

Essential Functions Compliance

PARAMEDIC ESSENTIAL FUNCTIONS DESCRIPTION

FUNCTION ABILITY CATEGORY	REPRESENTATIVE ACTIVITY/ATTRIBUTE
GROSS MOTOR SKILLS	<ul style="list-style-type: none"> • Move comfortably and efficiently within confined 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	<ul style="list-style-type: none"> • 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 objects/knobs using hands) • Squeeze with finger (e.g., eye dropper)
PHYSICAL ENDURANCE	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 • 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)
TACTILE	<ul style="list-style-type: none"> • 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)
	<ul style="list-style-type: none"> • Detect odors from patient (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke that cannot be seen

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<p>SMELL</p>	<ul style="list-style-type: none"> • Detect gases or noxious smells with no visual indicator
<p>INTERPERSONAL SKILLS</p>	<ul style="list-style-type: none"> • Negotiate interpersonal conflict • Respect differences in patients • Establish rapport with patients • Establish rapport with co-workers • Accept responsibility for actions in delivery of prehospital care • Accept correction and redirection in a professional manner and adjust appropriately
<p>ANALYTICAL SKILLS</p>	<ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information and apply knowledge quickly • Evaluate outcomes and make appropriate recommendations • Problem solve • Prioritize tasks • Use long term memory effectively and efficiently • Use short term memory effectively and efficiently
<p>CRITICAL THINKING</p>	<ul style="list-style-type: none"> • Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and psychomotor skills • Sequence information, events, and activities accurately
<p>READING and ARITHMETIC COMPETENCE</p>	<ul style="list-style-type: none"> • Read and understand written documents (e.g., policies, protocols) • Read and understand columns of writing (flow sheet, charts) • Read and understand digital displays • Read and accurately interpret graphic printouts (e.g., ECG) • Calibrate equipment accurately • Convert numbers to and/or from the Metric System accurately • Read graphics (e.g., vital sign sheets) • Tell time accurately (in military time) • Measure time and keep running record (e.g., count durations of contractions, etc.) • Count rates and keep a running record (e.g., drips per minute, pulse) • Use measuring tools (e.g., thermometer) • Read and record measurement marks accurately (e.g., measurement tapes, scales, etc.) • Add, subtract, multiply, and/or divide whole numbers accurately • Compute fractions and decimals accurately (e.g., medication dosages) • Use a calculator effectively • Write number in records accurately
<p>EMOTIONAL STABILITY</p>	<ul style="list-style-type: none"> • 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 • Avoid demonstrate professional and ethical standards of practice under stressful and ideal conditions

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Area	Function	Yes	No	If no, please comment
Mobility	1. Have physical stamina to stand and walk for 8+ hours in a clinical or field setting	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Can stand on both legs, move about freely, and maneuver in small spaces. <i>Physical disabilities must not pose a threat to safety of the student, faculty, patients, or other healthcare workers.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Flexibility	1. Can bend the body downward and forward by bending at the spine and waist.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Can flex and extend all joints freely	<input type="checkbox"/>	<input type="checkbox"/>	
Strength	1. Can raise objects from a lower to a higher position or move objects horizontally from position to position. <i>This factor requires the substantial use of the upper extremities and back muscles.</i>	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Possess mobility, coordination and strength to push, pull or transfer heavy objects. (Strength to lift 50 lbs. frequently and 75 lbs. or more occasionally).	<input type="checkbox"/>	<input type="checkbox"/>	
Fine Motor Skills and Hand/Eye Coordination	1. Possess manual dexterity, mobility, and stamina to perform CPR	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Can seize, hold, grasp, turn, and apply pressure and otherwise work with both hands.	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Can pick, pinch, or otherwise work with fingers	<input type="checkbox"/>	<input type="checkbox"/>	
Auditory Ability	1. Possess sufficient hearing to assess patient’s needs, make fine discrimination in sound, follow instructions, and communicate, with other healthcare workers. <i>Please comment if corrective devices are required</i>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication	1. Possess verbal/nonverbal and written communication skills adequate to exchange ideas, detailed information, and instructions accurately.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Able to read, comprehend, and write legibly in the English language	<input type="checkbox"/>	<input type="checkbox"/>	
Interpersonal Skills	1. Able to interact purposefully and effectively with others.	<input type="checkbox"/>	<input type="checkbox"/>	
	2. Able to convey sensitivity, integrity, respect, compassion, and a mentally healthy attitude	<input type="checkbox"/>	<input type="checkbox"/>	
	3. Oriented to reality and not mentally impaired by mind altering substances	<input type="checkbox"/>	<input type="checkbox"/>	
	4. Able to function safely and effectively during high stress periods	<input type="checkbox"/>	<input type="checkbox"/>	

If you are unable to fully meet any of the above listed criteria, you will need to meet with the Southern University ADA Coordinator. A student who is seeking accommodations and services on the basis of a disability are required to submit documentation to verify eligibility for services.

Receiving academic accommodations at Southern University takes several steps:

1. Students must complete an accommodation request form from the ADA Coordinator’s office each semester.
2. Students may hand-deliver the letter or have it sent to to each instructor through campus e-mail.
3. Students must arrange a meeting with their instructor(s) to discuss the proposed accommodations listed in the letter.
4. Students with disabilities must maintain the same responsibility for their education as students who do not have disabilities. This includes maintaining the same academic levels, maintaining appropriate behavior and giving timely notification of any special needs.
5. Utilize accommodations available to you; asking for assistance is not a sign of weakness or dependence. It is our goal to help you achieve your educational pursuits.