

APPENDIX A
SOUTHWESTERN ILLINOIS COLLEGE
RESPIRATORY CARE PROGRAM
TECHNICAL SKILLS
AND
COMPETENCIES

RESPIRATORY CARE PRACTITIONER'S GENERAL JOB DESCRIPTION

- Utilizes the application of scientific principles for the identification, prevention, remediation, research and rehabilitation of acute or chronic cardiopulmonary dysfunction thereby producing optimum health and function
- Reviews existing data, collects additional data, and recommends obtaining data to evaluate the respiratory status of patients, develop the respiratory care plan, and determine the appropriateness of the prescribed therapy
- Initiates, conducts, and modifies prescribed therapeutic and diagnostic procedures such as:
 - administer medical gases, humidification and aerosols, aerosol medications, postural drainage, bronchopulmonary hygiene, cardiopulmonary resuscitation, disease-management education and homecare
 - providing support services to mechanically ventilated patients
 - maintaining artificial and natural airways
 - performing pulmonary function testing, hemodynamic monitoring and other physiologic monitoring
 - collecting specimens of blood and other materials
- Documents necessary information in the patient's medical record and on other forms, and communicates that information to members of the health care team
- Obtains, assembles, calibrates, and checks necessary equipment
- Uses problem solving to identify and correct malfunctions of respiratory care equipment

- Demonstrates appropriate interpersonal skills to work productively with patients, families, staff and co-workers
- Functions safely, effectively, and calmly under stressful situations
- Maintains composure while managing multiple tasks simultaneously
- Prioritizes multiple tasks
- Accepts directives, maintains confidentiality, does not discriminate, and upholds the ethical standards of the profession

ESSENTIAL FUNCTIONS: PHYSICAL AND MENTAL STANDARDS

The Respiratory Care Program requires agility and strength sufficient to move from room to room, lift and position patients, maneuver in small places, and perform clinical services. Students must possess gross and fine motor abilities as well as auditory, visual, and tactile acuity, which are required to assess health status and perform effective patient care. To achieve the necessary requirements for issuance of an Associate in Applied Science degree in Respiratory Care, the graduate must meet technical skills with or without reasonable accommodations. Students with disabilities who believe that they may need accommodations are encouraged to contact the Disability & Access Center at 618-222-5368 or 618-234-3347 (TDD) to ensure that such accommodations are implemented in a timely fashion. See the chart below for specific requirements by the Respiratory Care program.

Frequency: O = Occasionally (1-33%) F = Frequently (34-66%) C = Constantly (67-100%)

| Physical Stamina Required (Description) | Frequency | Specify need for accommodation |
|---|-----------|--------------------------------|
| <i>Lift</i> - up to 50 lbs to assist moving patients, supplies, equipment. <i>Lift</i> - up to 200 lb when moving patients | F O | |
| <i>Stoop</i> - adjust equipment. | F | |
| <i>Kneel</i> - manipulate equipment, perform CPR, plug in electrical equipment | O | |
| <i>Reach</i> - overhead lights, equipment, cabinets, attach oxygen to outlets, stocking | C | |
| <i>Motor skills, manual dexterity</i> – small and large equipment for storing, moving; apply sterile gloves; take BP; operate computers; perform CPR; utilize syringes, tubes, catheters; set up and maintain sterile field | C | |
| <i>Stand</i> for prolonged periods of time (to deliver therapy, check equipment and patient; perform surgical procedures). | C | |
| <i>Climb Stairs</i> to respond quickly to an emergency on another floor when elevators are unavailable or full. | O | |
| <i>Feel</i> - palpate pulses; perform physical exams; feel arteries or veins for puncture; assess skin temperature. | C | |
| <i>Push/Pull</i> large wheeled equipment, i.e. mechanical ventilators, wheelchairs, patients, x-ray, equipment, EKG machines, and office equipment. | C | |
| <i>Walk</i> for extended periods of time. | C | |
| <i>Walk quickly or run</i> to respond to emergency calls or assist in critically ill patient transports | O | |
| <i>Manipulate</i> - knobs, dials associated with diagnostic or therapeutic devices; small instruments, syringes. | C | |
| <i>Hear</i> - verbal directions, alarms, telephone; hear through a stethoscope for heart sounds, lung sounds, and blood pressure. | C | |
| <i>See</i> - patient conditions such as skin color, work of breathing; read small print and calibration on equipment; perceive color. | C | |

| | | |
|--|---|--|
| <i>Talk</i> - communicate goals and procedures to patients in English. | C | |
| <i>Read</i> - typed, handwritten, computer information in English. | C | |
| <i>Write</i> - communicate pertinent information (patient assessment, outcome assessments) in English. | C | |
| Mental Attitude (Description) | | |
| Function safely, effectively and calmly under stressful situations. | C | |
| Maintain composure and concentration while managing multiple tasks simultaneously. | C | |
| Prioritize multiple tasks. | C | |
| Social skills necessary to interact with patients, families, co-workers - of the same or different cultures; respectful, polite, discrete; able to work as a team. | C | |
| Maintain personal hygiene consistent with close contact during direct patient care. | C | |
| Display actions, attitudes consistent with ethical standards of the profession. | C | |
| <i>Exposure to blood borne pathogens</i> – Hepatitis, HIV. | F | |

COMPETENCIES EVALUATED THROUGHOUT THE RESPIRATORY CARE PROGRAM

The graduate's performance requires demonstration of the knowledge, ability, and initiative to perform as a Respiratory Therapist as outlined in the general job description. To achieve the necessary requirements for issuance of an Associate in Applied Science degree in Respiratory Care, the graduate must perform all required competencies in lab and clinic with or without reasonable accommodations.

The performance evaluation tool used is from the following textbook:

Hinski, Sandra (2014). Respiratory Care Clinical Competency LAB MANUAL. Elsevier Mosby.

Required Performance Evaluations

| Clinical Course | Lab Course | Hinski Page # | Performance Evaluation | Date On File |
|-----------------|------------|---------------|---|--------------------------------|
| | | | | |
| 105 | 105 | 455 | Hand Hygiene | Yes No |
| N/A | 105 | 461 | Isolation Precautions (LAB ONLY)* | * <input type="checkbox"/> N/A |
| 105 | 105 | 467 | Taking Vital Signs: pulse rate, respiratory rate, examination of thorax and lungs, Blood Pressure | Yes No |
| 113 | 105 | 449 | Documenting Respiratory Care Progress Note | Yes No |
| 113 | 105 | 453 | Safe Patient Transfer | Yes No |
| 113 | 105 | 471 | Performing Pulse Oximetry | Yes No |
| 113 | 105 | 513 | Interpreting Chest Radiographs | Yes No |

| | | | | | |
|-----|-----|------------|--|--|--------------------------------|
| 113 | 104 | 551 | Using a Bubble Humidifier | | Yes No |
| N/A | 104 | 559 | Using an Oxygen Cylinder (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 113 | 104 | 563 | Administering Oxygen Therapy with a Nasal Cannula or Oxygen Mask | | Yes No |
| 113 | 104 | 569 | Performing Incentive Spirometry | | Yes No |
| N/A | 104 | 571 | Performing IPPB (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 113 | 104 | 593 | Using a Small Volume Nebulizer | | Yes No |
| 113 | 104 | 595 | Using a pressurized MDI | | Yes No |
| 113 | 104 | 597 | Using a DPI | | Yes No |
| 115 | 105 | 495 | Performing an Arterial Puncture | | Yes No |
| 115 | 104 | 523 or 549 | Inserting an Oropharyngeal Airway or Inserting a Nasopharyngeal Airway | | Yes No |
| 115 | 112 | 525 | Oral Endotracheal Intubation | | Yes No |
| 115 | 112 | 533 | Monitoring Cuff Pressure | | Yes No |
| 115 | 112 | 539 | Orotracheal or Nasotracheal Extubation | | Yes No |
| 115 | 104 | 545 | Manual Ventilation with a Bag-Mask device | | Yes No |
| 115 | 104 | 567 | Administering High-Flow Oxygen Therapy | | Yes No |
| 115 | 112 | 605 | Initiation of Non-Invasive Ventilation | | Yes No |
| 204 | 105 | 499 | Blood Sampling from an Indwelling Arterial Line | | Yes No |
| 204 | 112 | 515 or 519 | Oropharyngeal Suctioning or Nasotracheal Suctioning | | Yes No |
| 204 | 112 | 517 | Endotracheal Tube Suctioning | | Yes No |
| 204 | 104 | 573 | Administering EZ-PAP (PEP, Flutter, Acapella) | | Yes No |
| 204 | 104 | 575 or 589 | Using the MetaNeb system or Using an IPV Device | | Yes No |

| | | | | | |
|-----|-----|------------|---|--|--------------------------------|
| 204 | 104 | 577 or 587 | Administering CPT or Using “Vest” therapy | | Yes No |
| 204 | 114 | 603 | Waveform Analysis | | Yes No |
| 204 | 112 | 609 | Initiation of Invasive Mechanical Ventilation | | Yes No |
| 204 | 114 | 609 | Initiation of Invasive Mechanical Ventilation (Advanced Ventilator Modes) | | Yes No |
| 204 | 112 | 641 | Implementing a Spontaneous Breathing Trial | | Yes No |
| N/A | 114 | 647 | Initiation of Pediatric NPPV (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 204 | 114 | 649 | Monitoring of Pediatric NPPV | | Yes No |
| N/A | 114 | 651 | Initiation Pediatric Ventilation (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 204 | 114 | 653 | Assessing Pediatric Ventilator System | | Yes No |
| 206 | 203 | 475 | Obtaining a 12-lead ECG | | Yes No |
| N/A | 203 | 501 | Capillary Blood Sampling (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 206 | 203 | 507 | Performing Simple Spirometry | | Yes No |
| 206 | 112 | 535 | Tracheostomy and Stoma Care | | Yes No |
| 206 | 104 | 565 | Administering Oxygen Therapy to a Patient with an Artificial Airway | | Yes No |
| 206 | 203 | 649 | Monitoring of Neonatal NPPV | | Yes No |
| N/A | 203 | 651 | Initiation Neonatal Ventilation (LAB ONLY)* | | * <input type="checkbox"/> N/A |
| 206 | 203 | 653 | Assessing Neonatal Ventilator system | | Yes No |

***(LAB ONLY) Performance Evaluations MUST still be turned in to be kept in your school file.**