Radiation Therapy Technical Standards

The following standards serve as the technical requirements for a student to participate in the **Associate in Science in Radiation Therapy** program at Labouré College. The standards reflect reasonable expectations of the Radiation Therapy student for the performance of common functions of the Radiation Therapy professional. The Radiation Therapy student will have the ability to apply the knowledge and skills necessary to function in a broad variety of clinical situations.

The ability to perform these technical requirements does not guarantee clinical placement within the student's program.

Every student in the Radiation Therapy program must possess the ability to learn and perform the following competencies and skills:

Motor: The student possesses sufficient motor capabilities to execute the movements and skills required to provide safe, timely and proper patient care. These include, but are not limited to:

1. Ability to adjust and position equipment and clients, which involves bending or stooping freely to floor level, reaching above the head, and carrying and inserting heavy accessory devices and/or equipment.
2. Ability to move or position equipment and clients, which involves lifting, carrying, pulling, and no weight lifting restrictions.
3. Have the endurance to complete all required tasks during the assigned period of clinical practice in order to carry out the treatment and simulation processes in the context of patient care delivery.
4. Ambulate independently for the assigned period of clinical practice.
5. Coordination, speed and agility to assist and safely guard (protect), with safe and proper body mechanics, clients who are ambulating, transferring, or performing other activities.
6. Ability to guide, resist, and assist clients, or to provide emergency care, which involves the activities of standing, kneeling, sitting, or walking.
7. Ability and dexterity to manipulate the devices used in treatment of radiation therapy patients.
8. Ability to administer CPR without assistance.

Sensory: The student possesses the ability to obtain information in classroom or clinical settings through observations and other measures, including but not limited to:

1. Visual ability (corrected as necessary) to discriminate color changes, to see slight differences in shapes and objects, to read or set parameters on various equipment, and to interpret and assess the environment.
2. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, and to identify normal and abnormal patterns of movement.
3. Observe patients at a distance or via television monitor.
4. Auditory ability (corrected as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
5. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
6. Sufficient position, movement and balance sensations to assist and safely guard (protect) clients who are ambulating, transferring or performing other activities.

Communication: The student utilizes effective communication with peers, faculty, and other healthcare providers. Communication competencies include knowledge, attitude, and skills necessary to provide quality and safe patient care in all healthcare settings. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to carry out the essential functions of an assignment (examples: handwritten data, printed policy and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively and efficiently communicate (verbally and in writing) with clients/families, healthcare professionals and others within the community under stressful conditions.
4. Accurately elicit information from patients, family member/significant others, health team members, and/or faculty related to a patient's medical history and current status necessary to adequately and effectively evaluate a patient's condition.
5. Ability to access information and to communicate and document effectively via computer.
6. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior: The student must be able to exercise good judgment and tolerate contact with a diverse population, including people of all ages, races, socioeconomic and ethnic backgrounds, and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple clients and colleagues at the same time.
2. Ability to work with classmates, instructors, healthcare providers, clients and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other healthcare providers and clients.

Critical Thinking: The student possesses sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to measure, collect, interpret and analyze written, verbal, and observed data about clients.
2. Ability to prioritize multiple tasks, integrate information and make decisions in a prompt and timely fashion.
3. Ability to apply the principles, indications, and contraindications for problem solving.
4. Ability to act safely and ethically in the college classrooms and in clinical placements within the community.

Labouré College encourages application by all qualified students with disabilities who meet these technical standards either with or without accommodations. Use of an intermediary may or may not be permissible in performing some physical maneuvers or data gathering, but must not substitute for the student's interpretation and judgment.