

Davidson County Community College Recreation and Leisure Studies Technical Standards

Criterion	Standard	Example
Cognitive	A. Ability to measure, calculate, reason, analyze, integrate and synthesize information	<ol style="list-style-type: none"> 1. Example: Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting. 2. Example: Apply broad class concepts to unique situations. 3. Example: Concentrate to correctly perform recreation and leisure studies tasks within the scope of practice. 4. Example: Make correct judgments on seeking consultation or supervision in a timely manner. 5. Example: Respond appropriately to constructive feedback.
Communication	<p>A. Appropriate interpersonal interaction with other students, faculty, staff, patients, family and other professionals.</p> <p>B. Effective communication with others, both verbally and in writing.</p>	<ol style="list-style-type: none"> 1. Example: Establish and maintain a professional relationship with clients and colleagues. 1. Convey information in a clear, professional and timely manner. 2. Listen and respond to others in an accepting and respectful manner.
Motor Skills	<p>A. Sufficient motor function to execute movements required to provide general care and treatment to patients in all health care settings.</p> <p>B. Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.</p>	<ol style="list-style-type: none"> 1. Example: Participate, within reasonable limits, to safely maneuver equipment and records to perform duties within scope of work. 1. Example: Participate completely in classroom activities. 2. Example: Participate fully in required activities in class and lab settings including extended periods of sitting, standing, lifting equipment and walking briskly as is reflective of the general practice of recreation and leisure activities.
Professional Conduct	<p>A. Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.</p> <p>B. Incorporate professional standards of practice into all</p>	<ol style="list-style-type: none"> 1. Example: Examine and change his or her behavior when it interferes with professional relationships or the academic or recreation environments. 2. Example: Maintain mature, sensitive and effective relationships with clients, colleagues, faculty, staff and other professionals. 3. Example: Demonstrate emotional stability to participate fully in the lab and academic setting at an appropriate level. 1. Example: Work effectively with a team in an academic or professional setting. 2. Example: Use correct and appropriate grammar in written and oral communication, always being

	<p>activities.</p> <p>C. Demonstrate integrity and accountability in clinical and academic setting.</p> <p>D. Present self in a professional manner in clinical and academic settings.</p> <p>E. Utilize computers correctly, effectively and professionally to acquire information and to communicate with others.</p>	<p>culturally sensitive and professional.</p> <p>1. Example: Complete all assignments in a timely manner while adhering to the DCCC code of conduct.</p> <p>2. Example: Respond appropriately to constructive feedback.</p> <p>3. Example: Take all tests and final examinations as scheduled.</p> <p>1. Example: Attend work based learning setting following the dress code policy, including appropriate hygiene with no detectable scents or odors.</p> <p>2. Wear appropriate clothing that is not distracting or offensive when in the learning environment.</p> <p>1. Example: Use online learning management system (Moodle) to collect course information.</p> <p>2. Example: Utilize the internet to collect current information from appropriate sources to provide appropriate client care.</p> <p>3. Example: Communicate via e-mail in a professional and ethical manner.</p>
Sensory	<p>A. Hearing sufficient to assess health needs</p> <p>B. Vision sufficient for assessment necessary to deliver nursing care.</p>	<p>1. Example: Understanding and comprehending client verbal communications.</p> <p>2. Example: Communication with employees, supervisor, instructor and other agency staff.</p> <p>1. Example: Reading documentation, statutes, regulations, and reference materials.</p> <p>2. Example: Evaluating client non-verbal communication and behavior.</p>