

## **RESPIRATORY CARE CONSORTIUM ESSENTIAL FUNCTIONS/TECHNICAL STANDARDS**

The following essential functions are required of all students enrolled in the Respiratory Care Program. Respiratory therapists are responsible for the care of patients, some critically ill. RTs often use highly technical life support equipment, and often make decisions that can have an effect on patient outcomes and safety. Therefore, in order to be successful in the Respiratory Care Program, all students must be able to perform, or learn to perform, the essential functions listed below. Students who are not capable of performing, or do not demonstrate that they are effectively performing these essential functions in the classroom, lab, or clinical setting will not be permitted to continue in the Respiratory Care Program.

### **Professional Qualities:**

- Punctuality and dependability: Maintain attendance and punctuality for class and clinicals. Finish tasks completely and timely.
- Demonstrate neatness and good hygiene.
- Only use a cell phone when not in class or patient care areas
- Comply with rules, laws, policies of the college and clinical affiliates
- Use proper etiquette for the situation
- Preparedness: arrive to class and clinicals with everything needed/required to learn and care for patients
- Honesty, integrity, ethical behavior, caring, and sensitivity in all dealings with peers, faculty, staff, and patients.
- Initiative: think and plan ahead, anticipate future needs, take advantage of opportunities, and “jump in” when appropriate
- Adaptability to new and changing situations, often involving high stress
- Use effective verbal, non-verbal, and written communication skills. Use proper non-verbal communication (body language, tone, facial expressions). Give full attention to others, listen and take time to understand the points being made, ask questions as appropriate, and avoid defensiveness and interrupting.
- Use effective conflict management skills
- Demonstrate the ability to effectively work with and provide quality care for patients of different culture, age, gender, and disabilities.
- Develop constructive and cooperative working relationships with others. Work effectively with physicians and other health care professionals as a member of a health care team.
- Demonstrate the ability to work independently and make decisions
- Demonstrate caring and respectful behaviors when interacting with patients and their families, other healthcare professionals, classmates and college faculty, and those affiliated with off campus college activities.
- Never participate in harassment or bullying of any kind.
- Demonstrate behavior that contributes to the learning environment. Behaviors of any kind that inhibit or disrupt the learning environment, on campus or at off campus sites, will not be tolerated.
- Transfer knowledge from the learning environment to the clinical setting
- Accept constructive criticism, feedback, and guidance
- Never breach patient confidentiality (HIPAA) in any setting (hospital, class, home, etc.).
- Identify complex problems and review related information to develop and evaluate options and

implement solutions.

- Judgment and Decision Making: Consider the relative benefit/risk of potential actions to choose the most appropriate one.
- Demonstrate knowledge and practical use of the English language for learning, documenting, and communicating.
- Critical self-reflection/self-monitoring: Undergo regular assessment of one's own attitudes, behaviors, performance with the aim to improve on each
- Emotional Stability: provide patients with emotional support, adapt to changing environment, deal with patients and families in crisis (death & dying), focus attention to the task at hand, cope with own emotions, cope with emotions in others (e.g. grief, anger). Remain calm to perform and prioritize multiple responsibilities.
- Analytical/Critical Thinking: remember, process, and interpret information from multiple sources, analyze and interpret abstract and concrete data, evaluate outcomes, problem solve.

**Respiratory Therapists and therefore RC students must be able to work with the following:**

- Mechanical, electronic, and computer skills are required in classroom, lab, and clinicals.
- Blood and body fluids, needles. Some may be infectious
- Various types of equipment to perform patient therapies and diagnostics. Life support devices
- Electronic medical records

**The physical demands of a Respiratory Therapist and RC program students:**

- Spend much of the day traveling between patient rooms, various patient care areas, and the respiratory care department.
- Move and position bedridden patients which can include lifting, pushing, pulling, and bending.
- Perform physically demanding procedures such as chest physiotherapy and BLS.
- Possess sufficient auditory perception to hear patients and staff, use devices such as a stethoscope, and respond to alarms.
- Possess sufficient visual acuity so as to accurately measure medications, read patient records, evaluate information displayed on patient monitors, and make observations of patients as required for respiratory care.
- Manipulate small pieces of equipment and perform complex skills such as arterial punctures, airway management, and endotracheal intubation.

**Disabilities:** Reasonable accommodations will be made in compliance with the Americans with Disabilities Act. Applicants who believe that they may need special accommodations in order to perform one or more of these functions must contact the appropriate office listed below for assessment. Accommodations cannot be made retroactively.

Cincinnati State Office of Disabilities: 513-569-1775 | UC Clermont Office of Disabilities: 513-732-5327

Felony records and misdemeanors may prohibit a student from continuing in the program or obtaining employment.

**I understand I must be able to perform all of these essential functions/technical standards in order to complete the program.**

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(Signature)

(Date)