



Functional Abilities / Core Performance Standards

Please Review the list of skills below. If you 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 shall 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 Respiratory Care Program in consultation with an advisor from the Accommodations at Collin College for Equal Support Services (ACCESS) Office will determine, on an individual basis, whether or not reasonable accommodations can be made that would permit the student to meet these “Functional Abilities/Core Performance Standards” and thus, to continue in the program.

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 a 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 a patient. Must also read patient charts, equipment settings, and/or equipment displays. Sit or stand 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
- Enter data using a key pad
- 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 medication vials to eye level 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. Change settings on equipment by turning knobs and

3. Physical endurance

- Stand at patient's side during procedure
- Sustain repetitive movement (example: chest compressions in CPR)
- Maintain physical tolerance (continue tasks through a 12-hour shift)
- Work and complete tasks at a reasonable pace
- Walk/stand for prolonged periods of time (through 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 25 pounds
- Move light objects up to 10 pounds.
- Restrain combative patient with assistance
- Carry equipment/supplies
- Squeeze with hands (example: use of fire extinguisher)
- Able to push/roll 60 pounds
- Move heavy object weighing 10-50 pounds
- Use upper body strength

Skill/s tied to: Assist patient from bed to chair. Hoist patient up in bed. Move patient from stretcher to bed and back. 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 the chest.

5. Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly
- Climb ladders/stairs/use stools
- 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, or 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

- Visually assess clients
- 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 charts 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, fremitus)
- 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 pulse, temperature, tactile fremitus, edema, subcutaneous emphysema, or identifying insertion point for arterial puncture.

9. Smell

- Detect odor 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 physician orders
- Read and understand written documents
- Read very fine or small print

Skill/s tied to: Read and interpret physician orders, physician, therapist and nurse notes. Read from a computer monitor. 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, respiratory 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 graphic 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 safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently (example: delivery of medication or oxygen while performing an arterial blood gas such as in an emergency room setting. 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 clients
- Establish rapport with clients
- 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, nurses and other staff in order to attempt to meet therapeutic goals for the patient.

16. Communication Skills

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

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

Please answer the following questions. 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 or hearing aids). Use the reverse side if necessary.

2. Do you have any limitations or problems that might pose difficulties for which you may need accommodations? If yes, please list. Use reverse side if necessary.

3. For any items listed in the two questions above please contact the ACCESS Office at Collin College (972.881.5898).

ACCESS (Accommodations at Collin College for Equal Support Services) is a comprehensive accommodation program for all Collin College students. Reasonable accommodations for students with documented disabilities are provided. Students with disabilities are encouraged to make an appointment with an ACCESS advisor as soon as possible in order for the program to prepare reasonable accommodations that may exist. The reasonableness of the accommodation will be assessed by a program committee.

Print Name _____

Signature: _____

Date: _____