Armstrong State University
Department of Diagnostic and Therapeutic Science
Radiologic Sciences Tracks
Affirmation of Ability to Perform Essential Skills and Minimum Physical Requirements

Rationale
All potential and enrolled students in any of the tracks in the Radiologic Sciences must meet intellectual, physical, and social competencies required to provide safe client care. Please carefully read this document. The application for admission to the Department requires you to answer questions related to your ability to perform the essential skills and physical requirements. 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 the 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 programs at this University. These functions are not conditions of admission to the program. Persons interested in applying for admission to any Radiologic Sciences program should review the essential skills and minimum physical 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. Therefore, the University will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

Contact Information
Should you have any questions in regard to the information contained herein, please contact Radiologic Sciences at (912) 344-2802.

Essential Skills and Minimum Physical Requirements

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Examples of Activities</th>
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<tbody>
<tr>
<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></td>
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<td>• Process information, evaluate outcomes, problem-solve and prioritize</td>
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<td>• Use long and short-term memory, identify cause-effect relationships</td>
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<td>• Plan and direct activities for others</td>
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<td>• Synthesize knowledge and skills</td>
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<td>• Sequence information and understand written and oral reports</td>
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<td>Interpersonal</td>
<td>• Interpersonal skills sufficient to interact with individuals, families,</td>
<td>• Negotiate interpersonal conflict</td>
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<td>and groups from a variety of social, emotional, cultural, and</td>
<td>• Respect cultural diversity in clients</td>
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<td>• Establish rapport with clients, co-workers and all those involved in the education</td>
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| Intellectual Backgrounds | Accepts constructive criticism  
| Must be collegial, exhibit cooperation, and demonstrate respect for others |
|--------------------------|--------------------------------------------------------------------------------|
| 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 |
|--------------------------|--------------------------------------------------------------------------------|
| Mobility                 | Physical abilities sufficient to move from room to room and maneuver in small spaces  
<p>| Maintain physical tolerance for repetitive movements and demands of the work program. |
|--------------------------|--------------------------------------------------------------------------------|</p>
<table>
<thead>
<tr>
<th>Motor Skills</th>
<th>Gross and fine motor skills sufficient to provide safe and effective procedural completion in Radiologic and Imaging sciences</th>
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<tbody>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs</td>
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<td>Visual Skills</td>
<td>Visual ability sufficient for observation and assessment necessary for safe client care</td>
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<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment and equipment manipulation</td>
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<td>Emotional</td>
<td>Emotional stability sufficient to tolerate rapidly changing</td>
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<td>process</td>
<td>Sign evaluations as required and make appropriate behavior/skills changes if recommended</td>
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|                          | 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  
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<th>Verbally participate appropriately in an emergency situation</th>
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| Stability | conditions and environmental stress | • 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  
• Handle strong emotions  
• 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 Department of Radiologic Sciences is expected to:  
  o Conduct oneself in a professionally accepted manner  
  o Be cognizant of and adhere to the channels of authority  
  o Be academically and professionally honest  
  o Show respect for and be mutually supportive of fellow students, faculty, and staff regardless of race, religion, sexual orientation, gender, nationality, or economic status  
  o Identify truthfully and accurately one’s credentials and professional status  
  o 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  
  o Accept responsibility for relating incompetent and unethical conduct to the proper authorities  
  o Regard as strictly confidential all information concerning each patient and refrain from discussing this information with any unauthorized individual, including the patient  
  o Examine/treat all assigned patients, regardless of race, religion, sexual orientation, gender, nationality, health status, or economic status.  
  o Show respect and consideration for the patient, regardless of race, religion, sexual orientation, gender, nationality, health status, or economic status. |
o Be guided at all times by the concern for the welfare of the patients entrusted to one's care.

o Students should not demonstrate inappropriate actions in public and the use of the Internet and social media that reflect negatively on the Department and the profession. 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.

o Students may not exhibit inappropriate actions in public, on the Internet or Social Media that reflect negatively on the Department and the profession.

**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 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 numbers 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

Emotional Stability
• Establish therapeutic boundaries
• Provide client with emotional support
• Adapt to changing environment/stress
• Deaf Deal with the unexpected (e.g., client going bad, crisis)
• Focus attention on task
• Monitor one’s emotions and maintain professional composure
• Perform multiple responsibilities concurrently
• Manage strong emotions (e.g., grief)

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