

TECHNICAL STANDARDS

The technical standards as stated here reflect performance abilities that are necessary for a student to successfully complete the requirements of the Emergency Medical Science curriculum. It should be noted that under the Americans with Disabilities Act: “A qualified person with a disability is one who can perform the essential function of a job with or without reasonable accommodation.” Please read the standards carefully and seek clarification if necessary. The safety and welfare of the community must be ensured while providing full protection of the credentialing applicant’s rights. The practice of prehospital medicine requires the following functional abilities with or without reasonable accommodation:

TECHNICAL STANDARD	EXAMPLES OF ACTIVITIES/BEHAVIORS (NOT ALL INCLUSIVE)
Visual acuity sufficient to assess patients and their environments and to implement the care plans that are developed from such assessments.	Detect changes in skin color or condition. Collect data from recording equipment and measurement devices used in patient care. Draw up the correct quantity of medication into a syringe, if applicable.
Hearing ability sufficient to assess patients and their environments and to implement the care plans that are developed from such assessments.	Detect sounds related to bodily functions using a stethoscope. Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions. Communicate clearly in telephone and radio conversations. Communicate effectively with patients, family members, bystanders, and with other members of the healthcare team.
Olfactory ability sufficient to assess patients and to implement the care plans that are developed from such assessments.	Detect foul or unusual odors of bodily fluids or spoiled foods. Detect smoke from burning materials. Utilize smell to obtain information about the patient’s overall condition.
Tactile ability sufficient to assess patients and to implement the care plans that are developed from such assessments.	Detect changes in skin temperature. Detect unsafe temperature levels in heat-producing devices used in patient care. Detect anatomical abnormalities, such as subcutaneous emphysema, crepitus, edema, or infiltrated intravenous lines.
Strength and mobility sufficient to perform patient care activities and emergency procedures.	Safely transfer patients in and out of bed. Perform airway management in a narrow hallway. Hang intravenous bags at the appropriate level. Perform cardiopulmonary resuscitation in a moving ambulance. Able to lift 75 pounds.
Fine motor skills sufficient to perform psychomotor skills integral to patient care.	Safely dispose of needles in sharps containers. Accurately place and maintain position of stethoscope for detecting sounds of bodily functions. Manipulate small equipment and containers, such as syringes, vials, ampoules, and medication packages to administer medications, as applicable.
Physical endurance sufficient to complete assigned periods of clinical practice and participate in prehospital care.	Lift a minimum of 75 pounds without assistance and 150 pounds with assistance from ground level, down multiple flights of stairs, or during prolonged extrication from uneven terrain. Perform two minutes of uninterrupted CPR at the correct depth and rate. Perform rapid egress with a patient from an unsafe scene. Maintains contact with patient in need for extrication in various positions or confined spaces for prolonged periods of time.
Ability to speak, comprehend, read, and write in English sufficient to meet the need for accurate, clear, and effective communication.	Proficiently read, write, and comprehend patient’s known medications, medical history, and allergies. Establish communication and rapport with patient to elicit information necessary for medical diagnosis. Provide emotional support and explanation of procedures to patients and family members. Clearly provides or follows instructions for scene management, as part of the national incident management system, or to patients, bystanders, or other members of the healthcare team.

<p>Emotional stability to function effectively under stress, to adapt to changing situations, and to follow through on assigned patient-care responsibilities.</p>	<p>Emotional stability and mental alertness before, during, or after the performance of patient care. Maintaining a calm and efficient manner in high-stress situations. Initiating, and participating in, calm and professional interactions with patients, preceptors, faculty, supervisors, and peers. Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome.</p>
<p>Cognitive ability to collect, analyze, and integrate information.</p>	<p>Possesses the knowledge to make clinical judgments and management decisions that promotes positive patient outcomes, particularly quickly in high-stress environments. Demonstrates and discusses assessment findings with principles of anatomy, physiology, epidemiology, pathophysiology, psychosocial impact, presentations, prognosis, and management of a prehospital patient. Integrate and synthesize the multiple determinants of health and clinical care for prehospital patients.</p>

Declaration:

I have read and understand the technical standards required for Emergency Medical Science. I hereby declare that:

- I can meet the above listed essential technical standards.
- I am unable to meet the above listed essential technical standards based on the following:

Please list standard that cannot be met and give rationale: _____

Printed Name: _____

Signature: _____

Date: _____

**If an Emergency Medical Science student believes that they cannot meet one or more of the standards without accommodation or modifications, the college must determine, on an individual basis, whether the necessary accommodations or modifications can be made reasonably.