

PERORMANCE STANDARDS FOR ALLIED HEALTH STUDENTS
Non-academic requirements that are conditions of admission.

Technical standards are non-academic requirements and are conditions of admission. The technical standards describe essential physical abilities and behavioral characteristics students need to participate in activities for Allied Health programs.

Allied Health programs are practice disciplines with cognitive, sensory, affective, and psychomotor performance requirements. Students must meet the technical standards incorporated into the performance objectives of the various courses. Applicants are responsible for meeting the technical standards incorporated into the performance objectives of the various courses. Applicants are responsible for meeting the technical standards for their selected program, and must determine whether or not they have limitations that could restrict or impede satisfactory performance of any of the requirements listed below.

Many hospitals require a physical examination and lab testing to identify disabling conditions.

Standard	Examples of Necessary Activities
Critical thinking	Critical thinking ability must be sufficient for clinical judgement. Assess a situation when making generalizations, evaluations, or decisions. Must be able to solve problems involving measurement, calculation, reasoning, memory, analysis, and synthesis. Examine and modify own behavior(s) and attitude(s) and accept constructive criticism as warranted. Rapidly solve problems, consider alternatives, and use sound judgement in managing the care of a patient. Demonstrate ability to concentrate and make effective judgments. Demonstrate adaptive behavior. Develop/contribute to nursing care plans that accurately reflect client care.
Communication	Communicate in English with others using oral and written forms of communication. Students must be computer literate. Interact with patients/family members with dignity and respect. Interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Explain procedures, health teaching, documenting client care, interpreting written information.
Auditory	Detect sounds related to bodily functions using a stethoscope. Detect audible alarms generated by mechanical systems such as those that monitor body functions, fire alarms, call lights. Effectively hear to communicate with others, detect cries for help. Consistently hear normal sounds. Distinguish sounds from background noises.
Vision	Discriminate color changes. Observe client responses. Accurately reads measurement on patient related equipment. Read medication and supplies labels. Accurately observe a patient in a room from a distance of 20 feet away. Accurately measure urine output, output from other drainage equipment.

	Evaluate for a safe environment.
Multisensory	<p>Ability to collect data from recording equipment and measurement devices used in client care.</p> <p>Detect pain through verbal and nonverbal cues.</p> <p>Detect pressure, swelling, temperature, position, equilibrium, and movement.</p> <p>Detect changes in skin color, condition, or temperature.</p> <p>Detect a fire.</p> <p>Prepare the correct quantity of medication in a syringe.</p>
Touch	<p>Detect unsafe temperature levels in heat-producing devices.</p> <p>Feel vibrations such as an arterial pulse.</p>
Smell	Detect foul odors of bodily fluids or spoiled foods.
Motor	<p>Quickly push/pull objects of more than 50 lbs.</p> <p>Transfer patients/objects of more than 100 lbs.</p> <p>Move, position, turn, transfer clients; sometimes in confined spaces.</p> <p>Control a fall by safely and slowly lowering client to the floor.</p> <p>Twist, bend, reach, stoop, climb on stool or stairs, stand and move quickly.</p> <p>Squeeze, grasp, and manipulate small objects with hands, wrists and fingers such as syringes, vials, ampules, and medication packages.</p> <p>Operate equipment such as computers and various medical devices.</p> <p>Hand-eye coordination: taking blood pressures, IV starts, injections.</p> <p>Perform CPR</p>
Mobility	<p>Walking, standing, squatting, prolonged standing or sitting in uncomfortable positions, twisting, rotating, reaching arms above shoulders.</p> <p>Propel wheelchairs, stretchers alone or with assistance.</p> <p>Move and lift patients in and out of bed or wheelchair.</p> <p>Must be able to move freely in various positions for various lengths of time.</p>
Concentration	<p>Concentrate on details despite interruptions.</p> <p>Client requests, monitoring of vital signs, alarms.</p>
Stress	<p>Perform skills and make clinical judgments under stress.</p> <p>Emergency, critical, complicated situations.</p>
Memory	<p>Remembering tasks/assignments for self and others over short and long periods of time.</p> <p>Remember a significant amount of patient data.</p> <p>Assessment data, vital signs, assignments, medications, nursing interventions, orders.</p>