of Compliance:

Narrative:

- Describe the process by which academic regulations specific to the program are developed, adopted and evaluated by the core faculty.
- Describe the process used to verify that the academic regulations are upheld.
- Describe the process that would be used to address violations of academic regulations. Provide examples, if available.

Appendices & On-site Material: See SSR Instructions & Forms

4M The collective core faculty have primary responsibility for development, review and revision of the curriculum with input from other appropriate communities of interest.

Evidence of Compliance:

Narrative:

- Describe the responsibility of the core faculty for the development, review, and revision of the curriculum plan.
- Provide examples of community of interest involvement in curriculum development, review and revision.

Appendices & On-site Material: See SSR Instructions & Forms

4N The collective core faculty are responsible for **assuring** that students are **professional, competent, and safe** and ready to progress to clinical education.

Evidence of Compliance:

Narrative:

- Describe how the core faculty determine in which skills students are expected to be competent and safe.
- Describe the processes used by the core faculty to determine students are **professional, competent and safe** in the skills identified by the core faculty and that the students are ready to engage in clinical education.
- Describe how the program ensures that critical safety elements are identified in the competency testing process.
- Describe how grading procedures for the competency testing process ensure students are not placed in the clinical setting without being determined to be competent and safe.
- Describe the criteria upon which the determination is made that each student is ready to engage in clinical education.
- **Describe what happens if a student is found to not be safe and ready to progress to clinical education.**
- Describe the mechanisms used to communicate to students and clinical education faculty the specific skills in which students must be competent and safe.

Appendices & On-site Material: See SSR Instructions & Forms

Clinical Education Faculty²⁹

40 Clinical instructors are licensed physical therapists, with a minimum of one year of full time (or equivalent) post-licensure clinical experience, and are effective role models and clinical teachers.

Evidence of Compliance:

Narrative:

- Describe how the program determines that clinical instructors are meeting the expectations of this element, including but not limited to:
 - the program's expectations for the clinical competence of the CIs;
 - the program's expectations for clinical teaching effectiveness of the CIs;
 - how the clinical education sites are informed of these expectations; and
 - how these expectations are monitored.
- Summarize the qualifications of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year (e.g., years of experience, specialist certification, or other characteristics expected by the program).
- Describe the program's expectations for clinical teaching effectiveness of the CIs.
- If not using the CPI Web, identify how CIs are trained in completing the tool to assess student performance.
- Describe how the program determines that the tool used for the evaluation of student performance in the clinical setting has been completed correctly.
- Summarize the teaching effectiveness, including the ability to assess and document student performance, of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year.

Appendices & On-site Material: See SSR Instructions & Forms

²⁹**Clinical education faculty:** The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Center Coordinators of Clinical Education (CCCEs) or Clinical Instructors (CIs). While the educational institution/program does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. The primary CI for physical therapist students must be a physical therapist; however, this does not preclude a physical therapist student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the secondary supervision of other professionals, where permitted by law.

Standard 5

The program recruits, admits and graduates students consistent with the missions and goals of the institution and the program and consistent with societal needs for physical therapy services for a diverse population.

REQUIRED ELEMENTS:

- 5A** Program policies, procedures, and practices related to student recruitment and admission are based on appropriate and equitable criteria and applicable law, are written and made available to prospective students, and are applied consistently and equitably. Recruitment practices are designed to enhance diversity³⁰ of the student body.

Evidence of Compliance:

Narrative:

- Provide the planned class size and the rationale for it.
- Describe procedures for recruitment of students.
- Describe the admissions criteria for the program, including any special considerations used by the program.
- Describe the admission procedures.
- Describe procedures to maintain planned class size. Identify related policies to prevent over enrollment.
- Describe how the program ensures that the admission procedures are applied equitably, including how prospective students' rights are protected.
- Describe the program process for determining the acceptance of credit in transfer from other institutions.
- Describe the efforts of the program to recruit a diverse student population.

Appendices & On-site Material: See SSR Instructions & Forms

- 5B** Prospective and enrolled students are provided with relevant information about the institution and program that may affect them including, but not limited to, catalogs, handbooks, academic calendars, grading policies, total cost to student, financial aid, the program's accreditation status, the process to register a complaint with CAPTE, outcome information, and other pertinent print and/or electronic information. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

Evidence of Compliance:

Narrative:

- Describe how the following information is provided to prospective and enrolled students:
 - Catalogs;
 - Recruitment and admissions information, including admissions criteria, transfer of credit policies and any special considerations used in the process;
 - Academic calendars;
 - Grading policies;
 - Technical standards or essential functions, if used;
 - Acceptance and matriculation rates;
 - Student outcomes including, but limited to, the most current two year data available for graduation rates, employment rates, pass rates on licensing examinations (**first-time and ultimate**);
 - Costs of the program (including tuition, fees, and refund policies);
 - Financial aid; and
 - Enrollment agreement, if used.
- Describe how the following information is communicated to enrolled students including:
 - Process for filing complaint with CAPTE;
 - Job/career opportunities;
 - Availability of student services;
 - Health and professional liability insurance requirements;
 - Information about the curriculum;

³⁰**Diversity:** Includes group/social differences (e.g., race, ethnicity, socioeconomic status, gender, sexual orientation, country of origin, as well as cultural, political, religious, or other affiliations) and individual differences (e.g., age, mental/physical ability, personality, learning styles, and life experiences).

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- Information about the clinical education program, including travel expectations to clinical sites;
- Required health information;
- Potential for other clinical education requirements, such as drug testing and criminal background checks; and
- Access to and responsibility for the cost of emergency services in off-campus educational experiences.

Appendices & On-site Material: See SSR Instructions & Forms

5C Enrollment agreements³¹, if used, comply with institutional accrediting agency and state requirements and are only executed with a prospective student after disclosure of the information delineated in 5B and formal admission to the program has occurred.

Evidence of Compliance:

Narrative:

- Identify whether enrollment agreements are used.
- If used, provide evidence that the agreements are consistent across enrollees for a given cohort.
- If used:
 - Describe the institutional accrediting agency and state requirements for using enrollment agreements and explain how the current agreement complies with these requirements;
 - Indicate when in the enrollment process the student is required to sign the agreement; and
 - Provide evidence that, prior to having to sign the enrollment agreement, prospective students are provided with:
 - Catalogs;
 - Recruitment and admissions information, including transfer of credit policies and any special considerations used in the process;
 - Academic calendars;
 - Grading policies;
 - Accreditation status of the institution and the program, including contact information for CAPTE;
 - Technical standards or essential functions, if available;
 - Acceptance and matriculation rates;
 - Student outcomes, including graduation rates, employment rates, pass rates on licensing examinations, and other outcome measures;
 - Costs of the program (including tuition, fees, and refund policies);
 - Any additional fees associated with verification of identity for distance education purposes;
 - Financial aid; and
 - Enrollment agreement.

Appendices & On-site Material: See SSR Instructions & Forms

5D Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program students are written and provided to students and applied consistently and equitably.

Evidence of Compliance:

Narrative:

- Describe how policies and procedures that affect students are disseminated to students and program faculty.
- Provide examples of situations that illustrate the equitable application of policies that relate to the rights of students.

Appendices & On-site Material: See SSR Instructions & Forms

³¹ **Enrollment agreements:** Formal contracts between the institution, program, and student which articulate basic legal tenets, assumptions, and responsibilities for all parties identified in a transactional relationship.

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5E Policies, procedures, and practices related to student retention,³² student progression³³ and dismissal through the program are based on appropriate and equitable criteria and applicable law, are written and provided to students, and are applied consistently and equitably. Retention practices support a diverse student body.

Evidence of Compliance:

Narrative:

- Describe the mechanism by which students receive regular reports of academic performance and progress.
- Describe the mechanism by which students receive regular reports of their clinical performance and progress, including the minimal expectations of the program for frequency of these reports.
- Describe the resources available to support student retention and progression of students through the program.
- Describe remediation activities, if provided, when knowledge, behavior or skill deficits, or unsafe practices are identified.
- Describe how retention practices support a diverse student body.

Appendices & On-site Material: See SSR Instructions & Forms

³² **Retention:** Maintenance of enrollment across multiple terms.

³³ **Progression:** Ability of students to enroll in subsequent courses based on defined expectations.

**Standard 6:
The program has a comprehensive curriculum plan.**

REQUIRED ELEMENTS:

- 6A** The comprehensive curriculum plan³⁴ is based on: (1) information about the contemporary practice³⁵ of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory.

Evidence of Compliance:

Narrative:

- Describe how the curriculum plan is based on information about the contemporary practice of physical therapy; standards of practice; and current literature, documents, publications, and other resources related to the profession, to physical therapy professional education, and to educational theory.

Appendices & On-site Material: See SSR Instructions & Forms

- 6B** The curriculum plan includes an expectation that students enter the professional program with a baccalaureate degree. Alternatively, students may have three years of undergraduate education that includes in-depth upper division study in one discipline comparable to a minor at the institution prior to entering the professional program.

Evidence of Compliance:

Narrative:

- If the program requires a baccalaureate degree prior to admission, a statement to that effect is the only response required.
- If the program does not require a baccalaureate degree prior to admission, provide evidence that students enter the program with a balance of course work, including upper division courses in at least one content area that is the equivalent of a minor at the institution.

Appendices & On-site Material: See SSR Instructions & Forms

- 6C** The specific prerequisite course work is determined by the program's curriculum plan.

Evidence of Compliance:

Narrative:

- Identify the prerequisite course work and describe the rationale for inclusion of each specific prerequisite course, including the knowledge and skills that students are expected to possess upon entrance into the professional program.
- Analyze the adequacy of the prerequisite course work to prepare students to be successful in the professional program.

Appendices & On-site Material: See SSR Instructions & Forms

- 6D** The curriculum plan includes a description of the curriculum model³⁶ and the educational principles on which it is built.

Evidence of Compliance:

Narrative:

- Describe the curriculum model and the educational principles of the curriculum.
- Provide examples of how the educational principles translate into learning experiences.

Appendices & On-site Material: See SSR Instructions & Forms

³⁴ **Curriculum plan:** A plan for the education of learners that includes objectives, content, learning experiences and evaluation methods—all of which are grounded in the mission and expected student outcomes of the program and are based on consideration of educational theory and principles, the nature of contemporary practice, and the learners' previous experiences. The curriculum plan is part of the overall program plan, the latter of which may include goals related to areas such as program growth, finances, faculty development, faculty scholarship, community involvement, etc.

³⁵ **Contemporary practice:** Delivery of physical therapy services as documented in current literature, including the *Guide to Physical Therapist Practice*, the Standards of Practice, and the Code of Ethics.

³⁶ **Curriculum model:** A general description of the organization of the professional curriculum content.

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6E The curriculum plan includes a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes, including the expected student learning outcomes described in Standard 7. The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems³⁷, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness. The clinical education component provides organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes both integrated³⁸ and full-time³⁹ terminal experiences.

Evidence of Compliance:

Narrative:

- Describe how the courses are organized, sequenced, and integrated, including clinical education.
- Provide the rationale for the model used to integrate the didactic and clinical education portions of the curriculum; include a description of the course work that prepares students for each clinical education experience.
- Provide examples of sequential and integrated learning experiences that prepare students to provide care to individuals with orthopedic, neurological, and cardiopulmonary conditions and to geriatric and pediatric populations.
- Describe how the organization, sequencing, and integration of courses facilitate student achievement of the expected outcomes.
- **For Initial Accreditation ONLY:** if curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Summarize curricular changes, including rationale for changes, in Element 2C.

Appendices & On-site Material: See SSR Instructions & Forms

6F The didactic and clinical curriculum includes interprofessional education⁴⁰; learning activities are directed toward the development of interprofessional competencies including, but not limited to, values/ethics, communication, professional roles and responsibilities, and teamwork. NOTE: this element will become effective January 1, 2018.

Narrative:

- Describe learning activities that involve students, faculty and/or practitioners from other health care professions.
- Describe the effectiveness of the learning activities in preparing students and graduates for team-based collaborative care.

Appendices & On-site Material: See SSR Instructions & Forms

6G The curriculum plan includes course syllabi that are comprehensive and inclusive of all CAPTE expectations.

Evidence of Compliance:

Narrative:

- Only response needed is to refer the reader to the course syllabi that are accessed from the WinZip file.
- **Note:** for **Initial Accreditation ONLY:** provide the curriculum and syllabi for the charter class as CAPTE must make an accreditation decision based on their curriculum. If curricular changes have occurred since the program started, provide a summary of the changes and the rationale for the changes in Element 2C. Contact Accreditation Staff to discuss how to provide syllabi for current curriculum.

³⁷ **Major Systems:** Cardiovascular, pulmonary, integumentary, musculoskeletal, neuromuscular systems.

³⁸ **Integrated clinical education:** Clinical education experiences that occur before the completion of the didactic component of the curriculum. Options include but are not limited to one day a week during a term, a short full-time experience at the end of a term, a longer full-time experience between two regular terms. Integrated experiences cannot be satisfied with patient simulations or the use of real patients in class; these types of experiences are too limited and do not provide the full range of experiences a student would encounter in an actual clinical setting. Integrated clinical experiences must be satisfied prior to the start of any terminal clinical experiences.

³⁹ **Full time terminal clinical education:** Extended full-time experience that occurs at the end of the professional curriculum but may be followed by didactic activity that does not require additional clinical experiences. Full-time is considered to be an average of 35 hours each week for the duration of the clinical education course.

⁴⁰ **Interprofessional Education:** Occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care. (WHO, 2002)

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NOTE: Each syllabus must include at least the following:

- title and number;
- description;
- department offering course;
- credit hours;
- instructor(s);
- clock hours (lecture and laboratory) and schedule;
- course prerequisites;
- course objectives;
- outline of content and assigned instructor;
- description of teaching methods and learning experiences;
- methods of student evaluation/grading; and
- **textbook and other learning resources.**

Appendices & On-site Material: See SSR Instructions & Forms

Note: If the program or institution requires a syllabus format that does not include all of the above, the required syllabi plus an addendum is acceptable. For the purpose of accreditation review, all of the above are required.

6H The curriculum plan includes learning objectives⁴¹ stated in behavioral terms that reflect the breadth and depth⁴² of the course content and describe the level of student performance expected.

Evidence of Compliance:

Narrative:

- Describe the adequacy of the objectives, in the aggregate, to reflect the depth and breadth needed to meet expected student performance outcomes.
- Describe the extent to which course objectives, in the aggregate, are written in behavioral (measurable and observable) terms.
- Provide two examples of how expected competencies (as delineated by learning objectives) progress from introduction of core knowledge in didactic courses to demonstration of performance in the academic setting to the expected level of clinical performance.

Appendices & On-site Material: See SSR Instructions & Forms

6I The curriculum plan includes a variety of effective instructional methods⁴³ selected to maximize learning. Instructional methods are chosen based on the nature of the content, the needs of the learners, and the defined expected student outcomes.

Evidence of Compliance:

Narrative:

- Describe the variety of instructional methods and learning experiences used in the curriculum to facilitate students' achievement of the objectives.
- Describe the rationale for the selection of instructional methods and learning experiences used in the curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

⁴¹ **Objectives:** Statements specifying desired knowledge, skills, behaviors, or attitudes to be developed as a result of educational experiences. To the extent possible, objectives are expected to be behavioral (e.g., observable and measurable) across all learning domains.

⁴² **Breadth and depth:** Qualities associated with the extent to which a learning experience, or a series of learning experiences, includes: (1) a diversity of subject matter (breadth) and/or (2) a focus on one subject (depth). In the context of physical therapy course content and objectives, breadth is usually demonstrated by objectives that describe the variety of knowledge, behaviors, or skills the student is expected to achieve, while depth is demonstrated by the description of the degree of student achievement expected as described in the objectives (e.g., the taxonomic level within the appropriate domain of learning).

⁴³ **Instructional methods:** Classroom, laboratory, research, clinical, and other curricular activities that substantially contribute to the attainment of professional (entry-level) competence.

6J The curriculum plan includes a variety of effective tests and measures⁴⁴ and evaluation processes⁴⁵ used by faculty to determine whether students have achieved the learning objectives. Regular, individual testing and evaluation of student performance in the cognitive, psychomotor, and affective domains is directly related to learning objectives and includes expectations for safe practice during clinical education experiences.

Evidence of Compliance:

Narrative:

- Describe the variety of evaluation mechanisms, including formative and summative, used by the program to measure students' achievement of objectives. Describe the timing of student evaluation across the curriculum, in didactic, laboratory, and clinical education courses, including demonstrating that performance based competencies are assessed in the academic setting prior to clinical performance.
- Describe how the program ensures that evaluations used by the program to evaluate student performance are appropriate for the instructional content and for the expected level of student performance.
- Identify instrument(s) used to assess student performance during clinical education experiences.
- Describe how the program ensures that students have achieved the objectives stated for each clinical education experience.

Appendices & On-site Material: See SSR Instructions & Forms

6K If the curriculum plan includes courses offered by distance education methods, the program provides evidence⁴⁶ that:

Evidence of Compliance:

Narrative:

- Describe the use of distance education methods in the curriculum, if any. If no distance education methods are used, state that for each Element 6K1 through Element 6K8.

Appendices & On-site Material: See SSR Instructions & Forms

6K1 faculty teaching by distance are effective in the provision of distance education;

Evidence of Compliance:

Narrative:

- Provide evidence that faculty teaching by distance are effective in the provision of distance education.

6K2 the rigor⁴⁷ of the distance education courses is equivalent to that of site-based courses;

Evidence of Compliance:

Narrative:

- Describe how the program ensures the rigor of the distance education courses.

Appendices & On-site Material: See SSR Instructions & Forms

6K3 student performance meets the expectations of the faculty as described in course syllabi and demonstrated in student assessment;

Evidence of Compliance:

Narrative:

- Describe how the program ensures student performance in distance education courses meets the expectations described in course syllabi.

Appendices & On-site Material: See SSR Instructions & Forms

⁴⁴ **Tests and measures:** Procedures used to obtain data on student achievement of expected learning outcomes.

⁴⁵ **Evaluation processes:** Methods and activities to determine the extent to which student test data relate to overall student performance.

⁴⁶ Assessment of the quality of distance education is required by USDE.

⁴⁷ **Rigor:** Expectations for student assignments, engagement in the course and performance.

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6K4 there is a mechanism for determining student identity during course activities and when testing occurs at a distance;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to determine student identity during course activities and when testing occurs at a distance.

Appendices & On-site Material: See SSR Instructions & Forms

6K5 there is a mechanism for maintaining test security and integrity when testing occurs at a distance;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to maintain test security and integrity when testing occurs at a distance.

Appendices & On-site Material: See SSR Instructions & Forms

6K6 there is a mechanism for maintaining student privacy as appropriate;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to maintain student privacy during distance education courses (e.g., distribution of grades on tests and assignments).

Appendices & On-site Material: See SSR Instructions & Forms

6K7 students have been informed of any additional fees related to distance education; and

Evidence of Compliance:

Narrative:

- Identify additional student fees, if any, for distance education courses.
- If there are additional student fees for distance education courses, describe how and when students are informed of the fees.

Appendices & On-site Material: See SSR Instructions & Forms

6K8 distance education students have access to academic, health, counseling, disability and financial aid services commensurate with services that students receive on campus.

Evidence of Compliance:

Narrative:

- Describe how distance education students have access to academic, health, counseling, disability and financial aid services.
- Compare the academic, health, counseling, disability and financial aid services available to students taking distance education courses to those that are available for students taking on-site courses.

Appendices & On-site Material: See SSR Instructions & Forms

6L The curriculum plan includes clinical education experiences⁴⁸ for each student that encompass, but are not limited to:

6L1 management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care;

Evidence of Compliance:

Narrative:

- Describe the program's expectations for types of patients and treatment that each student will have worked with by the end of the program.
- Describe the program's expectations for management of patients/clients across the lifespan and continuum of care.
- Describe how the program monitors that each student has the required experiences.
- Describe the range of experiences other than those required that students have had.

Appendices & On-site Material: See SSR Instructions & Forms

6L2 practice in settings representative of those in which physical therapy is commonly practiced;

Evidence of Compliance:

Narrative:

- Describe the range of practice settings available.
- Describe the clinical education practice settings in which students are required to participate.
- Describe how the program monitors that each student has the required experiences.

Appendices & On-site Material: See SSR Instructions & Forms

6L3 involvement in interprofessional practice⁴⁹

Evidence of Compliance:

Narrative:

- Describe the program's expectation for opportunities for involvement in interprofessional practice during clinical education experiences.
- Provide evidence that students have opportunities for interprofessional practice.

Appendices & On-site Material: See SSR Instructions & Forms

6L4 direction and supervision of the physical therapist assistant and other physical therapy personnel; and

Evidence of Compliance:

Narrative:

- Describe the program's expectation for opportunities for direction and supervision of physical therapist assistants and other physical therapy personnel during clinical education experiences.
- Provide evidence the students have an opportunity for direction and supervision of PTAs or other physical therapy personnel.

Appendices & On-site Material: See SSR Instructions & Forms

6L5 other experiences that lead to the achievement of the program's defined expected student outcomes.

Evidence of Compliance:

Narrative:

- Describe the program's expectation for other clinical education experiences that lead to the achievement of the program's expected student outcomes.
- Provide evidence that the students have these experiences.

Appendices & On-site Material: See SSR Instructions & Forms

⁴⁸ **Clinical education experiences:** That aspect of the professional curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

⁴⁹ **Interprofessional practice:** "When multiple health workers from different professional backgrounds work together with patients, families, carers [sic], and communities to deliver the highest quality of care" (WHO, 2010).

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6M The series of courses included in the professional curriculum is comprised of at least 90 semester credit hours (or the equivalent) and is completed (including clinical education) in no less than 6 semesters⁵⁰ or the equivalent. The clinical education component of the curriculum includes a minimum of 30 weeks/1,050 hours of full-time clinical education experiences.

Evidence of Compliance:

Narrative:

- Identify the length of the program in semesters (or equivalent) and in semester credit hours (or equivalent).
- Identify the number of weeks of full time clinical education.
- If program is offered part-time, provide evidence that the credits and contact hours are the same as for the full-time programs.

Appendices & On-site Material: See SSR Instructions & Forms

6N The institution awards the Doctor of Physical Therapy (DPT) as the first professional degree for physical therapists at satisfactory completion of the program.

Evidence of Compliance:

Narrative:

- State the degree granted.

Appendices & On-site Material: See SSR Instructions & Forms

⁵⁰6 semesters: As of 2014, the average length of professional programs is 8.33 semesters, ranging from 6 to 12 semesters or equivalent.

Standard 7

The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

REQUIRED ELEMENTS:

- 7A** The physical therapist professional curriculum includes content and learning experiences in the biological, physical, behavioral and movement sciences necessary for entry level practice. Topics covered include anatomy, physiology, genetics, exercise science, biomechanics, kinesiology, neuroscience, pathology, pharmacology, **diagnostic imaging**, histology, nutrition, and psychosocial aspects of health and disability.

Evidence of Compliance:

Narrative:

- Describe where and how each of the delineated biological and physical sciences content areas is included in the professional curriculum. Do not include prerequisite courses.

Appendices & On-site Material: See SSR Instructions & Forms

- 7B** The physical therapist professional curriculum includes content and learning experiences in communication, ethics and values, management, finance, teaching and learning, law, clinical reasoning, evidenced-based practice and applied statistics.

Evidence of Compliance:

Narrative:

- Describe where and how each of the delineated content areas is included in the professional curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

- 7C** The physical therapist professional curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; system interactions; differential diagnosis; and the medical and surgical conditions across the lifespan commonly seen in physical therapy practice.

Evidence of Compliance:

Narrative:

- Describe where and how each of the delineated clinical sciences content areas is included in the professional curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

- 7D** The physical therapist professional curriculum includes content and learning experiences designed to prepare students to achieve educational outcomes required for initial practice of physical therapy. Courses within the curriculum include content designed to prepare program students to:

Evidence of Compliance:

Narrative:

- For each of the following elements:
 - Describe where the content is presented in the curriculum and provide example(s)/descriptions(s) of the learning experiences that are designed to meet the practice expectations (i.e., describe where and how the content is taught throughout the curriculum);
 - Provide a **2-5** examples of course objectives that demonstrate the highest expected level of student performance, include course **prefix and number, course name, objective number and the full wording of the objective**. Include objectives from clinical education courses, if applicable. If the expectation is a curricular theme, examples of course objectives from multiple courses are required, up to a maximum of 10 objectives; and

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- Describe outcome data that may include qualitative and/or quantitative evidence, which demonstrates the level of actual student achievement for each practice expectation 7D1-7D43. **For Initial Accreditation ONLY**, describe the planned outcome and how the program will determine the actual level of student achievement for each practice expectation. **For Initial Accreditation ONLY:** if curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Contact Accreditation Staff to discuss what additional information should be provided for the current curriculum.
- If the program teaches content beyond what is addressed in Elements 7D1-7D43, identify the content, where and how it is taught and the highest expected performance level. If being taught to competency, identify how and where competency is tested.

Appendices & On-site Material: See SSR Instructions & Forms

Professional Ethics, Values and Responsibilities

- 7D1** Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
- 7D2** Report to appropriate authorities suspected cases of abuse of vulnerable populations.
- 7D3** Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.
- 7D4** Practice in a manner consistent with the APTA *Code of Ethics*.
- 7D5** Practice in a manner consistent with the APTA *Core Values*.
- 7D6** Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.
- 7D7** Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
- 7D8** Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all professional activities.
- 7D9** Access and critically analyze scientific literature.
- 7D10** Apply current knowledge, theory, and professional judgment while considering the patient/client perspective, the environment, and available resources.
- 7D11** Identify, evaluate and integrate the best evidence for practice with clinical judgment and patient/client values, needs, and preferences to determine the best care for a patient/client.
- 7D12** Effectively educate others using teaching methods that are commensurate with the needs of the learner, including participation in the clinical education of students.
- 7D13** Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.
- 7D14** Advocate for the profession and the healthcare needs of society through legislative and political processes.
- 7D15** Identify career development and lifelong learning opportunities, including the role of the physical therapist in the clinical education of physical therapist students.

Patient/Client Management

Screening

7D16 Determine when patients/clients need further examination or consultation by a physical therapist or referral to another health care professional.

Examination, Evaluation and Diagnosis

7D17 Obtain a history and relevant information from the patient/client and from other sources as needed.

7D18 Perform systems review⁵¹.

7D19 Select, and competently administer tests and measures⁵² appropriate to the patient's age, diagnosis and health status including, but not limited to, those that assess:

- a. Aerobic Capacity/Endurance
- b. Anthropometric Characteristics
- c. Assistive Technology
- d. Balance
- e. Circulation (Arterial, Venous, Lymphatic)
- f. Self-Care and Civic, Community, Domestic, Education, Social and Work Life
- g. Cranial and Peripheral Nerve Integrity
- h. Environmental Factors
- i. Gait
- j. Integumentary Integrity
- k. Joint Integrity and Mobility
- l. Mental Functions
- m. Mobility (including Locomotion)
- n. Motor Function
- o. Muscle Performance (including Strength, Power, Endurance, and Length)
- p. Neuromotor Development and Sensory Processing
- q. Pain
- r. Posture
- s. Range of Motion
- t. Reflex Integrity
- u. Sensory Integrity
- v. Skeletal Integrity
- w. Ventilation and Respiration or Gas Exchange

7D20 Evaluate data from the examination (history, health record, systems review, and tests and measures) to make clinical judgments.

7D21 Use the International Classification of Function (ICF) to describe a patient's/client's impairments, activity and participation limitations.

7D22 Determine a diagnosis that guides future patient/client management.

⁵¹ **Systems Review:** Including the cardiovascular/pulmonary system through the assessment of blood pressure, heart rate, respiration rate, and edema; the integumentary system through the gross assessment of skin color, turgor, integrity, and the presence of scar; the musculoskeletal system through the gross assessment of range of motion, strength, symmetry, height, and weight; the neuromuscular system through the general assessment of gross coordinated movement and motor function; and the gross assessment of communication ability, affect, cognition, language, and learning style, consciousness, orientation, and expected behavioral/emotional responses.

⁵² **Test and Measures:** The list is adapted from the *Guide to Physical Therapist Practice (2014)*.

Prognosis and Plan of Care

- 7D23** Determine patient/client goals and expected outcomes within available resources (including applicable payment sources) and specify expected length of time to achieve the goals and outcomes.
- 7D24** Establish a safe and effective plan of care in collaboration with appropriate stakeholders, including patients/clients, family members, payors, other professionals and other appropriate individuals.
- 7D25** Determine those components of the plan of care that may, or may not, be directed to the physical therapist assistant (PTA) based on (a) the needs of the patient/client, (b) the role, education, and training of the PTA, (c) competence of the individual PTA, (d) jurisdictional law, (e) practice guidelines policies, and (f) facility policies.
- 7D26** Create a discontinuation of episode of care plan that optimizes success for the patient in moving along the continuum of care.

Intervention⁵³

- 7D27** Competently perform physical therapy interventions to achieve patient/client goals and outcomes. Interventions include:
- a. Airway Clearance Techniques
 - b. Assistive Technology: Prescription, Application, and, as appropriate, Fabrication or Modification
 - c. Biophysical Agents
 - d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
 - e. Integumentary Repair and Protection
 - f. Manual Therapy Techniques (including mobilization/manipulation thrust and nonthrust techniques)
 - g. Motor Function Training (balance, gait, etc.)
 - h. Patient/Client education
 - i. Therapeutic Exercise

Management of Care Delivery

- 7D28** Manage the delivery of the plan of care that is consistent with professional obligations, interprofessional collaborations, and administrative policies and procedures of the practice environment.
- 7D29** Delineate, communicate and supervise those areas of the plan of care that will be directed to the PTA.
- 7D30** Monitor and adjust the plan of care in response to patient/client status.
- 7D31** Assess patient outcomes, including the use of appropriate standardized tests and measures that address impairments, functional status and participation.
- 7D32** Complete accurate documentation related to 7D15 - 7D30 that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.

⁵³ **Interventions:** This list is adapted from the *Guide to Physical Therapist Practice (2014)*.

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- 7D33** Respond effectively to patient/client and environmental emergencies in one's practice setting.
- 7D34** Provide physical therapy services that address primary, secondary and tertiary prevention, health promotion, and wellness to individuals, groups, and communities.
- 7D35** Provide care through direct access.
- 7D36** Participate in the case management process.

Participation in Health Care Environment

- 7D37** Assess and document safety risks of patients and the healthcare provider and design and implement strategies to improve safety in the healthcare setting as an individual and as a member of the interprofessional healthcare team
- 7D38** Participate in activities for ongoing assessment and improvement of quality services.
- 7D39** Participate in patient-centered interprofessional collaborative practice.
- 7D40** Use health informatics⁵⁴ in the health care environment.
- 7D41** Assess health care policies and their potential impact on the healthcare environment and practice.

Practice Management

- 7D42** Participate in the financial management of the practice setting, including accurate billing and payment for services rendered.
- 7D43** Participate in practice management, including marketing, public relations, regulatory and legal requirements, risk management, staffing and continuous quality improvement.

⁵⁴ As defined by the U.S. National Library of Medicine, **health informatics** is the interdisciplinary study of the design, development, adoption, and application of IT-based innovations in healthcare services delivery, management, and planning. **Medical Informatics**, physician, **Health IT**. Jan 7, 2014

Standard 8

The program resources are sufficient to meet the current and projected needs of the program.

REQUIRED ELEMENTS:

8A The collective core faculty is sufficient in number to allow each individual core faculty member to meet teaching, scholarship and service expectations and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes.

Evidence of Compliance:

Portal Fields:

- Provide faculty workload data for each faculty member on the individual Core Faculty Detail page(s).
- Provide information related to teaching responsibilities in the Course Details page for each course.

Narrative:

- Describe how the program determines the number of core faculty needed to accomplish all program activities delineated in the element.
- Describe the core faculty resources for the program.
- Identify the core faculty:student ratio⁵⁵ and the average faculty:student lab ratio.
- Provide evidence that the core faculty workloads are within the defined workload policies.
- Describe how the faculty teaching and workloads for the program faculty are adequate to meet the program needs with regard to:
 - teaching, including coordination of associated faculty;
 - scholarship;
 - program administration;
 - administration of the clinical education program;
 - institutional and program committee and governance activities;
 - student advising;
 - any expectations related to student recruitment and admissions process; and
 - other institutional and program responsibilities.

Appendices & On-site Material: See SSR Instructions & Forms

8B The program has, or has ensured access to, adequate secretarial/administrative and technical support services to meet expected program outcomes.

Evidence of Compliance:

Narrative:

- Describe the secretarial/administrative and technical support available to the program, including the secretarial/administrative support available for the clinical education program.

Appendices & On-site Material: See SSR Instructions & Forms

8C Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes and to support the academic integrity and continuing viability of the program.

Evidence of Compliance:

Portal Fields:

- Provide three years of allocations and expense data in the Portal section entitled *Income Statement*. Data must be provided for the academic year of the visit, the previous academic year and projected data for the next academic year. The form, Allocations and Expense Statements, can be used to collect the required data.

⁵⁵ **Core faculty:student ratio:** When determining this value, use (1) the number of full-time and part-time core faculty positions allocated to the program (regardless of the number of cohorts) and (2) the total number of students enrolled in the professional phase of the program (regardless of the number of cohorts).

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Note: **Allocations** refers to the amounts **budgeted to the program**; it should never be zero nor should it reflect all tuition dollars collected by the institution unless all tuition dollars are indeed allocated to the program.

Narrative:

- Describe the various revenue sources, including the expected stability of each.
- Describe how allocated funds from each source are used.
- Describe the process used to determine short- and long-term budgetary needs that are tied to the strategic planning process.

Appendices & On-site Material: See SSR Instructions & Forms

8D The program has, or has ensured access to, space, equipment, technology and materials of sufficient quality and quantity to meet program goals related to teaching, scholarship and service.

8D1 Classroom and laboratory environments are supportive of effective teaching and learning.

Evidence of Compliance:

Narrative:

- Describe the classroom and laboratory space consistently used by the program.
- Describe other classroom and laboratory space used by the program in the past two years, if different than that described in response to the first bullet.
- Describe how the space is supportive of effective teaching and learning: access to current technology, access to safety features, good repair, cleanliness, temperature control, etc.

Appendices & On-site Material: See SSR Instructions & Forms

8D2 Space is sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials.

Evidence of Compliance:

Narrative:

- Describe the space available to the program for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials.

Appendices & On-site Material: See SSR Instructions & Forms

8D3 Students have access to laboratory space outside of scheduled class time for practice of clinical skills.

Evidence of Compliance:

Narrative:

- Identify the opportunities students have for access to laboratories for practice outside of scheduled class times.

Appendices & On-site Material: See SSR Instructions & Forms

8D4 Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number, are in safe working order, and are available when needed.

Evidence of Compliance:

Narrative:

- Provide a general description of the equipment and materials available for the support of the program including equipment and supplies loaned by vendors or by facilities other than the institution.
- Describe the process used to ensure that equipment is in safe working order, sufficient in number and reflective of contemporary PT practice.
- Describe access to equipment being borrowed/loaned or used off-site; describe the contingency plan should borrowed/loaned equipment not be available for remediation and testing.

Appendices & On-site Material: See SSR Instructions & Forms

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8D5 Technology resources meet the needs of the program.

Evidence of Compliance:

Narrative:

- Describe how the program uses technology for instructional and other purposes.
- Describe how the available instructional technology meets the needs of the program.

Appendices & On-site Material: See SSR Instructions & Forms

8D6 Core faculty have access to sufficient space and equipment to fulfill their scholarly agendas.

Evidence of Compliance:

Narrative:

- Describe the scholarship equipment and space needs of each core faculty member.
- Describe the scholarship equipment and space to which core faculty have access.

Appendices & On-site Material: See SSR Instructions & Forms

8E The resources of the institutional library system and related learning resource centers are adequate to support the needs and meet the goals of the program, faculty and students.

Evidence of Compliance:

Narrative:

- Describe the adequacy of the library resources, including the technological resources, and related learning resource centers available to the program faculty and students.
- Describe the accessibility of library resources and related learning resource centers to program faculty and students.
- If the educational program has its own facility for books, periodicals, instructional, and audiovisual materials, describe how the facility and materials are in an environment that is conducive to their intended purpose and accessible to students and academic faculty when needed.

Appendices & On-site Material: See SSR Instructions & Forms

8F The clinical sites available to the program are sufficient to provide the quality, quantity and variety of expected experiences to prepare students for their roles and responsibilities as physical therapists.

Evidence of Compliance:

Narrative:

- Describe the process used by the program to determine that the clinical education sites offer experiences for the students consistent with the goals of the clinical education portion of the curriculum and with the objectives of the individual clinical education courses in the curriculum.
- Describe how the program ensures a sufficient number and variety of clinical education sites to support the goals of the clinical education portion of the curriculum and to meet the objectives of the individual clinical education courses in the curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

8G There are effective written agreements between the institution and the clinical education sites that are current and describe the rights and responsibilities of both parties. At a minimum, agreements address the purpose of the agreement; the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical education site, including those related to responsibility for patient/client care and to responsibilities for supervision and evaluation of students; and the procedures to be followed in reviewing, revising, and terminating the agreement.

Evidence of Compliance:

Narrative:

- Briefly describe the provisions of the clinical education contracts used by the program.
- Describe how the program maintains the currency of written agreements with clinical education sites.
- Describe the process used to ensure that there are current written agreements between the institution and the clinical education sites.

Appendices & On-site Material: See SSR Instructions & Forms

8H Academic services, counseling services, health services, disability services, and financial aid services are available to program students.

Evidence of Compliance:

Narrative:

- Briefly describe the academic, counseling, health, disability, and financial aid services available to program students.

Appendices & On-site Material: See SSR Instructions & Forms

Note: Accessibility of these services for students taking distance education courses is requested in 6K8.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Commission on Accreditation of Physical Therapy Education Evaluative Criteria for Physical Therapist Assistant Programs

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**Standard 1:
The program meets graduate achievement measures and program outcomes related to its mission and goals.**

REQUIRED ELEMENTS:

- 1A** The mission¹ of the program is written and compatible with the mission of the institution, with the unit(s) in which the program resides, and with contemporary preparation² of physical therapist assistants.

Evidence of Compliance:

Narrative:

- Provide the mission statements for the institution, the unit(s) in which the program resides, and the program.
- Describe the congruency of the program's mission statement with the institution and unit(s) missions.
- Describe the consistency of the program's mission with contemporary professional expectations for the preparation of physical therapist assistants.

Appendices & On-site Material: See SSR Instructions & Forms

- 1B** The program has documented goals³ that are based on its mission, that reflect contemporary physical therapy education and practice, and that lead to expected program outcomes.

Evidence of Compliance:

Narrative:

- Provide the goals, including those related to:
 - Students and graduates (e.g., competent clinicians, leaders in the profession);
 - Faculty (e.g., achieving tenure and/or promotion, involvement in professional associations, improving academic credentials); and/or
 - The program (e.g., contributing to the community, development of alternative curriculum delivery models).
- Describe how the goals reflect the program's stated mission.

Appendices & On-site Material: See SSR Instructions & Forms

- 1C** The program meets required student achievement measures⁴ and its mission and goals as demonstrated by actual program outcomes.

- 1C1** Graduation rates⁵ are at least 60%, averaged over two years. If the program admits more than one cohort per year, the two year graduation rate for each cohort must be at least 60%. When two years of data are not available, the one-year graduation rate must be sufficient to allow the program to meet the expectation for a two-year graduation rate of at least 60%.

Evidence of Compliance:

Portal Fields:

- Provide graduation data for the most recent two years for which there is full data in the section entitled *Graduation Rate Data for the years identified on the Portal*. Use the Graduation Rate Table (forms packet) to collect the graduation data. Identify the number of cohorts admitted each year; data will be required for each cohort.

¹ **Mission:** A statement that describes why the physical therapist assistant education program exists, including a description of any unique features of the program. [The mission is distinct from the program's goals, which indicate how the mission is to be achieved.]

² **Contemporary preparation:** Reflects the minimum skills required for entry-level preparation of the physical therapist assistant and the needs of the area workforce as documented by the program. Contemporary preparation requires preparation for evidence based practice.

³ **Goals:** The ends or desired results toward which program faculty and student efforts are directed. Goals are general statements of what the program must achieve in order to accomplish its mission. Goals are long range and generally provide some structure and stability to the planning process. In physical therapist assistant education programs, goals are typically related to the educational setting, the educational process, the scholarly work of faculty and students, the service activities of faculty and students, etc.

⁴ **Graduate and student achievement measures:** The measures of outcome required by USDE (graduation rate, licensure pass rate, employment rate).

⁵ **Graduation Rate:** The percentage of students who are matriculated in the first technical course in the program after the add/drop period and who complete the program.

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Narrative:

- Identify the 2-year graduation rate calculated by the data entered into the Graduation Rate Data Section on the Portal.
- If the program graduates more than one cohort of students in an academic year, provide an analysis comparing the outcomes of the different cohorts.
- **For Initial Accreditation only:** indicate that there are no graduates and provide the expected timeframe to collect and analyze graduate data. Provide the Retention Rate Table (forms packet) as an appendix.

Appendices & On-site Material: See SSR Instructions & Forms

1C2 Ultimate licensure pass rates⁶ are at least 85%, averaged over two years. When two years of data are not available, the one-year ultimate rate must be sufficient to allow the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.

Evidence of Compliance:

Narrative:

- Provide the most current licensure pass rate data available for your program through the Federation of State Boards of Physical Therapy (FSBPT):
 - First time pass rates for the past two academic years.
 - Two-year ultimate pass rate based on the following data:
 - Number of graduates who took the examination at least once;
 - Number of graduates who passed the exam after all attempts;
- ** NOTE:** if licensure pass rates for graduates in the last academic year have not yet stabilized, provide the data for the past three years and the two-year rate for the cohorts for which the data has stabilized.
- If program graduates do not routinely take the FSBPT exam, provide equivalent data.
 - **For Initial Accreditation only:** identify that there are no graduates and provide the expected timeframe to collect and analyze graduate data.

Appendices & On-site Material: See SSR Instructions & Forms

1C3 Employment rates⁷ are at least 90%, averaged over two years. If the program admits more than one cohort per year, the two year employment rate for each cohort must be at least 90%. When two years of data are not available, the one-year employment rate must be sufficient to allow the program to meet the expectation for a two-year employment rate of at least 90%.

Evidence of Compliance:

Narrative:

- Provide the two-year employment rate for the last two academic years for each cohort based on the number of graduates who sought employment and the number of graduates employed within one year of graduation.
- **For Initial Accreditation only:** indicate that there are no graduates and provide the expected timeframe to collect and analyze graduate data.

Appendices & On-site Material: See SSR Instructions & Forms

1C4 Students demonstrate entry-level clinical performance during clinical education experiences prior to graduation.

Evidence of Compliance:

Narrative:

- Describe the mechanisms used to determine entry-level performance of students during clinical education experiences prior to graduation.
- Provide evidence that each student who completed the program within the last year demonstrated entry-level clinical performance by the end of their last clinical education experience.
 - If applicable, describe mechanisms utilized when CI ratings suggested less than entry-level performance and how the program managed each situation when a student did not meet entry-level clinical performance.

⁶ **Licensure pass rate:** The percentage of graduates who take and successfully pass the National Physical Therapy Examination (NPTE). Rates are considered to be stabilized one year after graduation.

⁷ **Employment rate:** The percentage of graduates who sought employment that were employed (full-time or part-time) as a physical therapist assistant within 1 year following graduation.

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- **For Initial Accreditation only:** indicate that students have not yet completed their last clinical education experience and provide the expected timeframe to collect and analyze this data. Note: the program will be required to provide additional information prior to CAPTE's initial accreditation decision; please refer to Part 8 of CAPTE's Rules of Practice and Procedure, accessible at www.capteonline.org, for detailed information about what must be provided and the timing of the request.

Appendices & On-site Material: See SSR Instructions & Forms

1C5 The program graduates meet the expected outcomes as defined by the program.

Evidence of Compliance:

Narrative:

- For each goal related to program graduates delineated in Element 1B, list the expected outcomes that support the goal.
- For each outcome, provide the expected level of achievement and describe the process the program uses to determine if the expectation has been met.
- Based on the graduate (not student) data collected from the various stakeholders identified in Element 2C, provide a summary of the data and an analysis of the extent to which the graduates meet the program's expected graduate student outcomes.
- If the program has more than one cohort, provide an analysis for each cohort.
- **For Initial Accreditation only:** indicate that there are no graduates and provide the expected timeframe to collect and analyze graduate data.

Note: Graduates are former students who have earned the PTA degree from the program.

Appendices & On-site Material: See SSR Instructions & Forms

1C6 The program meets expected outcomes related to its mission and goals.

Evidence of Compliance:

Narrative:

- For all other program goals delineated in Element 1B, list the expected outcomes that support the goal.
- For each outcome, provide the expected level of achievement and describe the process the program uses to determine if the expectation has been met.
- Based on the data collected from the various stakeholders identified in Element 2C, provide a summary of the data and an analysis of the extent to which the program meets its expected outcomes related to its mission and goals.
- If the program has more than one cohort, provide an analysis for each cohort.
- **For Initial Accreditation only:** indicate the expected timeframe to collect and analyze the program's expected outcome data.

Appendices & On-site Material: See SSR Instructions & Forms

Standard 2:

The program is engaged in effective, on-going, formal, comprehensive processes for self-assessment and planning for the purpose of program improvement.

REQUIRED ELEMENTS:

2A The program has documented and implemented on-going, formal, and comprehensive program assessment processes that are designed to determine program effectiveness and used to foster program improvement.

Evidence of Compliance:

Narrative:

- Provide a description of the overall assessment process which includes, but is not limited to, the areas outlined in Elements 2B1-2B5 and 2C that summarizes the information in the program assessment matrix.
- Describe the overall strengths and weaknesses identified through analysis of cumulative assessment data. If other strengths and weakness have been identified, describe them and provide the source of evidence that led to that determination.
- Describe two examples of changes resulting from the assessment process within the last four years. For each example, describe the rationale for the change and describe the process, timeline and results (if available) of re-assessment to determine if the change resulted in program improvement.

Appendices & On-site Material: See SSR Instructions & Forms

2B For each of the following, the program provides an analysis of relevant data and identifies needed program change(s) with timelines for implementation and reassessment. The assessment process is used to determine the extent to which:

2B1 the admissions process and criteria meet the needs and expectations of the program.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the admission process and criteria meet the needs and expectations of the program.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected level or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to the admissions process, criteria, and prerequisites to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

2B2 program enrollment appropriately reflects available resources, program outcomes and workforce needs.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the optimum program enrollment considering resources, program outcomes and workforce needs.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program enrollment to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

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2B3 the collective core, associated and clinical education faculty meet program and curricular needs.

Evidence of Compliance:

Narrative:

- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the collective core and associated faculty meet program and curricular needs.
- Provide an analysis of data collected and the conclusions drawn to determine the extent to which the collective clinical education faculty meet program and curricular needs.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to the collective core, associated, and clinical education faculty to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

NOTE: This element refers to the assessment of the collective faculty. Information regarding the process to assess individual faculty is addressed in Standard 4.

Appendices & On-site Material: See SSR Instructions & Forms

2B4 program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to, financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services.

Evidence of Compliance:

Narrative:

- Provide an analysis of the data collected and the conclusions drawn to determine the extent to which program resources are meeting, and will continue to meet, current and projected program needs including, but not limited to: financial resources, staff, space, equipment, technology, materials, library and learning resources, and student services (academic, counseling, health, disability, and financial aid services).
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program resources to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

2B5 program policies and procedures, as well as relevant institutional policies and procedures meet program needs. This includes analysis of the extent to which program practices adhere to policies and procedures.

Evidence of Compliance:

Narrative:

- Provide an analysis of the information collected and the conclusions drawn to determine the extent to which program policies and procedures, as well as relevant institutional policies and procedures, meet program needs. This includes analysis of the extent to which practices adhere to policies and procedures.
- If any student achievement (Elements 1C1, 1C2, 1C3, 1C4) or expected program outcomes fall below the CAPTE required or program expected levels or if there is a downward trend, document the process used to assess and address the performance deficits. Identify data collected, describe conclusions reached, and describe or identify changes made related to program policies, procedures, and practices to address the findings or conclusions. Provide a timeline for implementation, including meeting the respective Element, and for reassessment of the effectiveness of changes.

Appendices & On-site Material: See SSR Instructions & Forms

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- 2C** The curriculum assessment plan is written and addresses the curriculum as a whole. The assessment plan includes assessment of individual courses and clinical education. The plan incorporates consideration of the changing roles and responsibilities of physical therapist assistants and the dynamic nature of the profession and the health care delivery system. Assessment data are collected from appropriate stakeholders including, at a minimum, program faculty, current students, graduates of the program, and at least one other stakeholder group such as employers of graduates, consumers of physical therapy services, peers, or other health care professionals. The assessment addresses clinical education sites including, at a minimum, the number and variety and the appropriate length and placement within the curriculum.

Evidence of Compliance:

Narrative:

- Describe how the curriculum assessment process considers the changing roles and responsibilities of physical therapist assistants and the dynamic nature of the profession and the health care delivery system.
- Provide evidence that student achievement (Elements 1C1, 1C2, 1C3, 1C4) and graduate outcomes are used to assess the curriculum.
- Provide evidence that the curricular assessment includes a review of the required elements in Elements 6A through 6L.
- Describe how the clinical education component is assessed, including at minimum, the assessment of the number and variety of clinical sites and the appropriate length and placement within the curriculum.
- Identify the stakeholders from whom data is collected, the method(s) used to collect data, and the timing of the collection.
- Provide a summary of the outcome from the most recent curriculum assessment, including clinical education.
- Describe any curricular changes, including to clinical education, made within the last 4 years and provide the rationale for the change(s).

Appendices & On-site Material: See SSR Instructions & Forms

- 2D** The faculty is engaged in formal short and long term planning for the program which guides its future development. The planning process takes into account program assessment results, changes in higher education, the health care environment and the nature of contemporary physical therapy practice.

Evidence of Compliance:

Narrative:

- Describe the short and long term planning process, including the opportunities for core faculty participation.
- Describe how the process takes into account changes in higher education, the health care environment and the nature of contemporary physical therapy practice.
- Describe any changes planned for the next 3-5 years.

Appendices & On-site Material: See SSR Instructions & Forms

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**Standard 3:
The institution and program operate with integrity.**

REQUIRED ELEMENTS:

3A The sponsoring institution(s) is (are) authorized under applicable state law or other acceptable authority to provide postsecondary education and has degree granting authority. In addition, the institution has been approved by appropriate state authorities to provide the physical therapy education program.

Evidence of Compliance:
Narrative:

- Identify the state agency from which the institution has authority to offer the program and award the degree.
- If the institution is in a collaborative arrangement with another institution to award degrees, provide the above for the degree granting institution.
- Indicate if the institution has authorization to provide clinical education experiences in other states, where required.
- If the program utilizes distance education⁸, indicate that the institution has authorization to provide distance education in other states, where required.

NOTE: States and institutions that are recognized by SARA meet the conditions related to distance education and clinical education experiences.

Appendices & On-site Material: See SSR Instructions & Forms

3B The sponsoring institution(s) is (are) accredited by an agency or association recognized by the US Department of Education (USDE) or by the Council for Higher Education Accreditation (CHEA).

Evidence of Compliance:
Narrative:

- For the degree granting institution, provide the accrediting agency name and the date that the current institutional accreditation status was granted.
- Provide evidence that the institution's accreditation is in good standing. When sanctions, warning, probation, show cause or pending termination have been issued by the accrediting agency, explain the reasons for the accreditation status and the impact on the program.
- If in a collaborative arrangement, provide the above for the degree-granting institution.

Appendices & On-site Material: See SSR Instructions & Forms

3C Institutional policies⁹ related to academic standards and to faculty roles and workload are applied to the program in a manner that recognizes and supports the academic and technical aspects of the physical therapist assistant program, including, but not limited to, providing for reduction in teaching load for administrative functions.

Evidence of Compliance:
Portal Fields:

- Provide faculty workload data for each faculty member on the individual Core Faculty Detail page.
- Provide information related to teaching responsibilities in the Course Details page for each course.

Narrative:

- Describe how the institution supports the professional judgment of the core faculty regarding academic regulations and professional behavior expectations of students.
- Provide the specific location where institution and, if applicable, program workload policies are found.

⁸ **Distance Education:** An educational activity characterized by separation of the faculty member from the student by either distance or time or both. For the purposes of these standards, the following definitions also pertain:

- Distance Education course: a course in which 50% or more of the contact hours are completed using distance education modalities and less than 50% of the contact hours include direct (face-to-face) interaction between the student and the faculty member(s).
- Distance Education program: a program in which 50% or more of the required courses (not including clinical education courses) are distance education courses.

⁹ **Policy:** A general principle by which a program is guided in its management.

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- If the workload policies for program faculty differ from institution policies, describe how they differ.
- Provide the formula used by the program to determine faculty workload. If no formula exists, then provide the mechanism used to determine faculty workload.
- Describe how university-wide and/or unit-wide faculty roles and workload expectations are applied to the physical therapist assistant education program so that they take into consideration:
 - Administrative responsibilities of core faculty;
 - Provide examples of functions to be considered for release time (e.g., program administration, clinical education administration, development of Self-study Report, assessment activities)
 - Requirements for service and maintenance of expertise in contemporary practice in assigned teaching areas;
 - Complexity of course content, number of students per class or laboratory, and teaching methodology;
 - The relationship between credit hours and contact hours for classroom and laboratory for determining workload; and
 - The unique needs of physical therapist assistant education, similar to those of other technical education programs, where core faculty ensure the integration and coordination of the curricular content, mentor associated faculty, conduct and coordinate a clinical education program, manage admission processes, etc.

Appendices & On-site Material: See SSR Instructions & Forms

3D Policies and procedures¹⁰ exist to facilitate equal opportunity and nondiscrimination for faculty, staff and prospective/enrolled students.

Evidence of Compliance:

Narrative:

- Provide (quote) the institution's equal opportunity and nondiscrimination statement(s).
- Describe how the nondiscrimination statement and policy are made available to faculty, staff, prospective/enrolled students and the public.

Appendices & On-site Material: See SSR Instructions & Forms

3E Policies, procedures, and practices¹¹ that affect the rights, responsibilities, safety, privacy, and dignity of program faculty¹² and staff are written, disseminated, and applied consistently and equitably.

Evidence of Compliance:

Narrative:

- Provide an example of how policies are applied equitably.

Appendices & On-site Material: See SSR Instructions & Forms

3F Policies, procedures, and practices exist for handling complaints¹³ that fall outside the realm of due process¹⁴, including a prohibition of retaliation following complaint submission. The policies are written, disseminated, and applied consistently and equitably. Records of complaints about the program, including the nature of the complaint and the disposition of the complaint, are maintained by the program.

Evidence of Compliance:

Narrative:

- Provide the relevant institutional or program policy and procedure that addresses handling complaints that fall outside due process (e.g., complaints from prospective students, clinical education sites, employers of graduates, the general public).

¹⁰ **Procedure:** A description of the methods, activities, or processes used to implement a policy.

¹¹ **Practices:** Common actions or activities; customary ways of operation or behavior.

¹² **Program faculty:** All faculty involved with the PTA program, including the Program Director, Core Faculty, Associated Faculty, and Clinical Education Faculty.

¹³ **Complaint:** A concern about the program, expressed by students or others with a legitimate relationship to the program, the subject of which is not among those that are addressed through the institution's formal due processes.

¹⁴ **Due process:** Timely, fair, impartial procedures at the program or institutional level for the adjudication of a variety of issues including, but not limited to: (1) faculty, staff, and student violations of published standards of conduct, (2) appeals of decisions related to faculty and staff hiring, retention, merit, tenure, promotion, and dismissal, and (3) appeals of decisions related to student admission, retention, grading, progression, and dismissal. Due process generally requires adequate notice and a meaningful opportunity to be heard.

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- Identify where the policy and procedure for handling complaints that fall outside the realm of due process is available to internal and external stakeholders.
 - Provide the URL from the program's or institutional website the statement is located.
 - Describe how the records of complaints are, or would be, maintained by the program.
- Appendices & On-site Material: See SSR Instructions & Forms

3G Program specific policies and procedures are compatible with institutional policies and with applicable law.¹⁵

Evidence of Compliance:

Narrative:

- List the program-specific policies and procedures that differ from those of the institution (e.g., admissions procedures, grading policies, policies for progression through the program, policies related to clinical education) and describe how the policies and procedures differ and why.
- For program policies and procedures that differ from those of the institution:
 - If applicable, explain how the program determines that program policies and procedures comply with applicable law.
 - Describe how institutional approval is obtained for program policies and procedures that differ from those of the institution.

Appendices & On-site Material: See SSR Instructions & Forms

3H Program policies, procedures, and practices provide for compliance with accreditation policies and procedures including:

- 3H1** maintenance of accurate information, easily accessible¹⁶ to the public, on the program website regarding accreditation status (including CAPTE logo and required accreditation statement) and current student achievement measures;
- 3H2** timely submission of required fees and documentation, including reports of graduation rates, performance on state licensing examinations, and employment rates;
- 3H3** following policies and procedures of CAPTE as outlined in the CAPTE Rules of Practice and Procedure;
- 3H4** timely notification of expected or unexpected substantive change(s) within the program and of any change in institutional accreditation status or legal authority to provide post-secondary education; and
- 3H5** coming into compliance with accreditation Standards and Required Elements within two years of being determined to be out of compliance.¹⁷

Evidence of Compliance:

Narrative:

- Identify who is responsible for maintaining compliance with accreditation policies and procedures.
- Provide recent examples that demonstrate adherence to established policies and procedure.

Appendices & On-site Material: See SSR Instructions & Forms

¹⁵ **Applicable law:** Those federal and state statutes/regulations relevant to physical therapy education (ADA, OSHA, FERPA, HIPAA, Practice Acts, etc.)

¹⁶ **Easily accessible:** Can be accessed by the public without disclosure of identity or contact information and is no more than one "click" away from the program's home webpage.

¹⁷ This is a USDE requirement.

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**Standard 4:
The program faculty are qualified for their roles and effective in carrying out their responsibilities.**

REQUIRED ELEMENTS:

Individual Academic Faculty¹⁸

4A Each core faculty¹⁹ member, including the program director and clinical education coordinator, has contemporary expertise²⁰ in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation. In addition, core faculty who are PTs/PTAs and who are teaching clinical PT content hold an active, unrestricted PT license or PTA license/certification in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction.

Evidence of Compliance:

Narrative:

- The only response needed in the 4A text box is to refer the reader to the Core Faculty Detail Section for each core faculty member.

Portal Fields: on the Core Faculty Information Page:

- In completing the Qualifications box on this Portal page:
 - Describe the individual's effectiveness in teaching and student evaluation;
 - For core faculty who are PTs/PTAs and are teaching clinical PT content, identify if each holds an active, unrestricted PT license or PTA license/certification in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - Identify teaching assignments by prefix, number and title and indicate content assigned and role in course; and
 - Provide evidence of the individual's contemporary expertise specific to assigned teaching content in the PTA program. This evidence can include:
 - Education (including post-professional academic work, residency, and continuing education);
 - Clinical expertise (specifically related to teaching areas; e.g.: certification as a clinical specialist, residency);
 - Consultation and service related to teaching areas;
 - Course materials that reflect level and scope of contemporary knowledge and skills (e.g., course objectives, examinations, assignments, readings/references, learning experiences); and
 - Other evidence that demonstrates contemporary expertise, for example
 - Scholarship (publications and presentations related to teaching areas);
 - Written evidence of evaluation of course materials (e.g., course syllabus, learning experiences, assessments of student performance) by a content expert;
 - Independent study and evidence-based review that results in critical appraisal and in-depth knowledge of subject matter (include description of resources used and time frame for study); and
 - Formal mentoring (include description of experiences, time frame and qualifications of mentor).

Appendices & On-site Material: See SSR Instructions & Forms

¹⁸ **Academic faculty:** Those faculty members who participate in the delivery of the didactic (classroom and laboratory) portion of the curriculum. The academic faculty is comprised of the core faculty and the associated faculty.

¹⁹ **Core faculty:** Those individuals appointed to and employed primarily in the program, including the program director, the academic coordinator of clinical education (ACCE) and other faculty who report to the program director. The core faculty have the responsibility and authority to establish academic regulations and to design, implement, and evaluate the curriculum. The core faculty include physical therapists and physical therapist assistants and may include others with expertise to meet specific curricular needs. Members of the core faculty typically have full-time appointments, although some part-time faculty members may be included among the core faculty. The core faculty may hold tenured, tenure track, or non-tenure track positions.

²⁰ **Contemporary expertise:** Expertise beyond that obtained in an entry-level physical therapy program that represents knowledge and skills reflective of current practice. Longevity in teaching or previous experience teaching a particular course or content area does not by itself necessarily constitute expertise.

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4B Physical therapists and physical therapist assistants who are core faculty have a minimum of three years of full time²¹ (or equivalent) post-licensure clinical experience in physical therapy.

Evidence of Compliance:

Narrative:

- For each core faculty member, identify the number of years of full time (or equivalent), post-licensure clinical experience in physical therapy.

Appendices & On-site Material: See SSR Instructions & Forms

4C Each core faculty member has a record of institutional or professional service²².

Evidence of Compliance:

Narrative:

- Describe the program's and/or the institution's expectations related to service accomplishments for core faculty.
- Briefly summarize core faculty members' service activities.

Appendices & On-site Material: See SSR Instructions & Forms

4D Each associated²³ faculty member has contemporary expertise in assigned teaching areas and demonstrated effectiveness in teaching and student evaluation.

Evidence of Compliance:

Narrative:

- For each associated faculty who is involved in less than 50% of a course, provide the following information: name and credentials, content taught, applicable course number(s) and title(s), total contact hours, and source(s) of contemporary expertise specifically related to assigned responsibilities.
- For associated faculty who are involved in 50% or more of the course including lab assistants in courses where they are responsible for working with students for 50% or more of lab contact hours, the only response needed in the 4D text box is to refer the reader to the Associated Faculty Detail Section for each associated faculty member.

Portal Fields: on the Associated Faculty Information Page:

- In completing the Qualifications box on this Portal page:
 - Describe the individual's effectiveness in teaching and student evaluation;
 - Identify teaching assignments by prefix, number and title and indicate content assigned and role in course; and
 - Provide evidence of the individual's contemporary expertise specific to assigned teaching content. This evidence can include:
 - Education (including post-professional academic work, residency, and continuing education);
 - Licensure, if required by the state in which the program is located;
 - Clinical expertise (specifically related to teaching areas; certification as a clinical specialist, residency);
 - Consultation and service related to teaching areas;
 - Course materials that reflect level and scope of contemporary knowledge and skills (e.g., course objectives, examinations, assignments, readings/references, learning experiences); and
 - Other evidence that demonstrates contemporary expertise, for example:
 - Scholarship (publications and presentations related to teaching areas);
 - Written evidence of evaluation of course materials (e.g., course syllabus, learning experiences, assessments of student performance) by a content expert;
 - Independent study and evidence-based review that results in critical appraisal and in-depth knowledge of subject matter (include description of resources used and time frame for study); and
 - Formal mentoring (include description of experiences, time frame and qualifications of mentor).

Appendices & On-site Material: See SSR Instructions & Forms

²¹ **Full-time:** 35 hours per week.

²² **Service:** Activities in which faculty may be expected to engage including, but not limited to, institution/program governance and committee work, clinical practice, consultation, involvement in professional organizations, and involvement in community organizations.

²³ **Associated faculty:** Those individuals who have classroom and/or laboratory teaching responsibilities in the curriculum and who are not core faculty or clinical education faculty. The associated faculty may include individuals with full-time appointments in the unit in which the program resides or in other units of the institution, but who have primary responsibilities in programs other than the PTA program.

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- 4E** Formal evaluation of each core faculty member occurs in a manner and timeline consistent with applicable institutional policy. The evaluation includes assessments of teaching, service, and any additional responsibilities. The evaluation results in an organized faculty development plan that is linked to the assessment of the individual core faculty member and to program improvement.

Evidence of Compliance:

Narrative:

- Describe the faculty evaluation process, including how it addresses teaching, service and any additional responsibilities.
- Provide a recent (within past five years) example for each core faculty of faculty development activities that have been based on needs of the faculty and for program improvement.

Appendices & On-site Material: See SSR Instructions & Forms

- 4F** Regular evaluation of associated faculty occurs and results in a plan to address identified needs.

Evidence of Compliance:

Narrative:

- Describe the process used to determine the associated faculty development needs, individually and, when appropriate, collectively.
- Describe and provide examples of development activities used by the program to address identified needs of associated faculty.

Appendices & On-site Material: See SSR Instructions & Forms

Program Director²⁴

- 4G** The program director is a physical therapist or physical therapist assistant who demonstrates an understanding of education and contemporary clinical practice appropriate for leadership in physical therapist assistant education. These qualifications include all of the following:

- is a physical therapist or physical therapist assistant who holds an active, unrestricted PT license or PTA license/certification in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction;
- a minimum of a master's degree;
- a minimum of five years (or equivalent), full-time, post licensure experience that includes a minimum of three years (or equivalent) of full-time clinical experience within any US jurisdiction;
- didactic and/or clinical teaching experience;
- experience in administration/management;
- experience in educational theory and methodology, instructional design, student evaluation and outcome assessment, including the equivalent of nine credits of coursework in educational foundations, or previous CAPTE-granted exemption.

Evidence of Compliance:

Narrative:

- Describe how the program director meets the following qualifications:
 - is a physical therapist or physical therapist assistant;
 - holds an active, unrestricted PT licensure or PTA license/certification in any United States jurisdiction and the state where the program is located, if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - a minimum of a master's degree;
 - a minimum of five years, full-time, post licensure experience that includes a minimum of 3 years of full-time clinical experience;
 - didactic and/or clinical teaching experience;
 - experience in administration/management; and

²⁴ **Program director:** The individual employed full-time by the institution, as a member of the core faculty, to serve as the physical therapist assistant education program's academic administrator: Chair, Director, Coordinator, etc.

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- experience in educational theory and methodology, instructional design, student evaluation and outcome assessment; including the equivalent of nine academic credits of coursework in educational foundations. NOTE: Completion of APTA Fellowship in Education Leadership (formally Education Leadership Institute) will be accepted in lieu of nine academic credits.

Appendices & On-site Material: See SSR Instructions & Forms

4H The program director provides effective leadership for the program including, but not limited to, responsibility for communication, program assessment and planning, fiscal management, and faculty evaluation.

Evidence of Compliance:

Narrative:

- Describe the effectiveness of the mechanisms used by the program director to communicate with program faculty and other individuals and departments (admissions, library, etc.) involved with the program.
- Describe the responsibility, authority and effectiveness of the program director for assessment and planning.
- Describe the responsibility, authority and effectiveness of the program director in fiscal planning and allocation of resources, including long-term planning.
- Describe the responsibility, authority and effectiveness of the program director for faculty evaluation.
- Describe the process used to assess the program director as an effective leader.
- Provide evidence of effective leadership which might relate to:
 - A vision for physical therapist assistant education;
 - Understanding of and experience with curriculum content, design, and evaluation;
 - Employing strategies to promote and support professional development;
 - Proven effective interpersonal and conflict management skills;
 - Abilities to facilitate change;
 - Negotiation skills (relative to planning, budgeting, funding, program faculty status, program status, employment and termination, space, and appropriate academic and professional benefits);
 - Effective experience in short and long term planning;
 - Active service on behalf of physical therapist professional education, higher education, the larger community, and organizations related to their academic interest;
 - Effective management of human and fiscal resources;
 - Commitment to lifelong learning;
 - Active role in institutional governance; and
 - Program accomplishments.

Appendices & On-site Material: See SSR Instructions & Forms

Clinical Education Coordinator²⁵

4I The clinical education coordinator is a physical therapist or physical therapist assistant who holds an active, unrestricted PT license or PTA license/certification in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction, and has a minimum of three years of full-time post-licensure clinical practice. Two years of clinical practice experience must include experience as a CCCE or CI in physical therapy, or a minimum of two years of experience in teaching, curriculum development and administration in a PT or PTA program.

Evidence of Compliance:

Narrative:

- Identify the core faculty member(s) who is/are designated as the clinical education coordinator.
- If more than one core faculty member is assigned as a clinical education coordinator, describe the role and responsibilities of each.
- Describe how the clinical education coordinator meets the following qualifications:
 - Is a physical therapist or physical therapist assistant;
 - Holds an active, unrestricted PT license or PTA license/certification in any United States jurisdiction and the state where the program is located if required by that state's jurisdiction. Note: If clinical practice is required for licensure and the individual is not engaged in clinical practice, provide a statement to that effect and provide the reference in the State Practice Act that would preclude licensure;
 - A minimum of three years of full time (or equivalent) post-licensure clinical practice; and

²⁵ **Clinical Education Coordinator:** The core faculty member(s) responsible for the planning, coordination, facilitation, administration, monitoring, and assessment of the clinical education component of the curriculum. The clinical education coordinator(s) is/are the faculty member(s) of record for the clinical education courses. NOTE: the term is intentionally generic; programs are free to use any appropriate title.

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- A minimum of two years of clinical practice as a CCCE and/or CI or two years of experience in teaching, curriculum development and administration in a PT or PTA program.

Appendices & On-site Material: See SSR Instructions & Forms

4J The clinical education coordinator is effective in developing, conducting, and coordinating the clinical education program.

Evidence of Compliance:

Narrative:

- Describe the process to assess the effectiveness of the clinical education coordinator(s).
- Describe the effectiveness of the clinical education coordinator(s) in planning, developing, coordinating, and facilitating the clinical education program, including effectiveness in:
 - Organizational, interpersonal, problem-solving and counseling skills; and
 - Ability to work with clinical education faculty (CCCEs and CIs) to address the diverse needs of the students.
- Describe the mechanisms used to communicate information about clinical education with core faculty, clinical education sites, clinical education faculty (CCCEs and CIs), and students.
 - Describe how the clinical education faculty are informed of their responsibilities.
- Describe the timing of communications related to clinical education to the core faculty, clinical education sites, clinical education faculty (CCCEs and CIs), and students.
- Describe the process used to monitor that the academic regulations are upheld.
- Describe the methods used to assign students to clinical education experiences.
- Describe how the program works to ensure that the supervision and feedback provided to students is appropriate for each student in each clinical education experience, assuming that the student is progressing through the program in the expected manner.
- Describe how the need for an altered level of clinical supervision and feedback is determined, communicated to the clinical education faculty, and monitored during the experience.

Appendices & On-site Material: See SSR Instructions & Forms

Collective Academic Faculty

4K The collective core and associated faculty include an effective blend of individuals who possess the appropriate educational preparation and clinical and/or professional experiences sufficient to meet program goals and expected student outcomes as related to program mission and institutional expectations and assigned program responsibilities.

Evidence of Compliance:

Narrative:

- Describe the institutional expectations for the academic preparation of faculty.
- Describe the blend of clinical specialization of the core and associated faculty in the program.
- Describe the effectiveness of the blend to meet program goals and expected outcomes as related to program mission and institutional expectations and to meet assigned program responsibilities.

Appendices & On-site Material: See SSR Instructions & Forms

4L The collective core faculty initiate, adopt, evaluate, and uphold academic regulations specific to the program and compatible with institutional policies, procedures and practices. The regulations address, but are not limited to, admission requirements; the clinical education program; grading policy; minimum performance levels, including those relating to professional and ethical behaviors; and student progression through the program.

Evidence of Compliance:

Narrative:

- Describe the process by which academic regulations specific to the program are developed, adopted and evaluated by the core faculty.
- Describe the process used to verify that the academic regulations are upheld.
- Describe the process that would be used to address violations of academic regulations. Provide examples, if available.

Appendices & On-site Material: See SSR Instructions & Forms

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- 4M** The collective core faculty have primary responsibility for development, review and revision of the curriculum with input from other appropriate communities of interest.

Evidence of Compliance:

Narrative:

- Describe the responsibility of the core faculty for the development, review, and revision of the curriculum plan.
- Provide examples of community of interest involvement in curriculum development, review and revision.

Appendices & On-site Material: See SSR Instructions & Forms

- 4N** The collective core faculty are responsible for **assuring** that students are **professional, competent, and safe** and ready to progress to clinical education.

Evidence of Compliance:

Narrative:

- Describe how the core faculty determine in which skills students are expected to be competent and safe.
- Describe the processes used by the core faculty to determine students are **professional**, competent and safe in the skills identified by the core faculty and that the students are ready to engage in clinical education.
- Describe how the program ensures that critical safety elements are identified in the competency testing process.
- Describe how grading procedures for the competency testing process ensure students are not placed in the clinical setting without being determined to be competent and safe.
- Describe the criteria upon which the determination is made that each student is ready to engage in clinical education.
- **Describe what happens if a student is found to not be safe and ready to progress to clinical education.**
- Describe the mechanisms used to communicate to students and clinical education faculty the specific skills in which students must be competent and safe.

Appendices & On-site Material: See SSR Instructions & Forms

Clinical Education Faculty²⁶

- 4O** Clinical instructors are licensed physical therapists or, if permitted by State Practice Act, licensed/certified physical therapist assistants, with a minimum of one year of full time (or equivalent) post-licensure clinical experience, and are effective role models and clinical teachers.

Evidence of Compliance:

Narrative:

- Describe how the program determines that clinical instructors are meeting the expectations of this element including, but not limited to:
 - the program's expectations for the clinical competence of the CIs;
 - the program's expectations for clinical teaching effectiveness of the CIs;
 - how the clinical education sites are informed of these expectations; and
 - how these expectations are monitored.
- Summarize the qualifications of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year (e.g., years of experience, specialist certification, or other characteristics expected by the program).
- Describe the program's expectations for clinical teaching effectiveness of the CIs.
- If not using the CPI Web, identify how CIs are trained in completing the tool to assess student performance.
- Describe how the program determines that the tool used for the evaluation of student performance in the clinical setting has been completed correctly.
- Summarize the teaching effectiveness, including the ability to assess and document student performance, of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year.

Appendices & On-site Material: See SSR Instructions & Forms

²⁶ **Clinical education faculty:** The individuals engaged in providing the clinical education components of the curriculum, generally referred to as either Center Coordinators of Clinical Education (CCCEs) or Clinical Instructors (CIs). While the educational institution/program does not usually employ these individuals, they do agree to certain standards of behavior through contractual arrangements for their services. The primary CI for physical therapist assistant students must be a physical therapist or a physical therapist assistant; however this does not preclude a physical therapist assistant student from engaging in short-term specialized experiences (e.g., cardiac rehabilitation, sports medicine, wound care) under the supervision of other professionals, where permitted by law.

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Standard 5

The program recruits, admits and graduates students consistent with the missions and goals of the institution and the program and consistent with societal needs for physical therapy services for a diverse population.

REQUIRED ELEMENTS:

5A Program policies, procedures, and practices related to student recruitment and admission are based on appropriate and equitable criteria and applicable law, are written and made available to prospective students, and are applied consistently and equitably. Recruitment practices are designed to enhance diversity²⁷ of the student body.

Evidence of Compliance:

Narrative:

- Provide the planned class size and the rationale for it.
- Describe procedures for recruitment of students.
- Describe the admissions criteria for the program, including any special considerations used by the program.
- Describe the admission procedures.
- Describe procedures to maintain planned class size. Identify related policies to prevent over enrollment.
- Describe how the program ensures that the admission procedures are applied equitably, including how prospective students' rights are protected.
- Describe the program process for determining the acceptance of credit in transfer from other institutions.
- Describe the efforts of the program to recruit a diverse student population.

Appendices & On-site Material: See SSR Instructions & Forms

5B Prospective and enrolled students are provided with relevant information about the institution and program that may affect them including, but not limited to, catalogs, handbooks, academic calendars, grading policies, total cost to student, financial aid, the program's accreditation status, the process to register a complaint with CAPTE, outcome information, and other pertinent print and/or electronic information. Materials related to the institution and program are accurate, comprehensive, current, and provided to students in a timely manner.

Evidence of Compliance:

Narrative:

- Describe how the following information is provided to prospective and enrolled students:
 - Catalogs;
 - Recruitment and admissions information, including admissions criteria, transfer of credit policies and any special considerations used in the process;
 - Academic calendars;
 - Grading policies;
 - Technical standards or essential functions, if used;
 - Acceptance and matriculation rates;
 - Student outcomes including, but limited to, the most current two year data available for graduation rates, employment rates, pass rates on licensing examinations (first-time and ultimate);
 - Costs of the program (including tuition, fees, and refund policies);
 - Financial aid; and
 - Enrollment agreement, if used.
- Describe how the following information is communicated to enrolled students, including:
 - Process for filing complaint with CAPTE;
 - Job/career opportunities;
 - Availability of student services;
 - Health and professional liability insurance requirements;
 - Information about the curriculum;

²⁷**Diversity:** Includes group/social differences (e.g., race, ethnicity, socioeconomic status, gender, sexual orientation, country of origin, as well as cultural, political, religious, or other affiliations) and individual differences (e.g., age, mental/physical ability, personality, learning styles, and life experiences).

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- Information about the clinical education program, including travel expectations to clinical sites;
- Required health information;
- Potential for other clinical education requirements, such as drug testing and criminal background checks; and
- Access to and responsibility for the cost of emergency services in off-campus educational experiences.

Appendices & On-site Material: See SSR Instructions & Forms

5C Enrollment agreements²⁸, if used, comply with institutional accrediting agency and state requirements and are only executed with a prospective student after disclosure of the information delineated in 5B and formal admission to the program has occurred.

Evidence of Compliance:

Narrative:

- Identify whether enrollment agreements are used.
- If used, provide evidence that the agreements are consistent across enrollees for a given cohort.
- If used:
 - Describe the institutional accrediting agency and state requirements for using enrollment agreements and explain how the current agreement complies with these requirements;
 - Indicate when in the enrollment process the student is required to sign the agreement; and
 - Provide evidence that, prior to having to sign the enrollment agreement, prospective students are provided with:
 - Catalogs;
 - Recruitment and admissions information, including transfer of credit policies and any special considerations used in the process;
 - Academic calendars;
 - Grading policies;
 - Accreditation status of the institution and the program, including contact information for CAPTE;
 - Technical standards or essential functions, if available;
 - Acceptance and matriculation rates;
 - Student outcomes, including graduation rates, employment rates, pass rates on licensing examinations, and other outcome measures;
 - Costs of the program (including tuition, fees, and refund policies);
 - Any additional fees associated with verification of identity for distance education purposes;
 - Financial aid; and
 - Enrollment agreement.

Appendices & On-site Material: See SSR Instructions & Forms

5D Policies, procedures, and practices that affect the rights, responsibilities, safety, privacy, and dignity of program students are written and provided to students and applied consistently and equitably.

Evidence of Compliance:

Narrative:

- Describe how policies and procedures that affect students are disseminated to students and program faculty.
- Provide examples of situations that illustrate the equitable application of policies that relate to the rights of students.

Appendices & On-site Material: See SSR Instructions & Forms

²⁸ **Enrollment agreements:** Formal contracts between the institution, program, and student which articulate basic legal tenets, assumptions, and responsibilities for all parties identified in a transactional relationship.

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- 5E** Policies, procedures, and practices related to student retention,²⁹ student progression³⁰ and dismissal through the program are based on appropriate and equitable criteria and applicable law, are written and provided to students, and are applied consistently and equitably. Retention practices support a diverse student body.

Evidence of Compliance:

Narrative:

- Describe the mechanism by which students receive regular reports of academic performance and progress.
- Describe the mechanism by which students receive regular reports of their clinical performance and progress, including the minimal expectations of the program for frequency of these reports.
- Describe the resources available to support student retention and progression of students through the program.
- Describe remediation activities, if provided, when knowledge, behavior or skill deficits, or unsafe practices are identified.
- Describe how retention practices support a diverse student body.

Appendices & On-site Material: See SSR Instructions & Forms

²⁹ **Retention:** Maintenance of enrollment across multiple terms.

³⁰ **Progression:** Ability of students to enroll in subsequent courses based on defined expectations.

Standard 6:
The program has a comprehensive curriculum plan.

REQUIRED ELEMENTS:

- 6A** The comprehensive curriculum plan³¹ is based on: (1) information about the contemporary practice³² of physical therapy; (2) standards of practice; and (3) current literature, documents, publications, and other resources related to the profession, to the delivery of health care services, to physical therapy education, and to educational theory.

Evidence of Compliance:

Narrative:

- Describe how the curriculum plan is based on information about the contemporary practice of physical therapy; standards of practice; and current literature, documents, publications, and other resources related to the profession, to physical therapist assistant education, and to educational theory.
- Indicate whether the program is expected to utilize a state-mandated curriculum plan.

Appendices & On-site Material: See SSR Instructions & Forms

- 6B** The curriculum plan includes courses in general education and basic sciences that prepare the student for the technical courses, or competencies, if the program is competency based³³.

Evidence of Compliance:

Narrative:

- Identify the general education and basic science courses required for the degree and explain how they prepare the student for the technical courses, or competencies if the program is competency based.

Appendices & On-site Material: See SSR Instructions & Forms

- 6C** The curriculum plan includes a description of the curriculum model³⁴ and the educational principles on which it is built.

Evidence of Compliance:

Narrative:

- Describe the curriculum model and the educational principles of the curriculum.
- Provide examples of how the educational principles translate into learning experiences.

Appendices & On-site Material: See SSR Instructions & Forms

³¹**Curriculum plan:** A plan for the education of learners that includes objectives, content, learning experiences and evaluation methods—all of which are grounded in the mission, and expected student outcomes of the program and are based on consideration of educational theory and principles, the nature of contemporary practice, and the learners' previous experiences. The curriculum plan is part of the overall program plan, the latter of which may include goals related to areas such as program growth, finances, faculty development, faculty scholarship, community involvement, etc.

³²**Contemporary practice:** Delivery of physical therapy services as documented in current literature, including the *Guide to Physical Therapist Practice*, the Standards of Practice, and the Code of Ethics.

³³**Competency based education:** Education processes that focus more on what students learn, rather than where or how long the learning takes place. Instead of evaluating student progress on the amount of time spent in a classroom (using the credit hour, which is the default standard for measuring progress), students receive college credit based on their actual demonstration of skills learned. Competency-based education programs are often designed to allow students to learn and progress at their own pace.

³⁴**Curriculum model:** A general description of the organization of the technical curriculum content.

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6D The curriculum plan includes a series of organized, sequential and integrated courses designed to facilitate achievement of the expected student outcomes including the expected student learning outcomes described in Standard 7. The curriculum includes organized sequences of learning experiences that prepare students to provide physical therapy care to individuals with diseases/disorders involving the major systems³⁵, individuals with multiple system disorders, and individuals across the lifespan and continuum of care, including individuals with chronic illness. The clinical education component provides organized and sequential experiences coordinated with the didactic component of the curriculum. Clinical education includes both integrated³⁶ and full-time terminal³⁷ experiences.

Evidence of Compliance:

Narrative:

- Describe how the courses are organized, sequenced, and integrated, including clinical education.
- Provide the rationale for the model used to integrate the didactic and clinical education portions of the curriculum; include a description of the course work that prepares students for each clinical education experience.
- Provide examples of sequential and integrated learning experiences that prepare students to provide care to individuals with orthopedic, neurological, and cardiopulmonary conditions and to geriatric and pediatric populations.
- Describe how the organization, sequencing, and integration of courses facilitate student achievement of the expected outcomes.
- **For Initial Accreditation ONLY:** If curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Summarize curricular changes, including rationale for changes, in Element 2C.

Appendices & On-site Material: See SSR Instructions & Forms

6E The curriculum plan includes course syllabi that are comprehensive and inclusive of all CAPTE expectations.

Evidence of Compliance:

Narrative:

- Only response needed is to refer the reader to the course syllabi that are accessed from the WinZip file.

Note: for Initial Accreditation ONLY: provide the curriculum and syllabi for the charter class as CAPTE must make an accreditation decision based on their curriculum. If curricular changes have occurred since the program started, provide a summary of the changes and the rationale for the changes in Element 2C. Contact Accreditation Staff to discuss how to provide syllabi for current curriculum.

- **NOTE:** Each syllabus must include at least the following:
 - title and number;
 - description;
 - department offering course;
 - credit hours;
 - instructor(s);
 - clock hours (lecture and laboratory) and schedule;
 - course prerequisites;
 - course objectives;
 - outline of content and assigned instructor;
 - description of teaching methods and learning experiences;
 - methods of student evaluation/grading; and
 - textbook and other learning resources.

³⁵ **Major Systems:** Cardiovascular, pulmonary, integumentary, musculoskeletal, neuromuscular systems.

³⁶ **Integrated clinical education:** Clinical education experiences that occur before the completion of the didactic component of the curriculum. Options include but are not limited to one day a week during a term, a short full-time experience at the end of a term, a longer full-time experience between two regular terms. Integrated experiences cannot be satisfied with patient simulations or the use of real patients in class; these types of experiences are too limited and do not provide the full range of experiences a student would encounter in an actual clinical setting. Integrated clinical experiences must be satisfied prior to the start of any terminal clinical experiences.

³⁷ **Full time terminal clinical education:** Extended full-time experience that occurs at the end of the technical curriculum but may be followed by didactic activity that does not require additional clinical experiences. Full-time is considered to be an average of 35 hours each week for the duration of the clinical education course.

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Appendices & On-site Material: See SSR Instructions & Forms

Note: If the program or institution requires a syllabus format that does not include all of the above, the required syllabi plus an addendum is acceptable. For the purpose of accreditation review, all of the above are required.

- 6F** The curriculum plan includes learning objectives³⁸ stated in behavioral terms that reflect the breadth and depth³⁹ of the course content and describe the level of student performance expected.

Evidence of Compliance:

Narrative:

- Describe the adequacy of the objectives, in the aggregate, to reflect the depth and breadth needed to meet expected student performance outcomes.
- Describe the extent to which course objectives, in the aggregate, are written in behavioral (measurable and observable) terms.
- Provide two examples of how expected competencies (as delineated by learning objectives) progress from introduction of core knowledge in didactic courses to demonstration of performance in the academic setting to the expected level of clinical performance.

Appendices & On-site Material: See SSR Instructions & Forms

- 6G** The curriculum plan includes a variety of effective instructional methods⁴⁰ selected to maximize learning. Instructional methods are chosen based on the nature of the content, the needs of the learners, and the defined expected student outcomes.

Evidence of Compliance:

Narrative:

- Describe the variety of instructional methods and learning experiences used in the curriculum to facilitate students' achievement of the objectives.
- Describe the rationale for the selection of instructional methods and learning experiences used in the curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

- 6H** The curriculum plan includes a variety of effective tests and measures⁴¹ and evaluation processes⁴² used by faculty to determine whether students have achieved the learning objectives. Regular, individual testing and evaluation of student performance in the cognitive, psychomotor, and affective domains is directly related to learning objectives and includes expectations for safe practice during clinical education experiences.

Evidence of Compliance:

Narrative:

- Describe the variety of evaluation mechanisms, including formative and summative, used by the program to measure students' achievement of objectives.
- Describe the timing of student evaluation across the curriculum, in didactic, laboratory, and clinical education courses, including demonstrating that performance based competencies are assessed in the academic setting prior to clinical performance.
- Describe how the program ensures that evaluations used by the program to evaluate student performance are appropriate for the instructional content and for the expected level of student performance.
- Identify instrument(s) used to assess student performance during clinical education experiences.
- Describe how the program ensures that students have achieved the objectives stated for each clinical education experience.

³⁸ **Objectives:** Statements specifying desired knowledge, skills, behaviors, or attitudes to be developed as a result of educational experiences. To the extent possible, objectives are expected to be behavioral (e.g., observable and measurable) across all learning domains.

³⁹ **Breadth and depth:** Qualities associated with the extent to which a learning experience, or a series of learning experiences, includes: (1) a diversity of subject matter (breadth) and/or (2) a focus on one subject (depth). In the context of physical therapy course content and objectives, breadth is usually demonstrated by objectives that describe the variety of knowledge, behaviors, or skills the student is expected to achieve, while depth is demonstrated by the description of the degree of student achievement expected as described in the objectives (e.g., the taxonomic level within the appropriate domain of learning).

⁴⁰ **Instructional methods:** Classroom, laboratory, research, clinical, and other curricular activities that substantially contribute to the attainment of entry-level competence.

⁴¹ **Tests and measures:** procedures used to obtain data on student achievement of expected learning outcomes.

⁴² **Evaluation processes:** Techniques used to determine the extent to which test data relate to overall student performance.

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Appendices & On-site Material: See SSR Instructions & Forms

6I If the curriculum plan includes courses offered by distance education methods, the program provides evidence⁴³ that:

Evidence of Compliance:

Narrative:

- Describe the use of distance education methods in the curriculum, if any. If no distance education methods are used, state that for each Element 6I1 through Element 6I8.

Appendices & On-site Material: See SSR Instructions & Forms

6I1 faculty teaching by distance are effective in the provision of distance education;

Evidence of Compliance:

Narrative:

- Provide evidence that faculty teaching by distance are effective in the provision of distance education.

Appendices & On-site Material: See SSR Instructions & Forms

6I2 the rigor⁴⁴ of the distance education courses is equivalent to that of site-based courses;

Evidence of Compliance:

Narrative:

- Describe how the program ensures the rigor of the distance education courses.

Appendices & On-site Material: See SSR Instructions & Forms

6I3 student performance meets the expectations of the faculty as described in course syllabi and demonstrated in student assessment;

Evidence of Compliance:

Narrative:

- Describe how the program ensures student performance in distance education courses meets the expectations described in course syllabi.

Appendices & On-site Material: See SSR Instructions & Forms

6I4 there is a mechanism for determining student identity during course activities and when testing occurs at a distance;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to determine student identity during course activities and when testing occurs at a distance.

Appendices & On-site Material: See SSR Instructions & Forms

6I5 there is a mechanism for maintaining test security and integrity when testing occurs at a distance;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to maintain test security and integrity when testing occurs at a distance.

Appendices & On-site Material: See SSR Instructions & Forms

⁴³ Assessment of the quality of distance education is required by USDE.

⁴⁴ **Rigor:** Expectations for student assignments, engagement in the course and performance.

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6I6 there is a mechanism for maintaining student privacy as appropriate;

Evidence of Compliance:

Narrative:

- Describe the mechanism(s) used to maintain student privacy during distance education courses (e.g., distribution of grades on tests and assignments).

Appendices & On-site Material: See SSR Instructions & Forms

6I7 students have been informed of any additional fees related to distance education; and

Evidence of Compliance:

Narrative:

- Identify additional student fees, if any, for distance education courses.
- If there are additional student fees for distance education courses, describe how and when students are informed of the fees.

Appendices & On-site Material: See SSR Instructions & Forms

6I8 distance education students have access to academic, health, counseling, disability and financial aid services commensurate with services that students receive on campus.

Evidence of Compliance:

Narrative:

- Describe how distance education students have access to academic, health, counseling, disability and financial aid services.
- Compare the academic, health, counseling, disability and financial aid services available to students taking distance education courses to those that are available for students taking on-site courses.

Appendices & On-site Material: See SSR Instructions & Forms

6J The curriculum plan includes clinical education experiences⁴⁵ for each student that encompass, but are not limited to:

6J1 management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care;

Evidence of Compliance:

Narrative:

- Describe the program's expectations for types of patients and treatment that each student will have worked with by the end of the program.
- Describe the program's expectations for management of patients/clients across the lifespan and continuum of care.
- Describe how the program monitors that each student has the required experiences.
- Describe the range of experiences other than those required that students have had.

Appendices & On-site Material: See SSR Instructions & Forms

6J2 practice in settings representative of those in which physical therapy is commonly practiced;

Evidence of Compliance:

Narrative:

- Describe the range of practice settings available.
- Describe the clinical education practice settings in which students are required to participate.
- Describe how the program monitors that each student has the required experiences.

Appendices & On-site Material: See SSR Instructions & Forms

⁴⁵ **Clinical education experiences:** That aspect of the technical curriculum during which student learning occurs directly as a function of being immersed within physical therapist practice. These experiences comprise all of the formal and practical "real-life" learning experiences provided for students to apply classroom knowledge, skills, and professional behaviors in the clinical environment.

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6J3 involvement in interprofessional practice⁴⁶

Evidence of Compliance:

Narrative:

- Describe the program's expectation for opportunities for involvement in interprofessional practice during clinical education experiences.
- Provide evidence that students have opportunities for interprofessional practice.

Appendices & On-site Material: See SSR Instructions & Forms

6J4 participation as a member of the PT and PTA team; and

Evidence of Compliance:

Narrative:

- Describe the program's expectation for opportunities for participation as a member of the PT/PTA team during clinical education experiences.
- Provide evidence that students have opportunities to participate as a member of the PT/PTA team during clinical experiences.

Appendices & On-site Material: See SSR Instructions & Forms

6J5 other experiences that lead to the achievement of the program's defined expected student outcomes.

Evidence of Compliance:

Narrative:

- Describe the program's expectation for other clinical education experiences that lead to the achievement of the program's expected student outcomes.
- Provide evidence that the students have these experiences.

Appendices & On-site Material: See SSR Instructions & Forms

6K The curriculum for the PTA program, including all general education, pre-requisites, and technical education courses required for the degree, can be completed in no more than 5 semesters **or** 80 academic weeks **or** 104 calendar weeks, including 520-720 hours of clinical education.

Evidence of Compliance:

Narrative:

- Describe how the curriculum for the PTA program, including all general education, all pre-requisites and all technical education courses required for the degree, can be completed in no more than 5 semesters **or** 80 academic weeks **or** 104 calendar weeks.
- Identify the total number of contact hours allocated for clinical education.
- If the program is offered part-time, provide evidence that the credits and contact hours are the same as for full-time programs.

Appendices & On-site Material: See SSR Instructions & Forms

6L The institution awards the associate degree upon satisfactory completion of the physical therapist assistant education program or assures the associate degree is awarded by an affiliating college at the satisfactory completion of the physical therapist assistant education program.

Evidence of Compliance:

Narrative:

- State the degree granted.

Appendices & On-site Material: See SSR Instructions & Forms

⁴⁶ **Interprofessional practice:** "When multiple health workers from different professional backgrounds work together with patients, families, carers [sic], and communities to deliver the highest quality of care" (WHO, 2010).

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Standard 7

The curriculum includes content, learning experiences, and student testing and evaluation processes designed to prepare students to achieve educational outcomes required for initial practice in physical therapy and for lifelong learning necessary for functioning within an ever-changing health care environment.

REQUIRED ELEMENTS:

- 7A** The physical therapist assistant program curriculum requires a complement of academic general education⁴⁷ coursework appropriate to the degree offered that includes written communication and biological, physical, behavioral and social sciences which prepare students for coursework in the technical program sequence. General education courses are courses not designated as applied general education⁴⁸ coursework by the institution or program.

Evidence of Compliance:

Narrative:

- Describe where and how written communication, and biological, physical, behavioral and social sciences are included in the PTA curriculum. Note that the required academic general education coursework does not need to be a unique, individual course. The coursework can be contained within other courses. For example, physics coursework might be contained in a PTA kinesiology course.

Appendices & On-site Material: See SSR Instructions & Forms

- 7B** The physical therapist assistant program curriculum includes content and learning experiences about the cardiovascular, endocrine and metabolic, gastrointestinal, genital and reproductive, hematologic, hepatic and biliary, immune, integumentary, lymphatic, musculoskeletal, nervous, respiratory, and renal and urologic systems; and the medical and surgical conditions across the lifespan commonly seen by physical therapist assistants.

Evidence of Compliance:

Narrative:

- Describe where and how the clinical sciences content areas listed in the element are included in the PTA curriculum. Note that there is no requirement for discrete courses in each of these content areas.

Appendices & On-site Material: See SSR Instructions & Forms

- 7C** The technical education component of the curriculum includes content and learning experiences that prepares the student to work as an entry-level physical therapist assistant under the direction and supervision of the physical therapist.

Evidence of Compliance:

Narrative:

- List the objectives that demonstrate how the curriculum prepares graduates to work under the direction and supervision of a physical therapist who directs and supervises the physical therapist assistant in the provision of physical therapy.

Appendices & On-site Material: See SSR Instructions & Forms

⁴⁷ **Academic general education.** Academic general education courses place an emphasis on principles and theory not associated with a particular occupation or profession. Academic general education courses are those in written and oral communication; quantitative principles; natural and physical sciences; social and behavioral sciences; and humanities and fine arts that are designed to develop essential academic skills for enhanced and continued learning.

⁴⁸ **Applied general education:** Applied general education courses rely on technical course content to teach or demonstrate, what should be broader examination of concepts and ideas in a “true” general education course. Examples of applied general education might include: Pharmacology for the PTA (rather than Introduction to Pharmacology) or Applied Physics for the PTA (instead of Introduction or General Physics I).

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7D Courses within the curriculum include content designed to prepare program students to:

Evidence of Compliance:

Narrative:

- For each of the following elements:
 - Describe where the content is presented in the curriculum and provide example(s)/descriptions(s) of the learning experiences that are designed to meet the practice expectations (i.e., describe where and how the content is taught throughout the curriculum);
 - Provide 2-5 examples of course objectives that show the **highest** expected level of performance; **INCLUDE course prefix and number, course name, objective number and the full wording of the objective.** Include objectives from clinical education courses, if applicable. If the expectation is a curricular theme, examples of course objectives from multiple courses are required, up to a maximum of 10 objectives; and
 - Provide evidence that didactic introduction to content precedes all expectations for clinical performance; and
 - Describe outcome data that may include qualitative and/or quantitative evidence, which demonstrates the level of actual student achievement for each practice expectation 7D1-7D31. **For Initial Accreditation ONLY**, describe the planned outcome and how the program will determine the actual level of student achievement for each practice expectation 7D1-7D31, data that may include qualitative and/or quantitative evidence.
 - **For Initial Accreditation ONLY:** if curricular changes have occurred since the program started, provide the requested information based on the curriculum experienced by the charter class. Contact Accreditation Staff to discuss what additional information should be provided for the current curriculum.
- If the program teaches content beyond what is addressed in Elements 7D1-7D31, identify the content, where and how it is taught and the highest expected performance level. If being taught to competency, identify how and where competency is tested.

NOTE: Responses to 7D23a-i and 7D24 a-n are to address each narrative bullet item for each intervention or test and measure identified. For example, response for 7D23c-Biophysical Agents is to address each narrative bullet for biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction, and light therapies listed. If applicable, refer the reader to previous element rather than duplicating a response. **In order to accommodate this additional information, the narrative response for these elements can be provided as an appendix. And may be provided in a chart format provided that the chart is formatting in a manner that facilitates review.**

Appendices & On-site Material: See SSR Instructions & Forms

Ethics, Values and Responsibilities

- 7D1** Adhere to legal practice standards, including all federal, state, and institutional regulations related to patient/client care and fiscal management.
- 7D2** Report to appropriate authorities suspected cases of abuse of vulnerable populations.
- 7D3** Report to appropriate authorities suspected cases of fraud and abuse related to the utilization of and payment for physical therapy and other health care services.
- 7D4** Perform duties in a manner consistent with the Guide for Conduct of the Physical Therapist Assistant (APTA) and Standards of Ethical Conduct (APTA) to meet the expectations of patients, members of the physical therapy profession, and other providers as necessary.
- 7D5** Perform duties in a manner consistent with APTA's *Values Based Behaviors for the Physical Therapist Assistant*.
- 7D6** Implement, in response to an ethical situation, a plan of action that demonstrates sound moral reasoning congruent with core professional ethics and values.

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- 7D7** Communicate effectively with all stakeholders, including patients/clients, family members, caregivers, practitioners, interprofessional team members, consumers, payers, and policymakers.
- 7D8** Identify, respect, and act with consideration for patients'/clients' differences, values, preferences, and expressed needs in all work-related activities.
- 7D9** Apply current knowledge, theory, and clinical judgment while considering the patient/client perspective and the environment, based on the plan of care established by the physical therapist.
- 7D10** Identify basic concepts in professional literature including, but not limited to, validity, reliability and level of statistical significance.
- 7D11** Identify and integrate appropriate evidence based resources to support clinical decision-making for progression of the patient within the plan of care established by the physical therapist.
- 7D12** Effectively educate others using teaching methods that are commensurate with the needs of the patient, caregiver or healthcare personnel.
- 7D13** Participate in professional and community organizations that provide opportunities for volunteerism, advocacy and leadership.
- 7D14** Identify career development and lifelong learning opportunities, including the role of the physical therapist assistant in the clinical education of physical therapist assistant students.

Patient/Client Management

- 7D15** Interview patients/clients, caregivers, and family to obtain current information related to prior and current level of function and general health status (e.g., fatigue, fever, malaise, unexplained weight change).
- 7D16** Use the International Classification of Functioning, Disability and Health (ICF) to describe a patient's/client's impairments, activity and participation limitations.

Plan of Care

- 7D17** Communicate an understanding of the plan of care developed by the physical therapist to achieve short and long term goals and intended outcomes.
- 7D18** Review health records (e.g., lab values, diagnostic tests, specialty reports, narrative, consults, and physical therapy documentation) prior to carrying out the PT plan of care.
- 7D19** Monitor and adjust interventions in the plan of care in response to patient/client status and clinical indications.
- 7D20** Report any changes in patient/client status or progress to the supervising physical therapist.
- 7D21** Determine when an intervention should not be performed due to clinical indications or when the direction to perform the intervention is beyond that which is appropriate for the physical therapist assistant.

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7D22 Contribute to the discontinuation of episode of care planning and follow-up processes as directed by the supervising physical therapist.

Intervention⁴⁹

7D23 Demonstrate competence in implementing selected components of interventions identified in the plan of care established by the physical therapist. Interventions include:

- a. Airway Clearance Techniques: breathing exercises, coughing techniques and secretion mobilization
- b. Application of Devices and Equipment: assistive / adaptive devices and prosthetic and orthotic devices
- c. Biophysical Agents: biofeedback, electrotherapeutic agents, compression therapies, cryotherapy, hydrotherapy, superficial and deep thermal agents, traction and light therapies
- d. Functional Training in Self-Care and in Domestic, Education, Work, Community, Social, and Civic Life
- e. Manual Therapy Techniques: passive range of motion and therapeutic massage
- f. Motor Function Training (balance, gait, etc.)
- g. Patient/Client Education
- h. Therapeutic Exercise
- i. Wound Management: isolation techniques, sterile technique, application and removal of dressing or agents, and identification of precautions for dressing removal

Test and Measures⁵⁰

7D24 Demonstrate competence in performing components of data collection skills essential for carrying out the plan of care by administering appropriate tests and measures (before, during and after interventions) for the following areas:

- a. Aerobic Capacity and Endurance: measurement of standard vital signs; recognize and monitor responses to positional changes and activities (e.g., orthostatic hypotension, response to exercise)
- b. Anthropometrical Characteristics: measurements of height, weight, length and girth
- c. Mental Functions: detect changes in a patient's state of arousal, mentation and cognition)
- d. Assistive Technology: identify the individual's and caregiver's ability to care for the device; recognize changes in skin condition and safety factors while using devices and equipment

⁴⁹ **Interventions:** This list is adapted from the *Guide to Physical Therapist Practice* (2014).

⁵⁰ **Test and Measures:** Categories are adapted from the *Guide to Physical Therapist Practice* (2014).

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- e. Gait, Locomotion, and Balance: determine the safety, status, and progression of patients while engaged in gait, locomotion, balance, wheelchair management and mobility
 - f. Integumentary Integrity: detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning, and postures that aggravate or relieve pain or altered sensations, or that can produce associated skin trauma; and recognize viable versus nonviable tissue
 - g. Joint Integrity and Mobility: detect normal and abnormal joint movement
 - h. Muscle Performance: measure muscle strength by manual muscle testing; observe the presence or absence of muscle mass; recognize normal and abnormal muscle length, and changes in muscle tone
 - i. Neuromotor Development: detect gross motor milestones, fine motor milestones, and righting and equilibrium reactions
 - j. Pain: administer standardized questionnaires, graphs, behavioral scales, or visual analog scales for pain; recognize activities, positioning, and postures that aggravate or relieve pain or altered sensations
 - k. Posture: determine normal and abnormal alignment of trunk and extremities at rest and during activities
 - l. Range of Motion: measure functional range of motion and measure range of motion using an appropriate measurement device
 - m. Self-Care and Civic, Community, Domestic, Education, Social and Work Life: inspect the physical environment and measure physical spaces; recognize safety and barriers in the home, community and work environments; recognize level of functional status; administer standardized questionnaires to patients and others
 - n. Ventilation, Respiration and Circulation: detect signs and symptoms of respiratory distress, and activities that aggravate or relieve edema, pain, dyspnea, or other symptoms; describe thoracoabdominal movements and breathing patterns with activity, and cough and sputum characteristics
- 7D25** Complete accurate documentation that follows guidelines and specific documentation formats required by state practice acts, the practice setting, and other regulatory agencies.
- 7D26** Respond effectively to patient/client and environmental emergencies that commonly occur in the clinical setting.

Participation in Health Care Environment

- 7D27** Contribute to efforts to increase patient and healthcare provider safety.
- 7D28** Participate in the provision of patient-centered interprofessional collaborative care.
- 7D29** Participate in performance improvement activities (quality assurance).

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST ASSISTANT EDUCATION PROGRAMS** (revised 11/11/15; revised 1/21/16; 3/4/16;
12/7/17; 5/14/20; 11/3/20)

Practice Management

7D30 Describe aspects of organizational planning and operation of the physical therapy service.

7D31 Describe accurate and timely information for billing and payment purposes.

Standard 8

The program resources are sufficient to meet the current and projected needs of the program.

REQUIRED ELEMENTS:

- 8A** The collective core faculty is sufficient in number to allow each individual core faculty member to meet teaching and service expectations and to achieve the expected program outcomes through student advising and mentorship, admissions activities, educational administration, curriculum development, instructional design, coordination of the activities of the associated faculty, coordination of the clinical education program, governance, clinical practice, and evaluation of expected student outcomes and other program outcomes. Minimally, the program employs at least two, preferably three, full-time core faculty members dedicated to the PTA program. One of the full-time core faculty members must be a physical therapist who holds a license to practice in the jurisdiction where the program operates.

Evidence of Compliance:

Portal Fields:

- Provide faculty workload data for each faculty member on the individual Core Faculty Detail page(s).
- Provide information related to teaching responsibilities in the Course Details page for each course.

Narrative:

- Describe how the program determines the number of core faculty needed to accomplish all program activities delineated in the element.
- Describe the core faculty resources for the program.
- Provide evidence that the program employs at least two full-time core faculty members with the equivalent of 2 FTE dedicated⁵¹ to the PTA program. Provide evidence that one of the full-time core faculty members is a physical therapist.
- Identify the core faculty:student ratio⁵² and the average faculty:student lab ratio.
- Provide evidence that the core faculty workloads are within the defined workload policies.
- Describe how the faculty teaching and workloads for the program faculty are adequate to meet the program needs with regard to:
 - teaching, including coordination of associated faculty;
 - program administration;
 - administration of the clinical education program;
 - institutional and program committee and governance activities;
 - student advising;
 - any expectations related to student recruitment and admissions process; and
 - other institutional and program responsibilities.

Appendices & On-site Material: See SSR Instructions & Forms

- 8B** The program has, or has ensured access to, adequate secretarial/administrative and technical support services to meet expected program outcomes.

Evidence of Compliance:

Narrative:

- Describe the secretarial/administrative and technical support available to the program, including the secretarial/administrative support available for the clinical education program.

Appendices & On-site Material: See SSR Instructions & Forms

⁵¹ **Dedicated faculty:** Faculty members for whom the majority of their instructional and/or administrative work and contact hours are allocated to the PTA program. While the Commission does not want to discourage individuals from seeking opportunities for growth and advancement within their institutions, the primary responsibility of core faculty must be to the needs of the program and its students.

⁵² **Core Faculty:Student ratio:** When determining this value, use (1) the number of full-time and part-time core faculty positions allocated to the program (regardless of the number of cohorts) and (2) the total number of students enrolled in the technical phase of the program (regardless of the number of cohorts).

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST ASSISTANT EDUCATION PROGRAMS** (revised 11/11/15; revised 1/21/16; 3/4/16;
12/7/17; 5/14/20; 11/3/20)

8C Financial resources are adequate to achieve the program's stated mission, goals, and expected program outcomes and to support the academic integrity and continuing viability of the program.

Evidence of Compliance:

Portal Fields:

- Provide three years of allocations and expense data in the Portal section entitled *Income Statement*. Data must be provided for the academic year of the visit, the previous academic year and projected data for the next academic year. The form, Allocations and Expense Statements, can be used to collect the required data.

Note: **Allocations** refers to the amounts **budgeted to the program**; it should never be zero nor should it reflect all tuition dollars collected by the institution unless all tuition dollars are indeed allocated to the program.

Narrative:

- Describe the various revenue sources, including the expected stability of each.
- Describe how allocated funds from each source are used.
- Describe the process used to determine short- and long-term budgetary needs that are tied to the strategic planning process.

Appendices & On-site Material: See SSR Instructions & Forms

8D The program has, or has ensured access to, space, equipment, technology and materials of sufficient quality and quantity to meet program goals related to teaching and service.

8D1 Classroom and laboratory environments are supportive of effective teaching and learning.

Evidence of Compliance:

Narrative:

- Describe the classroom and laboratory space consistently used by the program.
- Describe other classroom and laboratory space used by the program in the past two years, if different than that described in response to the first bullet.
- Describe how the space is supportive of effective teaching and learning: access to current technology, access to safety features, good repair, cleanliness, temperature control, etc.

Appendices & On-site Material: See SSR Instructions & Forms

8D2 Space is sufficient for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials.

Evidence of Compliance:

Narrative:

- Describe the space available to the program for faculty and staff offices, student advisement, conducting confidential meetings, storing office equipment and documents, and securing confidential materials.

8D3 Students have access to laboratory space outside of scheduled class time for practice of clinical skills.

Evidence of Compliance:

Narrative:

- Identify the opportunities students have for access to laboratories for practice outside of scheduled class times.

Appendices & On-site Material: See SSR Instructions & Forms

8D4 Equipment and materials are typical of those used in contemporary physical therapy practice, are sufficient in number, are in safe working order, and are available when needed.

Evidence of Compliance:

Narrative:

- Provide a general description of the equipment and materials available for the support of the program, including equipment and supplies loaned by vendors or by facilities other than the institution.
- Describe the process used to ensure that equipment is in safe working order sufficient in number and reflective of contemporary PT practice.

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST ASSISTANT EDUCATION PROGRAMS** (revised 11/11/15; revised 1/21/16; 3/4/16;
12/7/17; 5/14/20; 11/3/20)

- Describe access to equipment being borrowed/loaned or used off-site; describe the contingency plan should borrowed/loaned equipment not be available for remediation and testing.

Appendices & On-site Material: See SSR Instructions & Forms

8D5 Technology resources meet the needs of the program.

Evidence of Compliance:

Narrative:

- Describe how the program uses technology for instructional and other purposes.
- Describe how the available instructional technology meets the needs of the program.

8E The resources of the institutional library system and related learning resource centers are adequate to support the needs and meet the goals of the program, faculty and students.

Evidence of Compliance:

Narrative:

- Describe the adequacy of the library resources, including the technological resources, and related learning resource centers available to the program faculty and students.
- Describe the accessibility of library resources and related learning resource centers to program faculty and students.
- If the educational program has its own facility for books, periodicals, instructional, and audiovisual materials, describe how the facility and materials are in an environment that is conducive to their intended purpose and accessible to students and academic faculty when needed.

Appendices & On-site Material: See SSR Instructions & Forms

8F The clinical sites available to the program are sufficient to provide the quality, quantity and variety of expected experiences to prepare all students for their roles and responsibilities as physical therapist assistants.

Evidence of Compliance:

Narrative:

- Describe the process used by the program to determine that the clinical education sites offer experiences for the students consistent with the goals of the clinical education portion of the curriculum and with the objectives of the individual clinical education courses in the curriculum.
- Describe how the program ensures a sufficient number and variety of clinical education sites to support the goals of the clinical education portion of the curriculum and to meet the objectives of the individual clinical education courses in the curriculum.

Appendices & On-site Material: See SSR Instructions & Forms

8G There are effective written agreements between the institution and the clinical education sites that are current and describe the rights and responsibilities of both parties. At a minimum, agreements address the purpose of the agreement; the objectives of the institution and the clinical education site in establishing the agreement; the rights and responsibilities of the institution and the clinical education site, including those related to responsibility for patient/client care and to responsibilities for supervision and evaluation of students; and the procedures to be followed in reviewing, revising, and terminating the agreement.

Evidence of Compliance:

Narrative:

- Briefly describe the provisions of the clinical education contracts used by the program.
- Describe how the program maintains the currency of written agreements with clinical education sites.
- Describe the process used to ensure that there are current written agreements between the institution and the clinical education sites.

Appendices & On-site Material: See SSR Instructions & Forms

**STANDARDS AND REQUIRED ELEMENTS FOR ACCREDITATION OF
PHYSICAL THERAPIST ASSISTANT EDUCATION PROGRAMS** (revised 11/11/15; revised 1/21/16; 3/4/16;
12/7/17; 5/14/20; 11/3/20)

8H Academic services, counseling services, health services, disability services, and financial aid services are available to program students.

Evidence of Compliance:

Narrative:

- Briefly describe the academic, counseling, health, disability, and financial aid services available to program students.

Appendices & On-site Material: See SSR Instructions & Forms

Note: Accessibility of these services for students taking distance education courses is requested in 618.

Underlying Data/Technical, Theoretical, and/or Empirical Study Reports, or Documents

- Code of Federal Regulations – 2011 – Title 42 – Vol. 5 – Section 484.4(g)(2)

§ 484.4 Personnel qualifications.

Staff required to meet the conditions set forth in this part are staff who meet the qualifications specified in this section.

Administrator, home health agency. A person who:

- (a) Is a licensed physician; or
- (b) Is a registered nurse; or
- (c) Has training and experience in health service administration and at least 1 year of supervisory or administrative experience in home health care or related health programs.

Audiologist. A person who:

- (a) Meets the education and experience requirements for a Certificate of Clinical Competence in audiology granted by the American Speech-Language-Hearing Association; or
- (b) Meets the educational requirements for certification and is in the process of accumulating the supervised experience required for certification.

Home health aide. Effective for services furnished after August 14, 1990, a person who has successfully completed a State-established or other training program that meets the requirements of § 484.36(a) and a competency evaluation program or State licensure program that meets the requirements of § 484.36 (b) or (e), or a competency evaluation program or State licensure program that meets the requirements of § 484.36 (b) or (e). An individual is not considered to have completed a training and competency evaluation program, or a competency evaluation program if, since the individual's most recent completion of this program(s), there has been a continuous period of 24 consecutive months during none of which the individual furnished services described in § 409.40 of this chapter for compensation.

Occupational therapist. A person who—

- (a)(1) Is licensed or otherwise regulated, if applicable, as an occupational therapist by the State in which practicing, unless licensure does not apply;
- (2) Graduated after successful completion of an occupational therapist education program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA), or successor organizations of ACOTE; and

(3) Is eligible to take, or has successfully completed the entry-level certification examination for occupational therapists developed and administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

- (b) On or before December 31, 2009—
 - (1) Is licensed or otherwise regulated, if applicable, as an occupational therapist by the State in which practicing; or
 - (2) When licensure or other regulation does not apply—
 - (i) Graduated after successful completion of an occupational therapist education program accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) or successor organizations of ACOTE; and
 - (ii) Is eligible to take, or has successfully completed the entry-level certification examination for occupational therapists developed and administered by the National Board for Certification in Occupational Therapy, Inc., (NBCOT).

(c) On or before January 1, 2008—

- (1) Graduated after successful completion of an occupational therapy program accredited jointly by the committee on Allied Health Education and Accreditation of the American Medical Association and the American Occupational Therapy Association; or
- (2) Is eligible for the National Registration Examination of the American Occupational Therapy Association or the National Board for Certification in Occupational Therapy.

(d) On or before December 31, 1977—

- (1) Had 2 years of appropriate experience as an occupational therapist; and
- (2) Had achieved a satisfactory grade on an occupational therapist proficiency examination conducted, approved, or sponsored by the U.S. Public Health Service.

(e) If educated outside the United States, must meet all of the following:

- (1) Graduated after successful completion of an occupational therapist education program accredited as substantially equivalent to occupational

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therapist entry level education in the United States by one of the following:

(i) The Accreditation Council for Occupational Therapy Education (ACOTE).

(ii) Successor organizations of ACOTE.

(iii) The World Federation of Occupational Therapists.

(iv) A credentialing body approved by the American Occupational Therapy Association.

(2) Successfully completed the entry-level certification examination for occupational therapists developed and administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

(3) On or before December 31, 2009, is licensed or otherwise regulated, if applicable, as an occupational therapist by the State in which practicing.

Occupational therapy assistant. A person who—

(a) Meets all of the following:

(1) Is licensed, unless licensure does not apply, or otherwise regulated, if applicable, as an occupational therapy assistant by the State in which practicing.

(2) Graduated after successful completion of an occupational therapy assistant education program accredited by the Accreditation Council for Occupational Therapy Education, (ACOTE) of the American Occupational Therapy Association, Inc. (AOTA) or its successor organizations.

(3) Is eligible to take or successfully completed the entry-level certification examination for occupational therapy assistants developed and administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

(b) On or before December 31, 2009—

(1) Is licensed or otherwise regulated as an occupational therapy assistant, if applicable, by the State in which practicing; or any qualifications defined by the State in which practicing, unless licensure does not apply; or

(2) Must meet both of the following:

(i) Completed certification requirements to practice as an occupational therapy assistant established by a credentialing organization approved by the American Occupational Therapy Association.

(ii) After January 1, 2010, meets the requirements in paragraph (a) of this section.

(c) After December 31, 1977 and on or before December 31, 2007—

(1) Completed certification requirements to practice as an occupational therapy assistant established by a credentialing organization approved by the American Occupational Therapy Association; or

(2) Completed the requirements to practice as an occupational therapy assistant applicable in the State in which practicing.

(d) On or before December 31, 1977—

(1) Had 2 years of appropriate experience as an occupational therapy assistant; and

(2) Had achieved a satisfactory grade on an occupational therapy assistant proficiency examination conducted, approved, or sponsored by the U.S. Public Health Service.

(e) If educated outside the United States, on or after January 1, 2008—

(1) Graduated after successful completion of an occupational therapy assistant education program that is accredited as substantially equivalent to occupational therapist assistant entry level education in the United States by—

(i) The Accreditation Council for Occupational Therapy Education (ACOTE).

(ii) Its successor organizations.

(iii) The World Federation of Occupational Therapists.

(iv) By a credentialing body approved by the American Occupational Therapy Association; and

(2) Successfully completed the entry-level certification examination for occupational therapy assistants developed and administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT).

Physical therapist. A person who is licensed, if applicable, by the State in which practicing, unless licensure does not apply and meets one of the following requirements:

(a)(1) Graduated after successful completion of a physical therapist education program approved by one of the following:

(i) The Commission on Accreditation in Physical Therapy Education (CAPTE).

(ii) Successor organizations of CAPTE.

(iii) An education program outside the United States determined to be substantially equivalent to physical therapist entry-level education in the United States by a credentials evaluation organization approved by the American Physical Therapy Association or an organization identified in 8 CFR 212.15(e) as it relates to physical therapists; and

(2) Passed an examination for physical therapists approved by the State in which physical therapy services are provided.

(b) On or before December 31, 2009—

(1) Graduated after successful completion of a physical therapy curriculum approved by the Commission on Accreditation in Physical Therapy Education (CAPTE); or

(2) Meets both of the following:

(i) Graduated after successful completion of an education program determined to be substantially equivalent to physical therapist entry level education in the United States by a credentials evaluation organization approved by the American Physical Therapy Association or identified in 8 CFR 212.15(e) as it relates to physical therapists.

(ii) Passed an examination for physical therapists approved by the State in which physical therapy services are provided.

(c) Before January 1, 2008—

(1) Graduated from a physical therapy curriculum approved by one of the following:

(i) The American Physical Therapy Association.

(ii) The Committee on Allied Health Education and Accreditation of the American Medical Association.

(iii) The Council on Medical Education of the American Medical Association and the American Physical Therapy Association.

(d) On or before December 31, 1977 was licensed or qualified as a physical therapist and meets both of the following:

(1) Has 2 years of appropriate experience as a physical therapist.

(2) Has achieved a satisfactory grade on a proficiency examination conducted, approved, or sponsored by the U.S. Public Health Service.

(e) Before January 1, 1966—

(1) Was admitted to membership by the American Physical Therapy Association; or

(2) Was admitted to registration by the American Registry of Physical Therapists; or

(3) Has graduated from a physical therapy curriculum in a 4-year college or university approved by a State department of education.

(f) Before January 1, 1966 was licensed or registered, and before January 1, 1970, had 15 years of full-time experience in the treatment of illness or injury through the practice of physical therapy in which services were rendered under the order and direction of attending and referring doctors of medicine or osteopathy.

(g) If trained outside the United States before January 1, 2008, meets the following requirements:

(1) Was graduated since 1928 from a physical therapy curriculum approved in the country in which the curriculum was located and in which there is a member organization of the World Confederation for Physical Therapy.

(2) Meets the requirements for membership in a member organization of the World Confederation for Physical Therapy.

Physical therapist assistant. A person who is licensed, unless licensure does not apply, registered, or certified as a physical therapist assistant, if applicable, by the State in which practicing, and meets one of the following requirements:

(a)(1) Graduated from a physical therapist assistant curriculum approved by the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association; or if educated outside the United States or trained in the United States military, graduated from an education program determined to be substantially equivalent to physical

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therapist assistant entry level education in the United States by a credentials evaluation organization approved by the American Physical Therapy Association or identified at 8 CFR 212.15(e); and

(2) Passed a national examination for physical therapist assistants.

(b) On or before December 31, 2009, meets one of the following:

(1) Is licensed, or otherwise regulated in the State in which practicing.

(2) In States where licensure or other regulations do not apply, graduated on or before December 31, 2009, from a 2-year college-level program approved by the American Physical Therapy Association and, effective January 1, 2010 meets the requirements of paragraph (a) of this definition.

(c) Before January 1, 2008, where licensure or other regulation does not apply, graduated from a 2-year college-level program approved by the American Physical Therapy Association.

(d) On or before December 31, 1977, was licensed or qualified as a physical therapist assistant and has achieved a satisfactory grade on a proficiency examination conducted, approved, or sponsored by the U.S. Public Health Service.

Physician. A doctor of medicine, osteopathy or podiatry legally authorized to practice medicine and surgery by the State in which such function or action is performed.

Practical (vocational) nurse. A person who is licensed as a practical (vocational) nurse by the State in which practicing.

Public health nurse. A registered nurse who has completed a baccalaureate degree program approved by the National League for Nursing for public health nursing preparation or postregistered nurse study that includes content approved by the National League for Nursing for public health nursing preparation.

Registered nurse (RN). A graduate of an approved school of professional nursing, who is licensed as a registered nurse by the State in which practicing.

Social work assistant. A person who:

(1) Has a baccalaureate degree in social work, psychology, sociology, or other field related to social work, and

has had at least 1 year of social work experience in a health care setting; or

(2) Has 2 years of appropriate experience as a social work assistant, and has achieved a satisfactory grade on a proficiency examination conducted, approved, or sponsored by the U.S. Public Health Service, except that these determinations of proficiency do not apply with respect to persons initially licensed by a State or seeking initial qualification as a social work assistant after December 31, 1977.

Social worker. A person who has a master's degree from a school of social work accredited by the Council on Social Work Education, and has 1 year of social work experience in a health care setting.

Speech-language pathologist. A person who meets either of the following requirements:

(a) The education and experience requirements for a Certificate of Clinical Competence in speech-language pathology granted by the American Speech-Language-Hearing Association.

(b) The educational requirements for certification and is in the process of accumulating the supervised experience required for certification.

[54 FR 33367, August 14, 1989, as amended at 56 FR 32973, July 18, 1991; 69 FR 66426, Nov. 15, 2004; 72 FR 66406, Nov. 27, 2007; 73 FR 2433, Jan. 15, 2008]

Subpart B—Administration

§ 484.10 Condition of participation: Patient rights.

The patient has the right to be informed of his or her rights. The HHA must protect and promote the exercise of these rights.

(a) *Standard: Notice of rights.* (1) The HHA must provide the patient with a written notice of the patient's rights in advance of furnishing care to the patient or during the initial evaluation visit before the initiation of treatment.

(2) The HHA must maintain documentation showing that it has complied with the requirements of this section.

(b) *Standard: Exercise of rights and respect for property and person.* (1) The patient has the right to exercise his or her rights as a patient of the HHA.

Statement re Mailing

STATEMENT OF SERVICE BY MAIL

I certify that the Physical Therapy Board of California of the Department of Consumer
Affair has complied with the requirements of Government Code Section 11346.4(a)(1)
through (4) and that the notice was mailed, and pursuant to Government Code Section
11340.85, sent by electronic communication, on August 5, 2022.

DATED: 10/19/2022

Brooke Arneson

Brooke Arneson
Legislation and Regulation Manager
Physical Therapy Board of California

Updated
Informative
Digest

PHYSICAL THERAPY BOARD OF CALIFORNIA

UPDATED INFORMATIVE DIGEST

No changes have been made which would warrant a change to the Informative Digest contained in the original notice for section 1398.26.1.

Final Statement Of Reasons

PHYSICAL THERAPY BOARD OF CALIFORNIA

FINAL STATEMENT OF REASONS

Hearing Date: The Board did not schedule a public hearing, nor was one requested.

Subject Matter of Proposed Regulations: Satisfactory Documentary Evidence of Equivalent Foreign Education (Coursework Tools).

Section(s) Affected: Amend section 1398.26.1 in Article 2 of Division 13.2 of Title 16 of the California Code of Regulations (CCR).

Request for a January 1, 2023 Effective Date:

The Physical Therapy Board (Board) requests that this regulatory proposal become effective January 1, 2023, to implement the proposed amendments to CCR 1398.26.1 to include tools for evaluating current education equivalency of those graduates from a non-accredited foreign physical therapy program and authorizes the Board to accept Coursework Tool (CWT) 6. This eliminates a barrier to licensure for foreign educated applicants who were evaluated using CWT 6 in another jurisdiction. Eliminating a barrier to licensure may lead to additional providers of physical therapy being available to Californians. In addition, this regulation would be a benefit to both licensees and the public because the use of these tools promotes the delivery of safe and effective care, which ensures public protection. Therefore, it would be of public benefit to hasten the effective date of these regulations.

Updated Information:

The Initial Statement of Reasons is included in the rulemaking file and is incorporated as if set forth herein and is updated as follows: in the Board's 45-day comment period, the Board received no public comment regarding the regulatory proposal. No request for public hearing was received, and none was held. The Board's June 2019 motion provided that if no adverse comments were received nor requests for hearing submitted, the proposal would be adopted as presented, with an allowance for any technical or non-substantive changes delegated to the Executive Officer. After the Board approved the proposed text with their changes in June 2019 and the package was noticed, technical, non-substantive changes were made to the version noticed in this package in subsection (e), as the ending punctuation was made consistent with all periods in lieu of some periods and some commas.

Local Mandate: A mandate is not imposed on local agencies or school districts.

Small Business Impact: The Board has determined that the proposed regulations would have no significant statewide adverse economic impact directly affecting small businesses, including the ability of California businesses to compete with businesses in other states.

Benefits:

The Course Work Tools (CWTs) in section 1398.26.1 were developed by the Federation of State Boards of Physical Therapy (FSBPT) for use by the approved Credential Evaluation Services pursuant to CCR 1399.25. These tools evaluate education equivalency and are applied according to the date that the applicant graduated from their respective, non-accredited, foreign physical therapy education program. Each CWT reflects the minimum general and professional educational requirements for substantial equivalence, at the time of graduation, that corresponds to a first professional degree in physical therapy of a United States (US) physical therapist or physical therapist assistant graduate. The CWTs provide a standardized method of evaluating an applicant's educational equivalence and afford a physical therapist or a physical therapist assistant, who are graduates of non-accredited foreign physical therapy programs, the same mobility from jurisdiction to jurisdiction as that afforded to graduates educated in the US.

In October 2016, FSBPT adopted CWT 6, for the purpose of the evaluation of educational equivalency for physical therapists who graduate on or after January 1, 2017. The FSBPT also adopted PTA Tool-2 for evaluating those physical therapist assistants who graduated on or after February 2017. Thus, adopting CWT 6 and PTA Tool-2 into regulation ensures continued mobility for these applicants upon licensure.

In addition, incorporating FSBPT's Coursework Tools 1-6 and the PTA Tools 1-2 by reference provides the public a way to access these forms either in hardcopy or electronic form and therefore provides transparency.

Incorporation by Reference – 1 CCR 20

Due to the layout format for processing, the incorporation by reference method was used because it would be impractical and cumbersome to publish the following in the California Code of Regulations (CCR):

- FSBPT's Coursework Tool For Foreign Educated Physical Therapists Who Graduated before 1978 - CWT 1 (Rev. 2014-11);
- FSBPT's Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1978 to 1991 - CWT 2 (Rev. 2014-11);
- FSBPT's Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1992 to 1997 - CWT 3 (Rev. 2014-11);

- FSBPT’s Coursework Tool For Foreign Educated Physical Therapists Who Graduated From 1998 to June 30, 2009 - CWT 4 (Rev. 2015-05 Summary);
- FSBPT’s Coursework Tool For Foreign Educated Physical Therapists Who Graduated After June 30, 2009 to December 31, 2016 - CWT 5 (Rev. 2009-07 2014-11);
- FSBPT’s Coursework Tool For Foreign Educated Physical Therapists - CWT 6 (Rev. 2016-10) For Implementation January 1, 2017;
- FSBPT’s Coursework Tool For Physical Therapist Assistants – PTA Tool 1 2007 (Rev. 2012-12); and
- FSBPT’s Coursework Tool For Physical Therapist Assistants – PTA Tool 2 Implementation Date February 15, 2017

These tools were all made available to the public, were posted on the board’s website from August 5, 2022 until September 20, 2022, and will continue to be available to the public once approved.

Consideration of Alternatives:

No reasonable alternative to the regulatory proposal, including those listed in the Initial Statement of Reasons, would be either:

- more effective in carrying out the purpose for which the action is proposed or
- would be as effective or less burdensome to affected private persons and equally effective in achieving the purposes of the regulation in a manner that ensures full compliance with the law being implemented or made specific, or
- more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law.

As described in the Initial Statement of Reasons, these tools are used nationally; to impose different tools might be burdensome on evaluators. No alternatives were presented to the Board during the public comment period.

Std. Form 399
*Economic
And Fiscal
Impact
Statement
Attached*

(see e-paper clip at left)