

BUTLER

RESPIRATORY THERAPY

Technical Standards & Essential Functions

Butler University is committed to treating all individuals within the university, including those with disabilities, in a fair and equitable manner. It is the policy and practice of the university to comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Under these laws, no otherwise qualified individual with a disability will be denied access to or participation in services, programs, and activities at Butler University. Individuals must meet academic and technical standards, with or without reasonable accommodations. “The term technical standards refer to all non-academic admission criteria that are essential to participation in the program” (McKee et al., 2020).

Butler students with a disability who would like to request an accommodation must report their disability directly to Student Disability Services (SDS). Students can begin the registration process by completing an [SDS Interest Form](#). For more information on accommodations, visit the [SDS website](#).

Standard	The student can:	Examples*
Cognitive	<ul style="list-style-type: none">• demonstrate strong intellectual abilities, including critical thinking, to effectively apply both clinical and academic judgment;• perform mathematical calculations, engaging in sound problem-solving, analyzing and synthesizing complex information, retaining key knowledge, and utilizing technology proficiently;• understand and interpret three-dimensional and spatial relationships;• maintain focus and attentiveness during laboratory exercises, didactic sessions, and clinical practice.	Case studies, gather/interpret data in a variety of settings, simulation scenarios, drug interactions, problem solving, Anatomage tables, technical/lab skills, etc.
Communication	<ul style="list-style-type: none">• communicate effectively to gather information and clearly convey that information to others.• read and understand written English text in a variety of formats.• use an appropriate tone that aligns with the context, audience, and purpose of communication.• apply communication skills in a variety of formats including written, verbal, electronic, or assisted.• read and understand text and professional documents• analyze and interpret information from materials	Facilitating open and productive communication for patient care, e-mails, phone conversations, communication interprofessionally, dialogue in class, reading textbooks, electronic health record, written assignments, interpretation services, research

	<ul style="list-style-type: none"> to apply knowledge effectively. produce clear, concise, and logically organized written documents that convey meaning effectively without ambiguity while adhering to standards of spelling, grammar, and punctuation. 	articles, policies, etc.
Observation	<ul style="list-style-type: none"> obtain, analyze, interpret, and assess information from various sources and learning methods. recognize and evaluate changes in a clinical situation identify sensory cues in a clinical situation. 	Reviewing digital resources, computer systems, lectures, discussions, images, slides, videos, case studies, exams, change in clinical status, system alarms, physical exam, temperature, patient skin color, etc.
Motor	<ul style="list-style-type: none"> execute the necessary motor movements to conduct a thorough physical examination, perform diagnostic maneuvers, and deliver or direct patient care. Perform technical skills in a specified time frame when clinically necessary. Maintain stamina while performing technical skills and endurance for the duration of the learning period. 	Percussion, auscultation, palpation, 2 minutes of chest compressions, long clinical days, lifting, patient transfer, turning patients, ambulation, etc.
Behavioral & Social	<ul style="list-style-type: none"> apply their abilities and exercise sound judgment in a professional, timely manner, under demanding workloads in stressful and changing environments. show compassion, sensitivity, and concern for others while maintaining professional integrity at all times. demonstrate integrity, ethical conduct, and accountability at all times. accept and integrate constructive feedback in various forms in a professional manner, maintaining flexibility and adaptability, and striving for improvement. function cooperatively and effectively in a variety of learning environments. 	Interacting appropriately with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds, adherence to professional standards, handbook policies, evaluation tools, response to stressful and changing situations, etc.

* These examples are intended to illustrate how each technical standard may be applied to respiratory therapy education and practice, and to help students understand the expectations in a variety of contexts. However, these examples are not exhaustive or all-encompassing. Students are expected to apply the technical standards to all educational activities, including settings and scenarios not outlined here.

Accommodation Statement: A student establishes eligibility by submitting the appropriate written documentation to the office of Student Disability Services

(SDS).

Reasonable accommodations are determined through individualized interview with the student as well as review of diagnostic data and history.