



**RESPIRATORY CARE PROGRAM**  
**Wilmington Campus**

**Student Essential Functions**

*The following physical, cognitive, behavioral and environmental factors are encountered by students throughout the education process.*

**PHYSICAL PERFORMANCE STANDARDS**

**Factor**

<b>MOBILITY</b>	<b>YES</b>	<b>NO</b>
• Ability to walk and stand for prolonged periods of up to eight hours.		
• Ability to bend, twist, stoop and balance.		
• Ability to lift objects weighing 40 pounds or less.		
• Ability to push, pull and lift a medically fragile adult when positioning or transferring them during the delivery of health care.*		
• Ability to push, pull, and position mobile equipment weighing up to 200 pounds as needed for patient care.		
• Ability to use proper body mechanics for positioning a patient.		
• Ability to perform fine motor skills required for specialized invasive procedures as well as equipment manipulation.		
• Ability to perform manual therapy techniques.		
• Ability to work in confined and/or crowded spaces*		
• Ability to endure a 40 hour work week during clinical education courses.		
• Ability to adapt to protracted or irregular hours of work.*		

<b>HEARING</b>	<b>YES</b>	<b>NO</b>
• Ability to hear sounds of both high and low frequency such as those associated with:		
○ Equipment alarms		
○ Breath sounds		
○ Heart sounds		
• Ability to identify and distinguish subtle variations in body sounds such as breathing.*		
• Ability to hear normal conversation.		
• Ability to use a telephone and beeper.		
• Ability to communicate with:		
○ Patients		
○ Visitors		
○ Physicians		

\* Adapted from Weber State's Respiratory Therapy Program Functional Requirements for Student Success.

<b>SIGHT</b>	<b>YES</b>	<b>NO</b>
• Ability to read dials, gauges and digital indicators.		
• Depth perception adequate to perform required health care procedures.		
• Color perception adequate to discriminate between various alarms and indicators on medical equipment.		
• Ability to observe a patient's response to treatment.		
• Ability to visually distinguish subtle diagnostic variations in physical appearance of persons served. An example would be "pale color".*		
• Ability to gather information from medical records and professional literature.		

### **COGNITIVE/MENTAL STANDARDS**

<b>MATHEMATICS</b>	<b>YES</b>	<b>NO</b>
• Arithmetic		
○ Add		
○ Subtract		
○ Multiply		
○ Divide		
• Ability to use algebra to solve single variable equations.		
• Percentages		
• Decimals		
• Metric system		

<b>READING/COMPREHENSION</b>	<b>YES</b>	<b>NO</b>
• Ability to read and comprehend medical:		
○ Textbooks		
○ Journals		
○ Equipment manuals		
○ Dictionaries		
○ Charts		
○ Laboratory results		
○ Physicians orders		
○ Clinical Practice Guidelines		
• Ability to read, understand and apply printed material which may include instructions printed on medical devices, equipment and supplies*		

\* Adapted from Weber State's Respiratory Therapy Program Functional Requirements for Student Success.

<b>PROBLEM SOLVING/TROUBLESHOOTING</b>	<b>YES</b>	<b>NO</b>
• Ability to analyze a patient care situation, gather information quickly and make important decisions quickly in order to stabilize a patient's condition.		
• Ability to think on your feet.		
• Ability to maintain focus under stressful patient conditions.		
• Ability to recognize a problem.		
• Ability to solve a problem.		
• Ability to communicate rationale or reasoning to justify decisions made.		
• Ability to consult with others to clarify and solve problems.		

### **BEHAVIORAL STANDARDS**

<b>PROFESSIONAL BEHAVIORS</b>	<b>YES</b>	<b>NO</b>
• Ability to arrive on time.		
• Ability to adhere to a dress code.		
• Ability to uphold the AARC Code of Ethics.		
• Ability to follow policies and procedures.		
• Ability to maintain patient confidentiality.		
• Ability to recognize and respond appropriately to potentially dangerous situations.		
• Ability to demonstrate the emotional health and stability to fully utilize intellectual capabilities and demonstrate good judgment in delivering Respiratory Care to a patient.		
• Ability to practice professional, respectful physical touch across genders.		

<b>INTERPERSONAL SKILLS</b>	<b>YES</b>	<b>NO</b>
• Ability to maintain professional demeanor in all clinical interactions.		
• Ability to interact professionally with individuals of all ages, genders, races, socio-economic, religious, and cultural backgrounds.		
• Ability to influence people and motivate others to achieve.		
• Ability to work independently as well as with coordinated teams.*	<b>YES</b>	<b>NO</b>
• Ability to establish trust with patients, family members, coworkers and physicians.		
• Ability to work effectively with challenging and terminally-ill patients.		
• Ability to respond effectively to unexpected experiences.		
• Ability to delegate to others as needed.		
• Ability to receive direction from supervisors.		

\* Adapted from Weber State's Respiratory Therapy Program Functional Requirements for Student Success.

<b>COMMUNICATION SKILLS</b>	<b>YES</b>	<b>NO</b>
• Ability to communicate with others in a respectful and confident manner.		
• Ability to communicate effectively both verbally and in writing in English.		
• Ability to palpate the body structures and be able to differentiate and report subtle variations in temperature, consistency, texture and structure.*		
• Ability to modify communication (verbal and written) to meet the needs of different audiences, such as patients, families, coworkers and physicians.		
• Ability to recognize the impact of non-verbal communication and modify accordingly.		
• Ability to provide verbal reporting at patient rounds.		
• Ability to prepare medical documentation using prescribed format and conforming to all rules of English punctuation, grammar, diction and style.		
• Ability to effectively use a telephone, beeper and computer to enhance communication and information gathering with regard to a patient's condition.		

<b>EFFECTIVE USE OF TIME</b>	<b>YES</b>	<b>NO</b>
• Ability to organize an assignment.		
• Ability to prioritize work within an assignment.		
• Ability to recognize when assistance is needed to complete an assignment.		
• Ability to simultaneously and rapidly coordinate mental and muscular coordination when performing respiratory therapy tasks*		
• Ability to perform multiple tasks simultaneously.		
• Ability to cope with heavy workloads, patient demands, and changes within the assignment.		

### **ENVIRONMENTAL FACTORS**

<b>EXPOSURE TO BLOODBORN PATHOGENS</b>	<b>YES</b>	<b>NO</b>
• Willingness to treat patients regardless of health condition or infectious state.		
• Ability to adhere to Standard Precautions.		

\* Adapted from Weber State's Respiratory Therapy Program Functional Requirements for Student Success.

**Delaware Technical Community College  
Wilmington Campus**

If you have any questions or wish to discuss further the essential functions required of Respiratory Care Program students, please call Mr. Joseph A. Ciarlo, Jr. at (302) 765-4598.

The Federal American's with Disabilities Act (ADA) bans discrimination of persons with disabilities. In keeping with this law, DTCC-Wilmington Campus makes every effort to ensure quality education for all students. However, we feel obligated to inform students of the essential functions demanded by our program.

**I have read and understand the Student Essential Functions of the Advanced-practice Respiratory Care Program.**

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Student Signature

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Date

\_\_\_\_\_  
Printed Name

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Student ID #