

# Physical examination

- Vision – correct to 20/20
- Hearing – correct to normal
- Haptic – sense of touch (normal)
- Manual dexterity – able to perform manipulative skills with speed, dexterity and agility
- Physical strength – able to lift with no restrictions
- Physical ability – able to climb stairs, bend and stretch

A complete list of essential functions required for the program may be found in the student's program handbook. Academic capabilities may be documented through other means; however, the student's physical and mental ability to perform the following essential functions requires validation through a comprehensive assessment by the health care provider.

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

<b>Function</b>	<b>Program-Specific Examples</b>	<b>Frequency</b>	<b>Specific Accommodations</b>	<b>Health Care Provider Initials</b>
<b>GROSS MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>• visually identify differences between instruments</li> <li>• regulate equipment, including electrocautery, lasers, &amp; endoscopy</li> <li>• perform patient assessment</li> </ul>	F F O		
<b>FINE MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>• manipulate needles, blades, sutures, &amp; instrumentation with both hands</li> <li>• possess eye-hand coordination with both hands</li> <li>• evaluate size of suture by feel</li> </ul>	F F O		



Function	Program-Specific Examples	Frequency	Specific Accommodations	Health Care Provider Initials
<b>READING</b>	<ul style="list-style-type: none"> <li>• read surgeon's preference cards, medication labels, orders (typed &amp; handwritten), policies, procedures, instructions</li> </ul>	C		
<b>ARITHMETIC COMPETENCE</b>	<ul style="list-style-type: none"> <li>• calculate dosages to prepare &amp; mix medication correctly</li> </ul>	O		
<b>EMOTIONAL STABILITY</b>	<ul style="list-style-type: none"> <li>• accept responsibility for total patient care</li> <li>• respond in an emotionally controlled manner in all situations</li> <li>• utilize acceptable coping mechanisms in a high stress environment</li> <li>• plan &amp; implement execution of duties independently</li> <li>• avoid demonstrating personal stress or frustration when interacting with clients &amp; all others</li> </ul>	O C C C C C		
<b>ANALYTICAL THINKING</b>	<ul style="list-style-type: none"> <li>• be aware of exposure to toxic substances such as laser, sterilants, x-rays, fumes, blood, etc.</li> <li>• take appropriate safety precautions to prevent injury to self or others</li> <li>• analyze situations involving a potential break in aseptic technique</li> <li>• recognize &amp; initiate interventions for patient status changes</li> <li>• prepare in advance for clinical &amp; integrates general information to specific tasks &amp; procedures</li> </ul>	C C F F F		
<b>CRITICAL THINKING</b>	<ul style="list-style-type: none"> <li>• anticipate the needs of surgical team for instrumentation &amp; supplies in routine &amp; unexpected situations</li> <li>• reason what instruments will be needed per procedure</li> <li>• prioritize the surgeon's needs in all situations</li> </ul>	F F C		
<b>INTERPERSONAL COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• interact with client &amp; others in a positive manner without demonstrating personal stress or frustration</li> <li>• provide emotional support to surgical team members &amp; the client</li> <li>• interact professionally with clients &amp; others</li> </ul>	C C C		
<b>COMMUNICATION SKILLS</b>	<ul style="list-style-type: none"> <li>• speak effectively with patients, families, health care team members</li> <li>• identify &amp; interpret non-verbal communication</li> <li>• demonstrate knowledge of items &amp; events that must be documented</li> </ul>	C C		

<b>Function</b>	<b>Program-Specific Examples</b>	<b>Frequency</b>	<b>Specific Accommodations</b>	<b>Health Care Provider Initials</b>
	such as counts, implants, equipment use, etc. <ul style="list-style-type: none"> <li>• accurately, objectively, concisely &amp; legibly document information on the patient's chart</li> <li>• label specimens &amp; other written documentation</li> <li>• communicate in a rational &amp; coherent manner both orally &amp; in writing</li> </ul>	C  O  O  C		

Note: Students with disabilities requiring accommodations must meet with the College Disabilities Support staff.

To be completed by the Healthcare Provider (physician, licensed physician assistant or nurse practitioner)

I have reviewed the student's immunity status documentation and verified this information to be accurate, including initiation of immunization series.

Yes  No

I have reviewed results of TB screening and verify that the student is free of active tuberculosis.

Yes  No

I have reviewed the essential functions with the student, and based on my assessment I have not identified any physical or mental limitations which would prevent the student from performing the essential functions described above.

Yes  No

Provider Name/Credentials \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Provider Phone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

To be completed by the student

I do not have any physical or mental limitations which would prevent me from performing the essential functions described above.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Phone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_