

**WALLACE COMMUNITY COLLEGE**  
**Respiratory Therapist Program**  
**ESSENTIAL FUNCTIONS VERIFICATION**  
**(To be completed and turned in after acceptance at New Student Orientation)**

**DIRECTIONS:**

Read each function and the example of behavioral criteria for each. Respond in the appropriate column as to whether you fully meet the criteria (100%) or are unable to fully meet the criteria (less than 100%) You **need to be very honest about your responses**. If you respond **LESS** than 100% to any criterion, please explain in the space provided or enclose additional information. You must read and respond to **EACH** criterion and signify your status on the last page. **YOUR PHYSICIAN MUST ALSO VERIFY YOUR STATUS ON THE LAST PAGE.**

**DISCLAIMER**

The following statement of criteria is not intended as a complete listing of RPT practice behaviors but is a sampling of the types of abilities needed by the RPT student to meet program objectives and requirements. The RPT Program or its affiliated agencies may identify additional critical behaviors or abilities needed by students to meet program or agency requirements. The RPT Program reserves the right to amend this listing based on the identification of additional standards of criteria for RPT students.

<b>FUNCTIONS</b>	<b>EXAMPLES OF CRITERIA</b>	<b>100%</b>	<b>LESS</b>	<b>EXPLANATION</b>
Cognitive and critical thinking abilities are sufficient to make clinical judgments and meet laboratory objectives and requirements.	<ol style="list-style-type: none"> <li>1. Can comprehend new knowledge and apply it in RPT practice</li> <li>2. Can analyze situations and identify cause-effect relationships</li> <li>3. Can organize, program-solve, and make decisions</li> <li>4. Can meet mental competency requirements of the Alabama Board of Respiratory Therapy.</li> <li>5. Can compute mathematical problems</li> <li>6. Can operate a computer after an orientation</li> </ol>			
Interpersonal abilities are sufficient to interact purposefully and effectively with others.	<ol style="list-style-type: none"> <li>1. Can establish rapport with individuals</li> <li>2. Can interchange ideas in a group</li> <li>3. Can perceive emotions displayed by others</li> <li>4. Can convey sensitivity, respect, tact, and a mentally healthy attitude in interpersonal relationships</li> </ol>			
Fine motor skills and hand/eye coordination are sufficient to safely fulfill laboratory objectives and requirements.	<ol style="list-style-type: none"> <li>1. Am able to manipulate small objects and dials on equipment</li> <li>2. Can manipulate objects without extraneous motions, tremors or jerking</li> <li>3. Can write the English language legibly, Using correct grammar and syntax.</li> </ol>			
Auditory ability is sufficient to communicate effectively with others, to monitor and assess patient status, and to fulfill all laboratory objectives and requirements.	<ol style="list-style-type: none"> <li>1. Can hear high and low frequency sounds, such as telephones, monitor alarms emergency signals, weak cries of infants and weak calls for help</li> </ol>			

FUNCTIONS	EXAMPLES OF CRITERIA	100%	LESS	EXPLANATION
<p>Visual ability is sufficient to monitor and assess patient status and to fulfill laboratory objectives and requirements. Instruments to enhance or correct vision are portable, usable in small spaces and in varying levels of light and do not disrupt care or cause discomfort to patients.</p>	<ol style="list-style-type: none"> <li>1. Am able to discern the full spectrum of colors and to distinguish color changes</li> <li>2. Can accurately read numbers and letters in fine print, such as would appear on therapist or monitoring equipment in varying levels of light (daylight to very dim light)</li> <li>3. Can read for long periods of time</li> <li>4. Can read cursive writing such as would be found on patient's charts</li> <li>5. Can detect changes in the Environment</li> </ol>			
<p>Tactile ability and sense of smell are sufficient to assess patients and the environment.</p>	<ol style="list-style-type: none"> <li>1. Can palpate and count pulses</li> <li>2. The use of a stethoscope to obtain blood pressure and breath sounds.</li> <li>3. Can discern physical characteristics through touch, such as texture, shape, size, location, and others</li> <li>4. Can smell body and environmental odors, such as infected wounds or burning electrical equipment</li> </ol>			
<p>Communication abilities are sufficient to convey thoughts in verbal and written form so that they are understood by others.</p>	<ol style="list-style-type: none"> <li>1. Has sufficient English language abilities to understand printed materials, classroom lectures; instructional, medical, or other directives; and patient questions and/or responses</li> <li>2. Has sufficient English language abilities to be understood in verbal and written communications</li> <li>4. Can teach a concept and test for understanding</li> <li>5. Can interpret feedback or messages</li> </ol>			
<p>Physical mobility is sufficient to fulfill classroom, clinical, and program objectives safely and effectively.</p>	<ol style="list-style-type: none"> <li>1. Can maintain balance in any position and can stand on both legs for long periods of time. Move from room to room in a timely manner, maneuver in small spaces, &amp; climb stairs.</li> <li>2. Can freely move all joints through functional range of motion</li> <li>3. Can achieve certification in cardiopulmonary resuscitation at the BCLS (Basic Cardiac Life Support) level</li> </ol>			
<p>Strength (gross motor skills) and endurance are sufficient to safely fulfill clinical laboratory objectives and requirements.</p>	<ol style="list-style-type: none"> <li>1. Can stand and walk for 10 hours or more in a clinical situation</li> <li>2. Can position, lift, and transfer patients from all surfaces without injury to the patient, self, or others</li> <li>3. Can push or pull heavy objects, such as occupied hospital bed, without injury to patient, self, or others</li> </ol>			