



Respiratory Therapy Program Technical Standards

Technical Standards define the observational, communication, cognitive, affective, and physical capabilities deemed essential to complete this program and to perform as a competent respiratory therapist. Students matriculating through this program must be capable of performing the following functions, with or without reasonable accommodations, throughout the professional curriculum, through a continuous evaluation process:

1. Utilize professional verbal, non-verbal, and written communication with patients, families, and others.
2. Practice in a safe, ethical, and legal manner. It is assumed that you have reviewed and understand the *AARC Statement of Ethics and Professional Conduct* [found at <https://www.aarc.org/app/uploads/2015/05/aarc-statement-of-ethics-and-professional-conduct.pdf>].
3. Determine the respiratory therapy needs of any patient with potential cardiopulmonary dysfunction.
4. Demonstrate the ability to apply universal precautions.
5. Safely, reliably, and efficiently perform appropriate respiratory therapy procedures used to assess the function of the cardiopulmonary systems (list of essential assessment procedures follows).
6. Perform treatment procedures in a manner that is appropriate to the patient's status and desired goals (list of essential treatment procedures follows).
7. Develop and document a plan of care for a patient with cardiopulmonary dysfunction.
8. Recognize cultural issues and the psychosocial impact of dysfunction and disability, and integrate the needs of the patient and family into the plan of care.
9. Demonstrate management skills including planning, organizing, supervising, delegating, and working as a member of a multi-disciplinary team.

ASSESSMENT and TREATMENT PROCEDURES: Students must be capable of performing the following assessments and treatment procedures, with or without reasonable accommodations:

ASSESSMENT PROCEDURES, including
but not limited to:

Pulmonary Function Measurements
Cognitive/mental status
Muscle Tone
Pain
Palpation
Vital signs (including pulse oximetry)
Percussion

TREATMENT PROCEDURES, including
but not limited to:

Cardiopulmonary Resuscitation (CPR)
Invasive and Noninvasive Mechanical
Ventilation set-up, maintaining, and
troubleshooting for both neonates
and adults
High Frequency Ventilation
Bronchoalveolar Lavage

RT TECHNICAL STANDARDS

Auscultation
Cardiovascular endurance
Electrocardiogram and holter monitoring
Metabolic Measurements

Maintaining Artificial Airway
Assisting with Intubation
Arterial Line Sampling
Ventilator Circuit Change
Suctioning
Ventilatory Weaning Parameters
Humidity & Aerosol Therapy
Bronchial Hygiene Techniques
Cardiopulmonary rehabilitation
Postural drainage
Patient education
Oxygen Therapy Administration
Transporting the Ventilated Patient
Lung Hyperinflation
Arterial Blood Gas Puncture, Analysis, and Quality Control
Assisting with Bronchoscopy
Assisting with a Tracheostomy (at the bedside)
Patient education

The following capabilities and functions will be assessed continuously as the student matriculates through the program, with the expectation that the student will meet these criteria at exit from the program:

Observational Capabilities

- Obtain information from patients or colleagues (such as, but not limited to, obtaining patient history, observation of movement, skin integrity, heart/breath sounds, and signs of distress) and from the practice environment (such as, but not limited to, dials on equipment, diagnostic instruments, alarms, and mechanical ventilator displays).
- Interpret lectures, laboratory demonstration, and other graphic images (including, but not limited to, EKGs, ventilator graphics, radiographs, DVD, and Internet resources) in order to receive complex information.

Communication Capabilities

- Engage in respectful, non-judgmental interactions with individuals from various lifestyles, culture, races, socioeconomic classes, and abilities.
- Participate in group meetings (such as interdisciplinary rounds) to deliver and receive complex information, and to respond effectively to questions from a variety of sources.
- Receive and send verbal communication in life-threatening situations in a timely manner.
- Perceive and interpret non-verbal communication to elicit information such as mood and activities.
- Communicate clearly, legibly, and timely in written records; complete forms according to directions; possess computer literacy, including keyboard skills.

Cognitive Capabilities

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- Measure, calculate, and reason.
- Analyze, integrate and synthesize information (including evidence based medicine) across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing information.

Affective Capabilities

- Cope with the mental and emotional rigors of a demanding educational program; function effectively under stress.
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships.
- Demonstrate appropriate behavior and attitudes to ensure the emotional, physical, and behavioral safety of individuals.
- Demonstrate integrity, honesty, and ethical behavior as described in the *AARC Statement of Ethics and Professional Conduct*.

Physical Capabilities

- Safely and effectively participate in patient examination and therapeutic intervention.
- Safely and effectively lift and manipulate body parts, assist patients in moving and walking, move equipment, and perform CPR.
- Safely and effectively manipulate small objects such as equipment dials, medication syringes/unit dose vials, tweezers, blood gas syringes, and other tools used for examination or therapeutic intervention.
- Engage in respiratory therapy procedures that involve palpating, grasping, squeezing, pushing, pulling, and holding.
- Tolerate physically demanding workloads sustained over the course of a typical work or school day.

STATEMENT OF ACKNOWLEDGEMENT

Student Name: _____
(Please Print)

As a student in the Respiratory Therapy Program at Bellarmine University, I have thoroughly reviewed and understand the *technical standards* provided to me in this document. I understand that I must be capable of performing the *technical standards*, with or without reasonable accommodations, in order to pursue my chosen area of respiratory therapy. I understand that I will be expected to fulfill these standards throughout the professional curriculum, with or without reasonable accommodations, in order to participate fully in the RT program.

Student Signature

Date

OFFICE OF DISABILITY SERVICES

Bellarmino University is committed to providing equal educational opportunities and full participation for persons with disabilities. It is the University's policy that no otherwise qualified person be excluded from participating in any University program or activities, be denied the benefits of any University program or activity, or to otherwise be subject to discrimination with regard to any University program or activity, or to otherwise be subject to discrimination with regard to any University program or activity. The Disability Services Office provides support services to persons with disabilities to assist them in achieving academic, career, and personal goals. Students may contact the Director at (502) 272-8490, or email rpurdy@bellarmine.edu. The office is located in the Academic Resource Center (ARC), on the B-level of the W.L. Lyons Brown Library; office B05 A.

American Association for Respiratory Care

Position Statement

AARC Statement of Ethics and Professional Conduct

In the conduct of professional activities the Respiratory Therapist shall be bound by the following ethical and professional principles. Respiratory Therapists shall:

- Demonstrate behavior that reflects integrity, supports objectivity, and fosters trust in the profession and its professionals.
- Promote and practice evidence-based medicine.
- Seek continuing education opportunities to improve and maintain their professional competence and document their participation accurately.
- Perform only those procedures or functions in which they are individually competent and which are within their scope of accepted and responsible practice.
- Respect and protect the legal and personal rights of patients, including the right to privacy, informed consent, and refusal of treatment.
- Divulge no protected information regarding any patient or family unless disclosure is required for the responsible performance of duty as authorized by the patient and/or family, or required by law.
- Provide care without discrimination on any basis, with respect for the rights and dignity of all individuals. • Promote disease prevention and wellness.
- Refuse to participate in illegal or unethical acts.
- Refuse to conceal, and will report, the illegal, unethical, fraudulent, or incompetent acts of others.
- Follow sound scientific procedures and ethical principles in research.
- Comply with state or federal laws which govern and relate to their practice.

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- Avoid any form of conduct that is fraudulent or creates a conflict of interest, and shall follow the principles of ethical business behavior.
- Promote health care delivery through improvement of the access, efficacy, and cost of patient care.
- Encourage and promote appropriate stewardship of resources.
- Work to achieve and maintain respectful, functional, beneficial relationships and communication with all health professionals.

It is the position of the American Association of Respiratory Care that there is no place in a professional practice environment for lateral violence and bullying among respiratory therapists or between healthcare professionals.

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Revised 07/12
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