

Functional Abilities / Core Performance Standards

As part of your application to the Respiratory Care Program it is important that you understand that success in the workplace as a respiratory therapist requires that you possess certain minimum functional abilities. This document is included as a part of your application packet so that you can assess yourself to determine if you are likely to be able to meet these minimum requirements. Please review the list of skills below. If you feel that you may be unable to meet the standard/s even with correction (example: eyeglasses, hearing aids) on any of the items below, please list those on the last page.

The Respiratory Care Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the attached Functional Abilities/Core Performance Standards Worksheet provides the framework to relate functional ability categories and representative activities/attributes to any limitations/deficits in functional abilities. These standards will be used by the Respiratory Care Program in combination with the professional scope of practice, job analysis, other resources, and expert consultation to make decisions related to the ability of the respiratory care student to perform the essential functions of respiratory therapy.

If a prospective student is unable to meet the required “Functional Abilities/Core Performance Standards,” the student may consult with Program faculty and with an Accessibility Specialist from The University of Toledo Office of Accessibility in order to determine, on a case by case basis, whether or not reasonable accommodations can be made that would permit the student to meet these “Functional Abilities/Core Performance Standards” and thus enter into the program. If, while a student is in the program and program faculty determine that he/she has become unable to meet the “Functional Abilities/Core Performance Standards” the same procedure will be followed.

Please note: “**Skill/s tied to**” under each of the sections is not intended to be a complete listing of skills but rather as an example of a skill for which that ability is required. For more complete listing of skills, tied to that ability, please see the program director.

Instructions:

Please carefully review the sixteen items and answer the three questions at the end:

1. Gross motor ability

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders
- Reach below waist

Skill/s tied to: Function in an ICU environment: move about in an ICU room in order to perform procedures on the patient. Must also read patient chart, equipment settings, and/or equipment displays. Sit to record findings. Change equipment settings above head and below waist.

2. Fine motor ability

- Pick up objects with hands
- Grasp small objects with hands
- Write clearly and neatly with pen or pencil
- Type on a keyboard
- Pinch/squeeze or pick up objects with fingers
- Twist knobs with hands
- Must have adequate manual dexterity as to be capable of maintaining sterility

Skill/s tied to: Lift medications vials to eyes to read. Squeeze medication vials to empty. Squeeze Ballard suction catheter button. Grasp, hold and read small instruments such as volume measuring devices. Write in patient chart. Record patient data in record. Change settings on equipment by turning knob and observing change.

3. Physical Endurance

- Stand at patient's side during procedure
- Sustain repetitive movements (example: chest compressions in CPR)
- Maintain physical tolerance (continue tasks throughout a 12-hour shift)
- Work and complete tasks at a reasonable pace
- Walk/stand for prolonged periods of time (throughout a 12-hour shift)

Skill/s tied to: Stand and perform repetitive procedure/s on patients such as Chest Physical Therapy and CPR. Repeat this procedure periodically throughout a 12-hour shift.

4. Physical Strength

- Lift 50 pounds
- Restrain combative patient with assistance
- Carry equipment/supplies
- Squeeze with hands (example: use of a fire extinguisher)
- Able to push/roll 60-100 pounds
- Move heavy object weighing from 10-50 pounds
- Use upper body strength

Skill/s tied to: Assist patient from bed to chair. Hoist patient up in bed with assistance. Move patient from stretcher to bed and back with assistance (Note: Patients may weigh in excess of 300 lbs). Carry medications, pulse oximeter, stethoscope or other equipment to patient room. Push ventilator or other heavy equipment from respiratory care department to patient room. Move other equipment such as Pulse oximeter, IPPB or IPV machine. Lift equipment from bed height to shelf height above chest level.

5. Mobility: Are you able to perform the following:

- Twist
- Bend
- Stoop/squat
- Move quickly
- Climb ladders/stools/stairs
- Walk

Skill/s tied to: Turn to change settings on monitor while standing at patient bedside. Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, above head. Gather equipment and manually resuscitate patient without delay. Make rapid adjustments if needed to ensure patient safety. Make way to patient room if an emergency is called using stairs.

6. Hearing (permissible to use hearing aids if they enable student to meet requirements listed below):

- Hear normal speaking level sounds
- Hear faint voices
- Hear faint body sounds (example: breath and heart sounds)
- Hear auditory alarms
- Hear telephones
- Hear sounds with stethoscope

Skill/s tied to: Listen to patient breath sounds to determine if patient is breathing. Listen to heart sounds to determine if heart is beating. Determine the intensity and quality of patient breath sounds in order to help determine a diagnosis. Hear audible alarms such as a ventilator alarm. Hear overhead pages to call for emergency assistance.

7. Visual (permissible to use corrective lenses if they enable student to meet requirements listed below):

- Visually assess patients
- See object up to 20 inches away
- See object more than 20 feet away
- Use peripheral vision
- Distinguish color
- Distinguish color intensity
- See emergency lights/lamps

Skill/s tied to: Read patient chart to determine correct therapy. Visually assess patient color to assess for hypoxia. Read settings on monitors and other equipment. Visually assess for changes. Confirm settings visually such as with ventilator display.

8. Tactile

- Feel vibrations (example: pulses)
- Detect temperature
- Feel the difference in surface characteristics
- Feel the differences in sizes, shapes (example: palpate artery/vein)
- Detect environmental temperature

Skill/s tied to: Assess patient by feeling for patient pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, identifying insertion point for arterial puncture.

9. Smell:

- Detect odors from patients
- Detect smoke
- Detect gas or noxious smells

Skill/s tied to: Assess for noxious odors originating from the patient or environment (example: gas leak or smoke)

10. Reading:

- Read and interpret physicians' orders
- Read and understand written documents
- Read very fine or small print

Skill/s tied to: Read and interpret physician orders, physician, therapist and nurses notes. Read from a computer monitor screen. Gather data reasonably accurate, and in a reasonable amount of time to ensure safe and effective patient care relative to other care givers.

11. Arithmetic:

- Read and understand columns of writing (example: flow sheets)
- Read digital displays
- Read graphic printouts
- Calibrate equipment
- Convert numbers to metric
- Read graphs (vital sign sheets)
- Tell time
- Measure time (duration)
- Count rates (example: pulses, breathing rate)
- Use measuring tools (example: thermometer)
- Read measurement marks (scales)
- Able to perform basic arithmetic functions: add, subtract, multiply, divide
- Compute fractions
- Use a calculator
- Record numbers (example: chart observed parameters)

Skill/s tied to: Read and interpret patient graphics charts and graphic displays. Perform basic arithmetic functions in order to calculate minute ventilation, convert temperature, correctly place graduated tubing, and other functions.

12. Emotional Stability:

- Establish therapeutic boundaries
- Provide patients with appropriate emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (example: crisis)
- Focus attention on task despite distractions
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (example: grief)
- Show appropriate compassion through communications

Skill/s tied to: Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently (example: delivery of medication or oxygen in one room while performing an arterial blood gas in another such as in an emergency room environment.) Maintain enough composure to provide for safe and effective patient care despite crisis circumstances.

13. Analytical Thinking:

- Transfer/extrapolate knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long and short term memory

Skill/s tied to: Evaluate different sources of diagnostic information to help arrive at a patient diagnosis. Evaluate priorities in order to provide for the most appropriate care. Appropriately evaluate data in order to notify physician and nursing when necessary.

14. Critical Thinking Skills:

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Skill/s tied to: Evaluate different sources of diagnostic information to help arrive at a patient diagnosis and treatment. Evaluate data in order to formulate an appropriate action plan.

15. Interpersonal skills:

- Negotiate interpersonal conflict appropriately
- Respect differences in patients
- Establish rapport with patients
- Establish rapport with co-workers
- Work effectively with physicians, staff, patients and patients' families

Skill/s tied to: Communicate effectively with disagreeable patients, family, doctors, and nurses and other staff in order to attempt to meet therapeutic goals for the patient.

16. Communication Skills:

- Teach (example: patient and family)
- Explain procedure
- Give oral reports
- Interact with others
- Speak on the telephone
- Direct activities of others
- Convey information through writing (example: progress notes)
- Speak clearly and distinctly

Skill/s tied to: Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff in order to provide for most effective and efficient patient care.

Please answer the following questions; please indicate if the question does not apply:

1. Please list any of the standards above that you feel that you may not be able to meet even with correction (example: eye glasses, hearing aids). Use the reverse if necessary.
2. Do you have any limitations or problems that might pose difficulties for which you may need accommodation? If yes, please list. Use the reverse if necessary.
3. For any items listed in the two questions above please contact the Office of Accessibility at The University of Toledo (419.530.4981). Reasonable accommodations for students with documented disabilities are provided. Students with disabilities are encouraged to make an appointment with an Accessibility Specialist as soon as possible in order to determine if reasonable accommodations exist.

Print Name

Sign

Date