

## ESSENTIAL FUNCTIONS REQUIREMENTS

Because of the critical nature of the tasks needed in emergent situations, accommodation requests are considered very carefully on a case-by-case basis. The safety and welfare of the community must be ensured while providing full protection of the certification applicant's rights. This is the main question to be considered: With the requested accommodation, can this individual perform the essential functions of the job safely and efficiently? Students requesting accommodations to meet these criteria must inform the Program Director in writing of the need for accommodations at the time of admission to the Emergency Medical Science Program. Students must provide appropriate documentation to the Disability Services, [disabilityservices@durhamtech.edu](mailto:disabilityservices@durhamtech.edu); 919-536-7208.

### FUNCTION ABILITY Representative Activity/Attribute CATEGORY

#### GROSS MOTOR SKILLS

- Move comfortably and efficiently within confine spaces
- Sit and maintain balance for duration of procedure
- Stand and maintain balance for duration of procedure
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

#### FINE MOTOR SKILLS

- Pick up and hold objects with hands
- Grasp and manipulate small objects with hands (e.g., IV tubing, pencil)
- Write legibly with pen or pencil
- Key/type with efficiency and accuracy (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn object/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

#### PHYSICAL ENDURANCE

- Stand (e.g., at patient side during therapeutic procedure and sometimes in adverse weather)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Squat or kneel through procedures

#### PHYSICAL STRENGTH

- Push and pull 25 pounds (e.g., position patients)
- Support 25 pounds (e.g., ambulate patient)
- Lift 25 pounds (e.g., pick up child, transfer patient)
- Move light object weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects (weighing from 11-50 pounds)
- Protect self against combative patient

- Carry equipment/supplies from place to place as needed from procedures
- Use upper body strength effectively (e.g., perform CPR, physically restrain a patient)
- Squeeze with hands (e.g., operate fire extinguisher)
- Lift patients from ground to stretcher (weighing up to 250 pounds with assistance of one to two additional persons)
- Lift patient on stretcher into ambulance (weighing up to 250 pounds with assistance of one to two additional persons)

#### **MOBILITY**

- Twist to accomplish tasks and complete procedures
- Bend to accomplish tasks and complete procedures
- Stoop/squat to accomplish tasks and complete procedures
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders, stools, stairs)
- Walk (sometimes in adverse weather and/or on uneven terrain as needed in rescue situations)

#### **HEARING**

- Hear typical speaking level sounds (e.g., person-to-person report)
- Hear faint voices (e.g., distressed or weakened patient)
- Hear faint body sounds (e.g., blood pressure sounds, assess lung sounds)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

#### **VISUAL**

- See small objects up to 20 inches away (e.g., information on a computer screen, skin condition)
- See objects up to 20 feet away (e.g., patient in a room)
- See object more than 20 feet away (e.g., patient at end of hall)
- Use depth perception for effective functioning

#### **TACTILE**

- Feel vibrations (e.g., palpable pulses)
- Detect 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 environment temperature (e.g., check for drafts)

#### **SMELL**

- Use peripheral vision for effective functioning
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)
- Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke that cannot be seen
- Detect gases or noxious smells with no visual indicator

## **EMOTIONAL STABILITY**

- Establish therapeutic boundaries
- Provide patient with emotional support (e.g., compassion)
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., patient deteriorating, crisis)
- Focus on attention task (e.g., situational awareness)
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief)
- Demonstrate sound mental health to safely engage in the practice of prehospital care
- Demonstrate professional and ethical standards of practice under stressful and ideal conditions

To verify a student's ability to provide essential prehospital during clinical training, a physical examination is required of all students. This examination will be documented by a physician/nurse-practitioner/physician's assistant on the form provided by the Admissions and Enrollment Services office.

Occasionally, a student may experience a change in the status of these requirements while progressing through the curriculum. Should this occur, the student is required to notify the program's clinical coordinator within 5 working calendar days. However, a student may be denied continued enrollment in the EMS program until any identified issue is resolved. Should the issue remain unresolved after a reasonable period of time, the student may be dropped from the course.