**Southern University at Shreveport**

**Medical Lab Tech/Phlebotomy**

**Allied Health Sciences/Nursing**

**Health Data Form / Physical Exam for MLT/Phlebotomy**

**DATE OF EXAM MUST BE WITHIN 12 MONTHS OF STARTING PROGRAM.**

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| --- | --- | --- | --- | --- | --- |
| **Applicant information:** | | | | | |
| Last Name | First Name | | MI | Maiden | |
| Address Apt.# | City | | State | | Zip |
| SUSLA E-mail | | SUSLA Student ID | | | |

**Certain minimum physical abilities and characteristics are required in health sciences professions. See below for specific requirements. Are you able to meet the minimum technical skills standards for the program to which you are applying?**

Yes No

If no, explain:

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| --- |
| Student Signature Date |

**The following must be completed by a physician, physician’s assistant or nurse practitioner:**

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| --- | --- | --- | --- | --- | --- | --- |
| **General Information:** | | | **Date of Exam:** | |  | |
| Gender: Male  Female | Height (inches) | Weight (lbs) | | Blood Pressure | | Pulse |

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| --- | --- | --- | --- |
| **Identify any problems in the following:** | | | |
| Head, ears, nose, throat | Yes or No | Genitourinary | Yes or No |
| Respiratory | Yes or No | Musculoskeletal | Yes or No |
| Cardiovascular | Yes or No | Metabolic/Endocrine | Yes or No |
| Gastrointestinal | Yes or No | Neurological | Yes or No |
| Hernia | Yes or No | Skin | Yes or No |
| Eyes | Yes or No | Psychiatric/Emotional | Yes or No |

**I have reviewed the Technical Standards below for the Phlebotomy program.** Yes No

**If problems are present, would they create a limitation in health care delivery?** Yes No

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| **Essential Function Category & Definition** | **Examples of Essential Functions and Technical Standards for Laboratory Professionals** |
| ❑ **Observational** - Ability to participate actively in all demonstrations,  laboratory activities and clinical  experiences. Such observation and  information requires functional use of visual, auditory and tactile methods. | ❑ Observe laboratory demonstrations in which biological materials (i.e., body fluids, culture materials, and cellular specimens) are collected and tested.  ❑ Visual acuity to distinguish colors, shades, and depth perception.  ❑ Read and comprehend text, numbers, and graphs displayed in print and on a video monitor. ❑ Distinguish audible sounds from individuals and equipment. |
| ❑ **Motor** - Sufficient motor ability to execute the movement and skills  required for safe and effective  performance of duties. | ❑ Move freely and safely about a laboratory or patient care area.  ❑ Reach laboratory bench tops and shelves, patients in seated or recumbent positions. ❑ Perform moderately taxing continuous physical work, often requiring prolonged sitting or standing, over several hours.  ❑ Possess finger and manual dexterity necessary to safely maneuver a variety of specimen collection and laboratory equipment.  ❑ Use a computer keyboard to operate laboratory equipment and to calculate, record, evaluate, and transmit laboratory information. |
| ❑ **Communication** - Ability to  communicate effectively in English  using verbal, non-verbal and written formats with faculty, other students,  clients, families and all members of the healthcare team. | ❑ Read and comprehend technical and professional materials (i.e. textbooks, procedural manuals, etc.). ❑ Follow verbal and written instructions in order to correctly, efficiently, and independently perform specimen collection and laboratory test procedures.  ❑ Clearly instruct patients prior to specimen collection.  ❑ Effectively, confidentially, and sensitively converse with patients.  ❑ Communicate with faculty members, fellow students, staff, and other health care professionals verbally and in a recorded format (writing, typing, graphics, or telecommunication). |

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| **Essential Function Category & Definition** | **Examples of Essential Functions and Technical Standards for Laboratory Professionals** |
|  | ❑ Independently prepare papers and laboratory reports, and take paper, computer, and laboratory practical examinations. |
| ❑ **Intellectual** - Ability to collect, interpret and integrate information and make  decisions. | ❑ Possess intellectual skills: comprehension, measurement, mathematical calculation, reasoning, critical thinking, analysis, comparison, self-expression, and constructive criticism.  ❑ Be able to exercise sufficient judgment to recognize and correct performance deficiencies. ❑ Apply knowledge and creativity to new situations and to problem solving scenarios. |
| ❑ **Behavioral** - Possess the emotional health and stability required for full  utilization of the student’s intellectual abilities, professional judgment, prompt completion of all academic and patient care responsibilities, development of mature, sensitive, and effective  relationships with faculty, fellow  students, clinical instructors, patients, and other members of the health care team. | ❑ Manage heavy academic schedules and deadlines.  ❑ Be able to manage the use of time and complete professional and technical tasks within realistic constraints.  ❑ Provide professional and technical services under conditions of physical and emotional stress, such as - related uncertainty (i.e. ambiguous test ordering, ambivalent test interpretation), emergent demands (i.e. "stat" test orders), and a distracting environment (i.e. high noise levels, crowding, complex visual stimuli).  ❑ Be flexible and adapt to professional and technical change.  ❑ Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and nearby individuals.  ❑ Support and promote the activities of fellow students and health care professionals which helps furnish a team approach to learning, task completion, problem solving, and patient care.  ❑ Be honest, compassionate, ethical and responsible. Accept responsibility and accountability for one’s own actions. The student must be forthright about errors or uncertainty. The student must be able to critically evaluate one’s performance, accept constructive criticism, and look for ways to improve performance (i.e. participate in enriched educational activities). The student must be able to evaluate the performance of fellow students and tactfully offer constructive comments.  ❑ Works within environments of cultural diversity**:** Works well with a variety of ethnic, gender, social, or educational backgrounds.  ❑ Exhibit professional behavior by conforming to appropriate standards of dress, appearance, and language. |

Qualified applicants with disabilities are encouraged to apply to the program. It is the responsibility of the student to contact the Student Accessibility Services (SAS) if they feel they cannot meet one or more of the technical standards listed. Students can obtain complete information from the SUSLA website at http.**www.susla.edu/page/disability-support-services** or through the Anjelica Hart, EdD

Disability Services Coordinator New Classroom Building (NCR), Office 125 Phone: 318.670.9367 [ahart@susla.edu](mailto:ahart@susla.edu) office on the MLK JR campus.

Explain:

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| **Physician, Physician’s Assistant or Nurse Practitioner Information:** | | **FACILITY STAMP** |
| Printed Name | |
| Address | |
| Signature  Credentials | Date |

**REVISED 8-3-2024**