

St. Philip's College

Respiratory Care Program

Technical Requirements:

Essential Functions

- Knowledge: prepare competent respiratory students through the cognitive process of current textbook studies
- Skills: prepare competent respiratory students through the process of psychomotor, by making sure they have adequate time to learn and master all the required skills of patient care, with knowledge of basic non-invasive respiratory procedures, including but not limited to patient, physician, and nursing interaction, with a strong understanding of disease management and critical thinking.
- Behavior: prepare competent respiratory students to become effective future employees with a minimal learning curve. The affective learning curve is established through the extensive learning skills obtained at the college and clinical rotations. The definition of TSC Respiratory minimum expectations mandated includes the ability to understand knowledge, skills, and behavior from the entry-level and graduate-level clinical competencies using the clinical skills manual. The Respiratory curriculum is designed to maximize the appropriate sequence of classroom instruction followed by a series of structured laboratory and hands-on clinical experiences. The clinical skills check sheet provides evidence that respiratory students have achieved the basic expected competencies and specified advanced competencies before entering the field.

The scope of practice for respiratory care students includes, but is not limited to:

- Acquiring and evaluating clinical patient data
- Assessing the cardiopulmonary status of patients
- Participating in life support activities as required and promoting evidence-based medicine, research, and clinical practice guidelines
- Evaluating data to assess the appropriateness of prescribed respiratory care

- Initiating prescribed respiratory care treatments, evaluating and monitoring patient responses to such therapy, and modifying the prescribed therapy to achieve the desired therapeutic objectives
- Establishing therapeutic goals for patients with cardiopulmonary disease
- Performing and assisting in the performance of prescribed diagnostic studies such as obtaining blood samples, blood gas analysis, pulmonary function testing, and bronchoscope assistance
- Participating in the development and modification of respiratory patient care plans
- Managing cases of patients with cardiopulmonary and related diseases
- Preparing case studies
- Initiating and conducting prescribed pulmonary rehabilitation
- Promoting cardiopulmonary wellness, disease prevention, and disease management
- Providing patient, family, and community education

Each student enrolled in the Respiratory Care Program must demonstrate the following abilities:

Observation

The student must be able to participate actively in all demonstrations, lab exercises, and clinical experiences in the professional program component, and assist and comprehend the condition of all patients assigned.

Physical Requirements

- Push/pull/lift/maneuver
 - Patients and objects of 35 pounds or more
 - Patients during positioning or transport
 - Equipment and supplies
 - Push pieces of equipment from room to room
- Maneuver in limited spaces
- Perform chest physio-therapy techniques using 2 hands

- Perform cardiopulmonary resuscitation (CPR)
- Walk/stand/sit for long periods
- Bend/reach/kneel
- Use hands/wrists/shoulders to maintain prolonged arm positions (ex. During CPR, ventilation, bronchial assistance, blood draws, aerosol administrations, etc.)
- Grasp objects with both hands, pinch thumb and forefinger to turn dials or knobs on specialized equipment
- Perform patient physical assessment (ex. Auscultation, percussion, palpitation, etc.)
- Use standard office equipment
- Capable of tolerating expected physically demanding workloads

Sensory

Functional use of the senses such as hearing, touch, and vision to tell:

- Perform patient clinical assessment (ex. auscultation, percussion, palpitation etc.)
 - **Visual acuity** (with corrective lenses if needed) to:
 - Identify cyanosis
 - Observe absence of respiratory movements in patients
 - shades and discriminate colors
 - Read very fine, small print on:
 - Medication containers
 - Physicians' orders
 - Monitors
 - Equipment calibrations
 - **Hearing ability** (with auditory aids if needed) to:
 - Understand the normal speaking voice without viewing the speaker's face
 - Hear monitor alarms, emergency signals and call bells from patients
 - Take / hear blood pressure, lung, heart, vascular and abdominal sounds with stethoscope

- location, pitch, and intensity of sounds
- **Manual dexterity** to:
 - Subtle variations in texture and temperature etc.
 - Use sterile technique
 - Example: to insert catheters or prepare and administer medications
 - Manipulate and assemble equipment for use

Mental, Intellectual and Cognitive

- Be able to read, understand, and apply printed material, which may include instructions printed on medical devices, equipment, and supplies
- Rapidly assess a variety of life-threatening situations
- Use computers and electronics for searching, recording, storing, and retrieving information
- Maintain patient safety through awareness of alarms and emergency signals
- Promote evidence-based medicine, research, and clinical practice guidelines
- Collect, measure, interpret, calculate, reason, analyze, evaluate, synthesize, problem-solve, diagnose, and document data. Problem solving, the critical skill demanded of health practitioners, requires all the aforementioned intellectual abilities.
- Appropriately prioritize to optimize patient care and produce the best therapeutic and diagnostic outcomes
- Accurately perform respiratory care procedures in the proper sequence according to established standards
- Perform procedures with a high level of competency with little to no margin of error
- The ability to stay awake and alert during all classroom, laboratory, and clinical situations, especially when working with patients.

Emotional

- The student must possess the emotional health required for full utilization of the student's intellectual abilities

- Demonstrate compassion, empathy, integrity, interpersonal skills and motivation
- Provide physical and emotional support to the patient during respiratory care procedures
- Be capable of dealing with the demands of emergency situations, as well as the daily routine of duties with speed and accuracy
- Function effectively under occasional stressful situations
 - Appropriately regulate emotions to maintain composure in stressful or demanding situations
- Adapt to changing environments
- Learn to function in the face of uncertainties inherent to clinical situations
- Accept and cope with exposure to trauma and grief
- Recognize constructive criticism and performance feedback as avenues for improvement

Communication and Interpersonal

- Be able to communicate in English, in both written and verbal format
 - Speaking clearly and succinctly when:
 - Explaining treatment procedures
 - Describing patient conditions
 - Implementing health techniques
- Must be able to communicate effectively, tactfully, and sensitively with patients in order to elicit information, assess nonverbal communications, and be able to effectively transmit information to patients, fellow students, faculty, staff, and all members of the health care team.
- Recognize and respond effectively to verbal and nonverbal communication sensitively
- Display respect and sensitivity to and interact positively with multicultural and multilingual needs of all ages
- Maintain written records and complete assignments in didactic, lab, and clinical environments

- Writing legibly and correctly in patients' records for legal documentation

Safety

- Function safely under stressful conditions with the ability to adapt to ever changing environments inherent in clinical situations involving patient care.
- Maintain safe environment for students, peers, patients and all members of the healthcare team. Some examples of this include:
 - Infection control requirements
 - Alert patient interactions
 - Respond appropriately to emergency situations
 - Maintain respiratory equipment
 - Follows safety procedures and protocols

Computer skills:

- Keep and maintain a computer, laptop, or other device that supports Learning Management System software and other course requirements such as webcam, external webcam, microphone, etc.
- Ability to utilize required Learning Management System and access it regularly.
- Ability to use the basic Microsoft Office Suite.

Ethics and Professionalism

- Protect patients' privacy and confidential information (HIPAA)
- Operate within the scope of practice
- Practice within ethical and legal boundaries
- Exhibits accountability and integrity
- Pass drug/alcohol testing and criminal background check
- Maintain high standard of professional conduct and appearance
- Develop mature, sensitive, and effective relationships with patients, fellow students, faculty, staff, and all members of the healthcare team.
- Demonstrate willingness to take on responsibilities and challenges
- Delegate responsibilities appropriately and function as part of a medical team

- Exercising of good judgment
- Ensure prompt completion of all responsibilities, especially in relation to patient care
- Display flexibility to a variety of situations

St. Philip's College provides reasonable accommodations in accordance with the Americans with Disabilities Act (ADA). Students who believe they may require accommodation to meet these technical standards must contact the Disability Services Office. Accommodations must not compromise patient safety, clinical performance, or fundamentally alter the essential functions of respiratory care education.

St. Philip's College does not discriminate under the basis of gender, disability, race, creed or religion, color, age, or national origin.