

FUNCTIONAL ABILITIES FOR THE TECHNICAL DIPLOMA ADVANCED EMERGENCY MEDICAL TECHNICIAN PROGRAM

Functional Ability Categories and Representative Activities/Attributes For the Technical Diploma Advanced 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., IV tubing, pencil)
- 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 (e.g., eye dropper)
- 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)

MOBILITY:

- Walk
- Twist
- Bend
- Stoop/squat
- Kneeling

Crouching
Crawling
Move quickly (e.g., response to an emergency)
Climbing & balancing (climb stairs)

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, assess placement of tubes)
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)
Hear & discriminate sounds in situations with extraneous noise (e.g., lung sounds, heart tones, blood pressure)

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 and cold temperature (e.g., skin, solutions)
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)
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, medication administration, etc.)
- Count rates (e.g., drips/minute, pulse)
- Comprehend and interpret graphic trends
- Calibrate equipment
- Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions and decimals (e.g., medication dosages)
- Perform quickly and precisely mathematical calculations using ratio and proportion
- Read and interpret measurement marks (e.g., measurement tapes and scales)
- Document numbers in records (e.g., charts, 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
- 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