FUNCTIONAL ABILITIES FOR THE TECHNICAL DIPLOMA EMERGENCY MEDICAL TECHNICIAN PROGRAM

Functional Ability Categories and Representative Activities/Attributes For the Technical Diploma Emergency Medical Technician Program

The Federal American with Disabilities Act (ADA) bans discrimination of persons with disabilities. In keeping with this law, Gateway Technical College makes every effort to ensure quality education for all students. However, we feel obliged to inform students of the functional abilities demanded by a particular occupation.

Students should have the ability to:

GROSS MOTOR SKILLS:
- Move within restricted spaces
- Maintain balance in multiple positions
- Reach above shoulders
- Reach below waist
- Reach out front

FINE MOTOR SKILLS:
- Pick up objects with hands
- Grasp small objects with hands (e.g., writing tool)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger
- Good eye hand & foot coordination
- Simultaneous hand wrist & finger movement

PHYSICAL ENDURANCE:
- Stand
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
- Able to adapt to a variety of weather situations

PHYSICAL STRENGTH:
- Push and pull 50 pounds (e.g., position client, move equipment)
- Lift, carry, support, and balance up to 125 pounds (250 pounds with assistance)
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, operate patient transfer devices)
- Squeeze with hands (e.g., operate fire extinguisher, operate equipment)

MOBILITY:
- Walk
- Twist
- Bend
- Stoop/squat
- Kneeling
Crouching
Crawling
Climbing & balancing (climb stairs)
Move quickly (e.g., response to an emergency)

HEARING:
- Hear & discriminate at speech normal conversation sound levels (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, emergency alarms)
- Hear & discriminate speech in situations with extraneous noise (e.g., back of ambulance, emergency scene)

VISUAL:
- See objects up to 20 inches away (e.g., information on computer screen, skin conditions, small needles)
- See objects up to 60 feet away (e.g., client on scene, hazards on scene)
- Use depth perception
- Use peripheral vision
- Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
- See in a darkened room

TACTILE:
- Feel vibrations (e.g., palpate pulses)
- Detect hot & cold temperature (e.g., skin)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)
- Detect environmental temperature

SMELL:
- Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gases or noxious smells)

ENVIRONMENT:
- Work in cold, with or without temperature changes
- Work in extreme heat, with or without temperature changes
- Work in wet and/or humid conditions
- Work in noise and/or vibration
- Work in hazards (e.g. vehicle extrication, infectious disease, inclement weather, etc.)
- Work in atmospheric conditions
- Tolerate exposure to allergens (e.g., latex gloves, chemical substances)
- Tolerate strong soaps
- Tolerate strong odors
- Tolerate noisy environment

READING:
- Read and understand written documents (e.g., protocols, patient care records, medications labels)
- Read digital displays
- Accurately read a Drug Reference Manual
- Accurately read a road map
- Review written reports for accuracy
- Read professional journals
MATH:
Tell time
Measure time (e.g., count duration of contractions, CPR etc.)
Count rates (e.g., pulse)
Comprehend and interpret graphic trends
Calibrate equipment
Add, subtract, multiply, and/or divide whole numbers
Perform quickly and precisely simple mathematical calculations
Read and interpret measurement marks (e.g., measurement tapes and scales)
Document numbers in records (e.g., patient care record, computerized data bases)

EMOTIONAL STABILITY:
Independent & confident
Assume the role of team leader
Accept feedback appropriately
Accept responsibility of own actions
Ability to use good judgment & remain calm in high-stress situations
Establish professional relationships
Provide client and families with emotional support
Adapt to changing environment/stress
Deal with the unexpected (e.g., client condition, crisis)
Focus attention on task
Cope with own emotions
Perform multiple responsibilities concurrently
Cope with strong emotions in others (e.g., grief, delirium)

ANALYTICAL THINKING:
Transfer knowledge from one situation to another
Process and interpret written & oral information from multiple sources
Analyze and interpret abstract and concrete data
Evaluate outcomes
Problem solve
Prioritize tasks (time management)
Use long-term memory
Use short-term memory
Apply math concepts
Plan & control activities

CRITICAL THINKING:
Plan/control activities for others
Synthesize knowledge and skills
Comprehends & follows instructions
Ability to draw valid conclusions expediently relevant to patient’s condition, often using limited information
Identify cause-effect relationships
Sequence information
Make decisions independently
Adapt decisions based on new information

INTERPERSONAL SKILLS:
Establish rapport with individuals, families, and groups
Respect/value cultural differences in others
Negotiate interpersonal conflict
Demonstrate problem solving and conflict resolution skills
COMMUNICATION SKILLS:
- Effectively communicate with colleagues, clients, families, lay public, medical professionals
- Teach (e.g., colleagues, client/family about health care)
- Influence people
- Direct/manage/delegate activities of others
- Speak English
- Write English legibly
- Read English
- Understand English
- Listen attentively
- Comprehend spoken/written word
- Collaborate with others (e.g., health care workers, peers)
- Manage information
- Exhibit & comprehend nonverbal cues
- Communicate verbally with diverse cultures and age groups