

**Relevant documents pertaining to learning
outcomes & graduate attributes**

Programme outcomes

At the end of the training, a student will

- Functionally diagnose the patient & provide comprehensive holistic physiotherapy treatment to the needy.
- Justify the use of a specific therapeutic modality & be competent enough to apply it effectively.
- Contribute effectively as a rehabilitation team member for acute and chronic illness as & when required.
- Communicate effectively with the patient regarding the various aspects of disease as sought by patient or caretakers.
- Undertake research project for updation of personal knowledge as well as professional growth.
- Refer the patient to concerned healthcare professional in case if the need arises.
- Extend services in the community for underprivileged population who cannot report to the physiotherapy center.

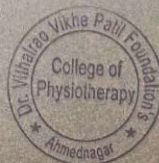
1. Methods of the assessment of learning outcomes & graduate attributes-

Programme Specific Outcomes

At the end of the training period, a student should:

Musculoskeletal Sciences:

- Determine the physical therapy needs of any patient or client through examination and evaluation.
- Develop and implement the physical therapy plan of action designed to: maintain and restore strength, endurance, co-ordination and range of motion to improve or restore function, promote healing, relieve pain.
- Communicate appropriately and effectively with patients and families, colleagues, and the public.
- Apply the basic educational concept of teaching within the clinical practice of musculoskeletal physiotherapy.



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- Apply sound administrative principles to the management of physical therapy practice.
- Organize and provide for continuing physiotherapy education programs for musculoskeletal physiotherapist.

Cardio-vascular and Respiratory Sciences:

- Focus on health as influenced by lifestyle and environmental factors.
- Emphasize on early identification, prevention and correction of risk factors responsible for development of cardio-vascular and respiratory disorders.
- Provide physiotherapy facilities for rehabilitation of patients admitted to intensive care units and those suffering from chronic cardio-vascular respiratory disorders.
- Evaluate and determine the functional status of lungs by means of spirometry.
- Teach long-term self-management strategies to persons suffering from chronic cardio- respiratory disorders.
- Assess the level of physical fitness of individuals by evaluation of health-related variables of fitness.
- Assist in enhancing physical fitness levels by providing individualized exercise programs that will improve their quality of life.

Community Medical Sciences:

- Focus on health as influenced by social and community structure.
- Emphasize on identifying, evaluating and discouraging health-damaging and facilitating health-promoting behaviors.
- Provide Physiotherapy facilities for those who are away from the health institutions and having difficulty in healthcare access.
- Provide Physiotherapy facilities Aid and appliances to disabled people living in urban/rural areas and ensure that they can access these facilities.
- Evaluate disability and plan for prevention and rehabilitation in rural and urban set up.
- Enable some of the persons with disability to become self reliant and contribute to family and society.



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- Teach persons with disabilities and their families about basic care and hygiene.
- Assess the prevalence and incidence of various conditions responsible for increasing morbidity in the specific community.

Neurophysiotherapy:

- Provide quality education in terms of requisite knowledge and psychomotor skills needed to assess and treat patients with neurological dysfunction.
- Enable students to treat patients with neurological dysfunction in the most effective way leading to nearest possible independent functional life.
- Supplement education with much needed training in developing affective skill, including paediatric as well as geriatric age group.
- Provide quality care to patients suffering from neurological dysfunction considering long duration and residual disability associated with it.
- Deliver the custom made treatment plan for the maximal possible recovery leaving very minimal residual disability.
- Provide quality health care to underprivileged population by extending our services into the community.
- Foster research culture which is the base of evidence for appropriate treatment protocols.
- Encourage students to be part of research culture to carry forward the change occurring as a result of research.
- Generate sufficient grants for the conduct of variety of projects which will act as a stimulus to provide sufficient momentum during long term projects.



A handwritten signature in blue ink, appearing to read "Dr. Vithalrao Vikhe Patil".

Principal
Dr. Vithalrao Vikhe Patil Foundation's
College of Physiotherapy
Ahmednagar-414111

Graduate Attributes

The following “essential requirements” specify those attributes that the faculty consider necessary for completing the professional education enabling each graduate to subsequently enter clinical practice. The purpose of this curriculum is to delineate the cognitive, affective and psychomotor skills deemed essential for completion of this program and to perform as a competent physiotherapist who will be able to evaluate, plan & execute physiotherapy treatment independently.

COGNITIVE LEARNING SKILLS: The student must demonstrate the ability to receive, interpret, remember, reproduce and use information in the cognitive, psychomotor, and affective domains of learning to solve problems, evaluate work, and generate new ways of processing or categorizing similar information listed in course objectives.

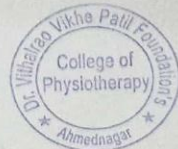
PSYCHOMOTOR SKILLS: The student must demonstrate the following skills.

1. Locomotion ability:

Get to lecture, laboratory and clinical locations, and move within rooms as needed for changing groups, partners and work stations. Move quickly in an emergency situation to protect the patient (e.g. from falling).

2. Manual tasks:

- a. Maneuver another person’s body parts to effectively perform evaluation techniques. Manipulate common tools used for screening tests of the cranial nerves, sensation, range of motion, blood pressure, e.g., cotton balls, safety pins, goniometers, Q-tips, sphygmomanometer. Safely and effectively guide, facilitate, inhibit, and resist movement and motor patterns through physical facilitation and inhibition techniques (including ability to give timely urgent verbal feedback).
- b. Manipulate another person’s body in transfers, gait, positioning, exercise, and mobilization techniques. Manipulate evaluation and treatment equipment safely and accurately apply to patients. Manipulate bolsters, pillows, plinths, mats, gait assistive



devices, and other supports or chairs to aid in positioning, moving, or treating a patient effectively.

- c. Competently perform and supervise cardiopulmonary resuscitation

3. Fine motor/hand skills:

- a. Legibly record thoughts for written assignments (including diagrams) and tests. Document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner and consistent with the acceptable norms of clinical settings.
- b. Safely apply and adjust the dials or controls of therapeutic modalities.
- c. Safely and effectively position hands and apply mobilization and therapeutic techniques.

4. Visual acuity to:

- a. Read written and illustrated material in the English language, in the form of lecture handouts, textbooks, literature and patients chart.
- b. Observe active demonstrations in the classroom.
- c. Visualize training videos, projected slides/overheads, X-ray pictures, and notes written on a blackboard/whiteboard.
- d. Receive visual information from patients, e.g., movement, posture, body mechanics, and gait necessary for comparison to normal standards for purposes of evaluation of movement dysfunctions.
- e. Receive visual information from treatment environment, e.g., dials on modalities and monitors, assistive devices, furniture, flooring, structures, etc.
- f. Receive visual clues as to the patients tolerance of the intervention procedures. These may include facial grimaces, muscle twitching, withdrawal etc.

5. Auditory acuity to:

- a. Hear lectures and discussion in an academic and clinical setting.
- b. Distinguish between normal and abnormal breathing, lung and heart sounds using a stethoscope.



6. Communication:

- a. Effectively communicate information and safety concerns with other students, teachers, patients, peers, staff and personnel by asking questions, giving information, explaining conditions and procedures, or teaching home programs. These all need to be done in a timely manner and within the acceptable norms of academic and clinical settings.
- b. Receive and interpret written communication in both academic and clinical settings in a timely manner.
- c. Receive and send verbal communication in life threatening situations in a timely manner within the acceptable norms of clinical settings.
- d. Physiotherapy education presents exceptional challenges in the volume and breadth of required reading and the necessity to impart information to others. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the health care team.

7. Self care:

Maintain general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.

AFFECTIVE LEARNING SKILLS: The student must be able to:

1. Demonstrate respect to all people, including students, teachers, patients and medical personnel, without showing bias or preference on the grounds of age, race, gender, sexual preference, disease, mental status, lifestyle, opinions or personal values.
2. Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental, and behavioral safety of patients and other individuals with whom one interacts in the academic and clinical settings and to be in compliance with the ethical standards of the profession.
3. Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers, and patients.