

**DELAWARE TECHNICAL & COMMUNITY COLLEGE
WILMINGTON CAMPUS**

Student Essential Functions

Nuclear Medicine Technology

The following physical, cognitive, and environmental factors are encountered by students in training. These standards may vary depending on the specific area of practice.

PHYSICAL PERFORMANCE STANDARDS

| | Never | Sometimes 1-30% | Frequently 31-75% | Always 76-100% | Frequently is per Day | Job Essential | |
|-----------------------------|-------|--------------------|----------------------|-------------------|--------------------------|---------------|----|
| | | | | | | Yes | No |
| SPEECH | | | | | | | |
| Speak with Clarity | | | | X | | X | |
| Communicate with Clarity | | | | X | | | |
| HEARING | | | | | | | |
| Conversation | | | | X | | X | |
| Telephone | | | | X | | X | |
| SIGHT | | | | | | | |
| Natural or Corrected | | | | X | | X | |
| Depth Perception | | | | X | | X | |
| Color Vision | | | | X | | X | |
| MOBILITY | | | | | | | |
| Lift, Push or Pull - 50 lbs | | | X | | | | |
| Standing | | | X | | | | |
| Move about Facility | | X | | | | | |
| Bending | | X | | | | | |
| Kneeling | | X | | | | | |
| Walking | | | X | | | | |
| Climbing | | | | | | | |
| Stairs | | X | | | | | |
| REACHING | | | | | | | |
| Overhead | | | | X | | | |
| In Front of Body | | | | X | | | |
| Down | | | | X | | | |
| GRASPING | | | | | | | |
| Overhead | | | | X | | | |
| In Front of Body | | | | X | | | |
| Down | | | | X | | | |
| SITTING | | X | | | | | |
| SMELLING | X | | | | | | |
| TASTING | X | | | | | | |
| FINE MOTOR CONTROL | | | | | | | |
| Hands | | | | X | | | |
| Fingers/Tactile Sense | | | | X | | | |
| Wrist | | | | X | | | |
| COORDINATION | | | | | | | |
| Eye/Hand/Foot | | | | X | | | |
| ALLERGIES | | | | | | | |
| Tolerance to Latex | | | | X | | | |

COGNITIVE/MENTAL FACTORS

| | Job Essential | |
|---|---------------|----|
| | Yes | No |
| REASONING | | |
| Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions. | X | |
| Interpret instructions furnished in oral, written, diagrammatic or schedule form. | X | |
| Deal with problems from standard situations. | X | |
| Carry out detailed, simple to complex written or oral instructions. | X | |
| Carry out simple to complex instructions. | X | |
| MATHEMATICS | | |
| Simple skills - Add, subtract, multiply, and divide whole numbers and fractions, calculate time, simple measurements, percentages and norms. | X | |
| READING | | |
| Complex skills - Comprehend records, documents, evaluations, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures. | X | |
| WRITING | | |
| Complex skills - Documentation using behavioral objectives, technical terminology, and functional outcomes. | X | |
| Simple skills - Complete English sentences with correct terminology for record documentations. | X | |
| REPORTING | | |
| Orally reports at team conferences, staffing. | X | |
| PERCEPTION | | |
| Spatial - Ability to evaluate and treat visual perceptual skills in the area of: visual discrimination, figure-ground, spatial relations, position in space form consistency, visual memory and visual sequential memory. | X | |
| Forms - Ability to perceive pertinent detail in objects, models, or in pictorial or graphic material; to make visual comparisons and discriminations. | X | |
| CLERICAL | | |
| Ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation. | X | |
| DATA | | |
| Synthesizing | X | |
| Coordination | X | |
| Analyzing | X | |
| Compiling | X | |
| Computing | X | |
| Copying | X | |
| Comparing | X | |
| PERSONAL TRAITS | | |
| Ability to comprehend and follow instructions. | X | |
| Ability to perform simple and repetitive tasks. | X | |
| Ability to maintain a work pace appropriate to given work load. | X | |
| Ability to relate to other people beyond giving and receiving instructions. | X | |
| Ability to influence people. | X | |
| Ability to perform complex or varied tasks. | X | |
| Ability to make generalizations, evaluations or decisions without immediate supervision. | X | |
| Ability to accept and carry out responsibility for direction, control, and planning. | X | |
| Ability to maintain poise and flexibility in stressful or changing conditions. | X | |
| Ability to conduct self in accordance with professional ethics. | X | |

ENVIRONMENTAL FACTORS

| | Job Essential | |
|---|---------------|----|
| | Yes | No |
| Works indoors | X | |
| Being around moving machinery | X | |
| Exposure to dust, fumes, smoke, gases, odors, mists and radiation | X | |
| Working in confined spaces | X | |
| Using computer monitor | X | |
| Exposure to blood and body fluids | X | |
| Works around others with possible contagious diseases | X | |
| Works alone | X | |
| Works with sick patients | X | |
| SAFETY EQUIPMENT (REQUIRED TO WEAR) | | |
| Safety glasses | X | |
| Face mask/face shield | X | |
| Protective clothing | X | |
| Protective gloves | X | |
| Exposure to blood and body fluids | X | |

If you have any questions or wish to discuss further the essential functions required of the Nuclear Medicine Technology Program, please call LaRay Fox, (302) 765-4595.

The Federal American's with Disabilities Act (ADA) bans discrimination of persons with disabilities. In keeping with this law, DTCC, Wilmington campus makes every effort to ensure quality education for all students. However, we feel obligated to inform students of the essential functions demanded by our program.

I have read the aforementioned requirements and understand the Student Essential Functions of the Nuclear Medicine Technology Program. I recognize that the Standards are bona fide job tasks that are required during my didactic and clinical training.

Student Signature

Date

700-

Printed Name

Student ID #