## Essential Skills and Physical Requirements

### Rationale

All potential and enrolled students in any of the program concentrations in the Radiologic Sciences degree program must meet intellectual, physical, professional and social competencies required to provide safe client care. Please read this document carefully. The application for admission to the Department of Diagnostic and Therapeutic Sciences requires you to answer questions related to your ability to perform the essential skills and physical and professional requirements, with or without reasonable accommodation. Your application will not be considered if you do not address these questions.

The list of essential skills and minimum physical requirements is documented to provide students with information related to skills required in the performance of duties of radiation and imaging science practitioners, as well as to assess your ability to complete such duties.

These functions reflect performance abilities and characteristics that are necessary to successfully complete the requirements of the Radiologic Sciences degree program and affiliated clinic sites associated with this university. These functions are not conditions of admission to the program but may affect a student’s ability to be placed at specified clinic sites. Some clinic sites affiliated with medical facilities may have additional requirements. Persons interested in applying for admission to any Radiologic Sciences program should review the essential skills and minimum physical and professional requirements to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program. The university complies with the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. The university is committed to providing reasonable accommodations for participants with disabilities who are otherwise qualified to participate in University programs.

### Contact Information

Should you have any questions in regard to the information contained herein, please contact the Department of Diagnostic and Therapeutic Sciences at 912-344-2802.

## Essential Skills, Physical Requirements, and Program Expectations

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<th>Issue</th>
<th>Standard</th>
<th>Examples of Activities</th>
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<td>Critical Thinking</td>
<td>• Critical thinking ability sufficient for clinical judgment.</td>
<td>• Transfer and apply knowledge from one situation to another</td>
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<td>• Process information, evaluate outcomes, problem- solve and prioritize</td>
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| Interpersonal | • Interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds  
• Accepts constructive criticism  
• Must be collegial, exhibit cooperation, and demonstrate respect for others | • Negotiate interpersonal conflict  
• Respect cultural diversity in clients  
• Establish rapport with clients, coworkers and all those involved in the education process  
• Sign evaluations as required and make appropriate behavior/skills changes if recommended |
| Communication | • Communication abilities sufficient for interaction with others in verbal and written form  
• Must possess oral and written English  
• Skills adequate to provide safe patient care | • Explain health conditions, diagnostic and treatment procedures and initiate health teaching.  
• Interpret and document client responses to health status  
• Convey information through written and oral reports  
• Verbally participate appropriately in an emergency situation |
| Mobility | • Physical abilities sufficient to move from room to room and maneuver in small spaces  
• Maintain physical tolerance for repetitive movements and demands of the work program. | • Move within confined spaces  
• Sit or stand and maintain balance  
• Reach above shoulders and below waist  
• Twist, bend, stoop, climb on stool or stairs, and move quickly in response to potential emergencies  
• Push, pull, lift or support 50 pounds. Use upper body strength  
• Squeeze with hands and fingers |
| Motor Skills | • Auditory ability sufficient to monitor and assess health needs | • Hear normal and faint voices  
• Hear faint body sounds such as blood pressure, heartbeat, etc.  
• Hear in situations when not able to read lips  
• Hear auditory alarms such as monitors, fire alarms and call bells |
| Hearing | • Auditory ability sufficient to monitor and assess health needs | • Hear normal and faint voices  
• Hear faint body sounds such as blood pressure, heartbeat, etc. |
| **Visual Skills** | • Visual ability sufficient for observation and assessment necessary for safe client care | • Visualize in areas of low lighting  
• Visualize objects from 20 inches to 20 feet away  
• Use depth perception and peripheral vision  
Distinguish colors and color intensity  
• Read and understand written documents  
• Read and understand power point slides |
| **Tactile** | • Tactile ability sufficient for physical assessment and equipment manipulation | • Feel vibrations to detect pulses, etc.  
• Detect temperature  
• Feel differences in sizes and shapes and detect surface characteristics |
| **Professional Composure** | • Ability to tolerate rapidly changing conditions and environmental stress | • Establish therapeutic interpersonal boundaries  
• Provide clients with emotional support  
• Adapt to changing environmental conditions and stress levels  
• Deal with the unexpected  
• Focus attention on task  
• Perform multiple tasks concurrently  
• Maintain professional composure |
| **Professional Behavior** | • Ability to behave in such a way that is consistent with the professional Code of Conduct. | • A student enrolled in the Radiologic Sciences degree program is expected to:  
• Conduct oneself in a professionally accepted manner  
• Be cognizant of and adhere to the channels of authority  
• Be academically and professionally honest  
• Show respect for and be mutually supportive of fellow students, faculty, and staff regardless of race, religion, sexual orientation, gender, nationality, or economic status  
• Identify truthfully and accurately one's credentials and professional status |
• Refrain from performing any professional service, which requires competency that one does not possess or which is prohibited by law,
• unless the situation morally dictates otherwise
• Accept responsibility for relating incompetent and unethical conduct to the proper authorities
• Regard as strictly confidential all information concerning each patient and refrain from discussing this information with any unauthorized individual, including the patient
• Examine/treat all assigned patients, regardless of race, religion, sexual orientation, gender, nationality, health status, or economic status.
• Show respect and consideration for the patient, regardless of race, religion, sexual orientation, gender, nationality, health status, or economic status.
• Be guided at all times by the concern for one's care.
• In the event a student is accused of violating any aspect of the Code of Professional Conduct, the procedures as outlined in the Academic Standards Policy will be followed.

Functional Ability Categories and Representative Activities/Attributes

Gross Motor Skills
• Move within confined spaces
• Sit and maintain balance
• Stand and maintain balance
• Reach above shoulders (e.g., IV poles), radiographic tables
• Reach below waist (e.g., plug electrical appliance into wall outlets)
• Walk with and observe a patient above the standard radiologic examination height of 40 inches above the floor level
• Reach, manipulate and operate mechanisms such as imaging and treatment tables
Self-mobility with the capability of propelling wheelchairs, stretchers, heavy equipment, portable and treatment equipment with or without assistance for extended periods of time

**Fine Motor Skills**
- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, hold pencil)
- Write with pen or pencil
- Key/type (e.g. use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

**Physical Endurance**
- Stand (e.g., at client side during radiographic, surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., complete daily clinical assignments)

**Physical Strength**
- Exert 100 lbs. of force occasionally, 50 lbs. frequently, and 25 lbs. of force regularly
- Support 50 pounds of weight (e.g., ambulate client)
- Lift 50 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 100 pounds
- Defend Protect self against combative client
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR and physically restrain a client), lift patients and equipment necessary to complete associated tasks. Move 12 equipment on wheels.
- Squeeze with hands (e.g., operate fire extinguisher)

**Mobility**
- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

**Hearing**
- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to read lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)
Visual
• See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
• See objects up to 20 feet away (e.g., client in a room)
• See objects more than 20 feet away (e.g., client at end of hall)
• Use depth perception
• Use peripheral vision
• Distinguish color (e.g., color codes on supplies, charts, bed, lasers, examine images, computer plans, computer screens)
• Distinguish color intensity (e.g., flushed skin, skin paleness)

Tactile
• Feel vibrations (e.g., palpate, pulses)
• Detect temperature (e.g., skin, solutions)
• Feel differences in surface characteristics (e.g., skin turgor, rashes)
• Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
• Detect environmental temperature (e.g., check for drafts)

Smell
• Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
• Detect smoke
• Detect gases or noxious smells

Reading
• Read and understand written documents (e.g., policies, protocols)

Arithmetic Competence
• Read and understand columns of writing (flow sheet, charts)
• Read digital displays
• Read graphic printouts (e.g., EKG)
• Calibrate equipment
• Convert Imperial Units to and/or from the Metric System
• Read graphs (e.g., vital sign sheets)
• Tell time
• Measure time (e.g., count duration of contractions, etc.)
• Count rates (e.g., drips/minute. pulse)
• Use measuring tools (e.g., thermometer)
• Read measurement marks (e.g., measurement L x W x D, scales, etc.)
• Add, subtract, multiply, and/or divide whole numbers
• Compute fractions (e.g., medication dosages)
• Use a calculator
• Write numbers in records

Professional Composure
• Establish therapeutic boundaries
• Provide client with emotional support
• Adapt to changing environment/stress
• Deal with the unexpected (e.g., client crisis or becoming angry, violent, etc.)
• Focus attention on task
• Maintain professional composure
• Perform multiple responsibilities concurrently

**Analytical Thinking**
• Transfer and apply knowledge from one situation to another
• Process information
• Evaluate outcomes
• Problem solve
• Prioritize tasks
• Use long term memory
• Use short term memory

**Critical Thinking**
• Identify cause-effect relationships
• Plan/control direct activities for others
• Synthesize knowledge and skills
• Sequence information and understand written and oral reports

**Interpersonal Skills**
• Negotiate interpersonal conflict
• Respect differences in clients
• Establish rapport with clients
• Establish rapport with co-workers
• Establish rapport with all those involved in the education process
• Sign evaluations as required and make appropriate behavior/skills changes if recommended

**Communication Skills**
• Teach (e.g., client/family about health care)
• Explain procedures
• Give oral reports (e.g., report on client’s condition to others)
• Interact with others (e.g., clients, health care workers)
• Speak on the telephone
• Influence people
• Direct activities of others
• Convey information through writing (e.g., progress notes)
• Verbally participate appropriately in an emergency situation