Essential Functions for the Respiratory Therapist Program at MATC

The Respiratory Therapist Program complies with the American with Disabilities Act (ADA), and consistent with the ADA, the attached Essential Functions list 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 Therapist Program to make decisions related to the ability of the respiratory therapist student to perform the essential functions of respiratory therapy.

If a prospective student is or becomes unable to meet the required Essential Functions, the Respiratory Therapist Program, in consultation with MATC’s Disability Resource Services (DRS), room 159AA Truax campus, 608-246-6716 or 800-322-6282 x6716, will determine on an individual basis whether or not reasonable accommodations can be made that would permit the student to meet the Essential Functions, thus allowing the student to continue in the program.

Please note: “Skill/s tied to” is/are not intended to be a complete listing of skills, but rather as examples of skills for which may be required. For a more complete listing of skills, please see the program director.

**Instructions:**

Please carefully review the sixteen items and sign in the space provided below:

1. **Gross Motor Ability:**
   - Move within confined spaces
   - Sit and stand to maintain balance
   - Reach above shoulders and 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. Adjust equipment settings, and/or equipment displays. Sit to record findings. Change equipment settings above head and below waist. Plug in equipment.

2. **Fine Motor Ability:**
   - Pick up large and small objects with hands
   - Grasp/pinch/squeeze small objects with hands or fingers
   - Write clearly and neatly with pen or pencil
   - Use a computer
   - Twist or turn knobs with hands
   - Must have adequate manual dexterity as to be capable of maintaining sterility

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

3. **Physical Endurance:**
   - Stand at client’s side during procedure
   - Sustain repetitive movements (example: chest compressions in CPR)
   - Maintain physical tolerance (continue tasks throughout an 8 hour shift)
   - Work and complete tasks at a reasonable pace

   **Skill/s tied to:**
   Stand and perform repetitive procedure/s on patients such as Chest Physical Therapy and CPR. Repeat this procedure periodically throughout an 8-hour shift.

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4. Physical Strength:
   - Relocate 25 pounds, push/pull/roll 60 pounds
   - Move light objects up to ten pounds, move heavy object weighing from 10-50 pounds
   - Carry equipment/supplies
   - Squeeze with hands (example: use of a fire extinguisher)
   - Use upper body strength

5. Body Mobility:
   - Twist, bend, stoop and squat
   - Move quickly
   - Climb ladders/stools/stairs
   - Walk

6. Hearing:
   - 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

7. Visual:
   - Visually assess clients
   - See object up to 20 inches away and see object more than 20 feet away
   - Use peripheral vision
   - Distinguish color and color intensity
   - See emergency lights/lamps

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

9. Smell:
   - Detect odors from client
   - Detect smoke, gas or noxious smells

10. Reading:
    - Read and interpret physicians’ orders
    - Read and understand written documents
    - Read very fine or small print

   Skill/s tied to:
   - Assist patient from bed to chair. Hoist patient up in bed. 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.

   Skill/s tied to:
   - Turn to change settings on equipment 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.

   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.

   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.

   Skill/s tied to:
   - Assess patient by feeling for patient pulse, temperature, tactile fremetis, edema, subcutaneous emphysema.

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

   Skill/s tied to:
   - Read and interpret physician orders, as well as physician, therapist and nursing notes. Read from a computer monitor screen. Gather data reasonably accurately, 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, digital displays and graphic printouts (example: flow sheets)
- Calibrate equipment
- Convert numbers to metric
- Tell time and measure time (duration)
- Count rates (example: pulses, breathing rate)
- Use measuring tools (example: thermometer, 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, as well as other functions.

12. Emotional Stability:
- Establish therapeutic boundaries
- Provide client with appropriate emotional support
- Adapt to changing environment/stress
- Deal and cope with the unexpected (example: crisis, grief)
- Focus attention on task despite distractions
- Perform multiple responsibilities concurrently
- 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, such as the delivery of medication or oxygen in one room while performing an arterial blood gas in another as may occur in an emergency room environment. Maintain enough composure to provide for safe and effective patient care despite crisis circumstances.

13. Critical Thinking Skills:
- Transfer/extrapolate knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve, prioritize tasks
- Use long and short term memory
- 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. Evaluate priorities in order to provide for the most appropriate care. Evaluate data in order to formulate an appropriate action plan. Appropriately evaluate data in order to notify physician and nursing when necessary.

14. Interpersonal Skills:
- Negotiate interpersonal conflict appropriately
- Respect differences in clients and coworkers
- Establish rapport with clients and coworkers
- Work effectively with physicians, staff, clients and clients’ 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. Recognizes and respects cultural, socioeconomic, learning and behavioral differences in patients, as well as differences due to patient age.
15. Communication Skills:
   • Teach (example: client, family, co-worker)
   • Speak clearly and distinctly (verbal reports, telephone)
   • Explain procedure
   • Interact with others
   • Direct activities of others
   • Convey information through writing (example: progress notes)

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.

I have read and understand that I may be required to perform any of the functions listed above during the course of the Respiratory Therapist Program.

________________________________________________________________________
Print Name
________________________________________________________________________
Sign Date