

Evaluation of Physical and Emotional Health Based on Program Technical Standards

PHYSICAL HEALTH

Physical health is defined as being able to perform fine and gross motor skills, being able to perform normal weight-bearing activities, and free of a communicable disease.

Assessment of the student's physical health is made with the use of information from the physical examination, performed by the applicant's physician, and laboratory tests.

If a physical condition threatens to prevent or prevents satisfactory classroom or clinical performance, the individual in question is counseled and referred to an appropriate professional at the individual's expense. The recommendation of the professional is utilized in advising the individual with regard to continued enrollment in the program. A person may be denied admission or continued enrollment in the program if the physical problem conflicts with safety essential to Phlebotomy practice and does not respond to appropriate treatment within a reasonable period of time.

In the case of a qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless to do so would fundamentally alter the essential training elements, cause undue hardship, or produce a direct threat to the safety of the patient or student.

EMOTIONAL HEALTH

Emotional health is defined as reacting appropriately to stressful situations, understanding one's own ability to cope with stressful situations, and behaving appropriately within the current environment.

Assessment of emotional health of applicants is made through the use of physical examinations, and current psychological evaluations, if necessary, from qualified professionals.

When emotional conditions prevent satisfactory classroom or clinical performance, recommendations are made on an individual basis, for consultation with the appropriate professional(s) at the student's expense. The recommendations of the professional(s) are utilized in advising students with regard to continued enrollment in the Phlebotomy program. A person may be denied admission or continued enrollment in the program if the emotional problem conflicts with safety essential to Phlebotomy practice and does not respond to appropriate counseling/treatment within a reasonable period of time.

In the case of a qualified individual with a documented disability, appropriate and reasonable accommodations will be made unless to do so would fundamentally alter the essential training elements, cause undue hardship, or produce a direct threat to the safety of the patient or student.

Physical and Emotional Technical Standards* for Admission and Progression of Health & Human Services Programs

PHYSICAL & EMOTIONAL STANDARDS FOR ADMISSION OF THE PHLEBOTOMY STUDENT

1. **Critical Thinking.** The Phlebotomy Student should possess critical thinking ability sufficient for clinical judgment and decision making. For example: student must be able to identify cause-effect relationships in clinical situations; carry out care of patient correctly.
2. **Interpersonal Skills.** The Phlebotomy Student shall possess interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example: student shall establish rapport with patients, caregivers and health care team members.
3. **Communication Skills.** The Phlebotomy Student shall possess communication abilities sufficient for interaction with others in verbal and written form. For example: explain venipuncture procedures, document procedures, interpret results and communicate with other caregivers with or without reasonable accommodations.
4. **Mobility.** The Phlebotomy Student shall possess physical abilities to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time, transport patients as needed for care. For example: move around in exam rooms, work spaces and treatment areas, administer cardiopulmonary resuscitation, first aid procedures with or without reasonable accommodations.
5. **Motor Skills.** The Phlebotomy Student shall possess gross and fine motor abilities sufficient to provide safe and effective care. For example: calibrate and use equipment, position patients, and operate various laboratory equipment with or without reasonable accommodations.
6. **Hearing.** The Phlebotomy Student shall possess auditory ability sufficient to monitor and assess health needs of patient. For example: hear monitor alarms, emergency signals, cries for help, with or without reasonable accommodations.
7. **Visual.** The Phlebotomy Student shall possess visual ability sufficient for observation and assessment necessary in patient care. For example: observe patient responses to care with or without reasonable accommodations.

8. **Tactile.** The Phlebotomy Student shall possess tactile ability sufficient for assisting with physical assessment. For example: perform palpation, draw venous blood with or without reasonable accommodations.
9. **Weight-Bearing.** The Phlebotomy Student shall possess ability to lift and manipulate/move 45-50 pounds weekly and sometimes daily. For example: position patients, move equipment.
10. **Cognitive Abilities.** The Phlebotomy Student shall possess ability to be oriented to time, place and person, must possess organizational skills, and ability to make decisions. For example: student shall assess patient complaints and record accurate observations.
11. **Occupational Exposures.** The Phlebotomy Student may be exposed to communicable disease and/or body fluids, toxic substances, medicinal preparations and shall use appropriate precautions at all times. For example: student may work with AIDS patients and shall provide appropriate care using universal precautions.
12. **Temperament & Emotional Control:** The Phlebotomy Student shall possess the ability to remain calm, patient and react professionally to certain situations. For example: remain calm when working in high stress clinical areas, when working with others in healthcare.