Armstrong Atlantic State University
Department of Radiologic Sciences

Affirmation of Ability to Perform Essential Functions

Please review the Essential Functions located of the Department of Radiologic Sciences

The list of Essential Functions 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 the radiologic sciences program should review the essential functions 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 1990. Therefore, the University will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

PLEASE CHECK ONE OF THE FOLLOWING:

☐ I have read and understand the essential functions of the Baccalaureate in Radiologic Sciences program and possess the ability to successfully complete the program WITHOUT reasonable accommodations.

☐ I have read and understand the essential functions of the Baccalaureate in Radiologic Sciences program and possess the ability to successfully complete the program WITH reasonable accommodations.

Name_____________________________ Date_______________________
### Critical Thinking

**Standard:** Critical thinking ability sufficient for clinical judgement.  
**Examples of Activities:** Transfer knowledge from one situation to another. Process information, evaluate outcomes, problem solve and prioritize. Use long and short term memory, identify cause-effect relationships. Plan activities for others. Synthesize knowledge and skills. Sequence information.

### Interpersonal

**Standard:** Interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.  
**Examples of Activities:** Negotiate interpersonal conflict. Respect cultural diversity in clients. Establish rapport with clients and co-workers.

### Communication

**Standard:** Communication abilities sufficient for interaction with others in verbal and written form as measured by the Department of Nursing Communication Tool.  
**Examples of Activities:** 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.

### Mobility

**Standard:** Physical abilities sufficient to move from room to room and maneuver in small spaces and maintain physical tolerance for repetitive movements and demands of the work shift.  
**Examples of Activities:** 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 25 pounds. Use upper body strength. Squeeze with hands and fingers.

### Motor Skills

**Standard:** Gross and fine motor skills sufficient to provide safe and effective procedural completion in Radiation and imaging sciences.  
**Examples of Activities:** Grasp small objects with hands. Manipulate small objects with fingers. Write with a pen. Type on a computer keyboard.

### Hearing

**Standard:** Auditory ability sufficient to monitor and assess health needs.  
**Examples of Activities:** Hear normal and faint voices. Hear faint body sounds such as blood pressure, heart beat, etc. Hear in situations when not able to read lips. Hear auditory alarms such as monitors, fire alarms and call bells.

### Visual Skills

**Standard:** Visual ability sufficient for observation and assessment necessary for safe client care.  
**Examples of Activities:** 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.

### Tactile

**Standard:** Tactile ability sufficient for physical Assessment and equipment manipulation.  
**Examples of Activities:** Feel vibrations to detect pulses, etc. Detect temperature. Feel differences in sizes and shapes and detect surface characteristics.

### Emotional Stability

**Standard:** Emotional stability sufficient to tolerate rapidly changing conditions and environmental stress.  
**Examples of Activities:** Establish therapeutic interpersonal boundaries. Provide clients with emotional support. Adapt To changing environment and stress. Deal with the unexpected. Focus attention on task. Perform multiple tasks concurrently. Handle strong emotions.

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**Appendix A**

**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, 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., work entire shift)

Physical Strength
Exert 100 lbs. of force occasionally, 50 lbs. frequently, and 25 lbs. of force regularly
Support 25 pounds of weight (e.g., ambulate client)
Lift 25 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 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 we 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)
Functional Ability Categories and Representative Activities/Attributes (cont.)

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 LW, 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
- Dealing with the unexpected (e.g., client going bad, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)

Analytical Thinking
- Transfer 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 activities for others
- Synthesize knowledge and skills
- Sequence information
Appendix A

Functional Ability Categories and Representative Activities/Attributes (cont.)

Interpersonal Skills
- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

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., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)