

Tyler Junior College
Emergency Medical Services Program
Essential Function Requirements for Students

The essential functions listed below reflect the skills and abilities that students entering the Emergency Medical Services program must possess in order to be successful in the academic and fieldwork components of the program. These skills and abilities are necessary for adequate performance of academic tasks as well as safe and effective performance of patient care activities. Students entering the EMS program must be able to perform all essential functions required for any fieldwork setting. Students who cannot perform these essential functions are not eligible to participate in the required fieldwork and would not be considered eligible for admission to the EMS program.

EMS personnel must be at least 18 years of age.

Generally, the knowledge and skills required show the need for a high school education or equivalent.

Physical and Sensory

Students must:

Visual:

- Be able to read displays on medical equipment and instruments used in patient care such as blood pressure monitors, ECG machines, defibrillators, glucometers, and pulse oximeters.
- Be able to discriminate color and color changes necessary for visual monitoring of patient status.
- Have adequate visual perceptual skills to assess the environment and identify potential safety hazards e.g. wires, clear tubing, spills, proper alignment or positioning of equipment.
- Ability to read and understand English language manuals and road maps.
- Ability to accurately discern street signs and address numbers.
- The ability to work in low light, confined spaces and other dangerous environments is required.
- The ability to read small print on medication labels under life threatening time constraints.

Auditory:

- Be able to recognize and respond appropriately to equipment alarms and environmental alarms: heart monitors and fire alarms.
- Be able to receive, interpret and respond to verbal communication from clients, families, students, teachers and staff.
- Ability to work effectively in an environment with loud noises and flashing lights.
- Be able to use a stethoscope to listen to lung sounds, heart tones, and abdominal sounds.

Tactile

- Be able to locate and monitor pulses in multiple locations on the body.
- Palpate and identify bony landmarks in the limbs and trunk.
- Detect variations in texture and temperature of skin, and supporting surfaces.
- Recognize and locate painful stimuli in order to avoid injury in the classroom or clinic setting e.g. needle sticks.
- EMS personnel should possess good manual dexterity, with ability to perform all tasks related to highest quality patient care.

Motor

- Have sufficient strength, balance, and mobility to safely assist patients moving in the environment, performing transfers, and engaging in daily living activities. This includes but is not limited to stooping, squatting, and getting onto/off of floor.
- Ability to bend, stoop and crawl on uneven terrain and ability to withstand varied environmental conditions such as extreme heat, cold and moisture is vital.
- Be able to lift, push, pull up to 125 pounds (250 pounds with assistance)
- Have the physical ability to perform CPR and pass the required skill assessment for certification.
- Have sufficient dexterity and coordination to manipulate equipment and perform therapeutic activities such as splinting, manipulation of stretchers, demonstrating use of adaptive equipment.
- Have sufficient endurance to tolerate working or attending school for up to 12 hours in a day.

Cognitive and Behavioral

Cognitive

- Be able to distinguish Left from Right on self, others, and in environment.
- Be able to read, recall and retain relevant information presented in class, on fieldwork and in independent study activities.
- Have the capacity to recall, sequence, and appropriately respond to information in order to correctly carry out necessary procedures and activities.
- Demonstrate sound judgement related to safety of self, patients, students and staff.
- Synthesize information from classroom and clinical settings for sound clinical reasoning and problem solving.
- Ability to use good judgment and remain calm in high-stress situations.
- Ability to calculate weight and volume ratios and read small print, both under life threatening time constraints.
- Ability to interpret written, oral and diagnostic form instructions.

Behavioral

- Be able to set priorities and manage time and resources effectively to allow consistent attendance and completion of required work within specified timelines.
- Demonstrate flexibility in dealing with supervisors, teachers, classmates, coworkers, and patients.
- Demonstrate respect and tolerance for individual differences in culture, beliefs, abilities, and values.
- Accept responsibility for one's own behavior, choices, and learning.
- Accept and provide constructive feedback in a respectful manner that supports professional and academic growth.
- Comply with institutional, programmatic and professional guidelines regulating appropriate behaviors and activities within the settings where students function.
- Recognize personal limitations and seek assistance as needed in academic as well as clinical settings.
- Demonstrate honesty and integrity in the performance of duties in the classroom and clinic settings.

Communication

Written

- Be able to produce and submit assignments in written form.

- Be able to produce documents in clinic and classroom that reflect effective use of the English language and appropriate professional terminology.
- Effectively utilize written information provided in classroom and clinic settings.
- Ability to interpret written, oral and diagnostic form instructions.
- Ability to document, in writing, all relevant information in prescribed format in light of legal ramifications of such.

Verbal

- Demonstrate the ability to effectively utilize the English language to communicate relevant information to patients, staff, students and teachers.
- Effectively utilize verbal and nonverbal communication skills with patients, staff, students and teachers including the ability to modulate voice, adjust vocabulary and phrasing, and modify personal body language in response to verbal & nonverbal behaviors of the receiver.
- EMS personnel must have the ability to communicate verbally via telephone and radio equipment.
- Ability to interview patient, family members, and bystanders.
- Ability to converse in English with coworkers and hospital staff as to status of patient.

Technical

- Be proficient with common word processing programs in order to complete course assignments.
- Be able to conduct an internet search using a variety of search engines.
- Develop proficiency with all student components of the TJC learning management system.
- Be able to receive, send, and compose email messages.
- Be proficient with computer-based presentation programs for completing class assignments.

Additional Considerations

- Students must have the means to transport themselves from home or campus to assigned locations for fieldwork, field trips, and outside assignments.
- Uniforms are required to be worn on fieldwork and for all outside assignments unless otherwise notified by faculty or fieldwork supervisors.
- Students are responsible for the purchase of any uniform items required by a fieldwork facility to which they are assigned, including scrubs, shoes, and shirts.
- Students may be required to complete additional background checks or drug screens for fieldwork based on the fieldwork facility requirements. Students are responsible for these expenses.
- Students may be required to receive additional immunizations for fieldwork based on fieldwork site requirements. Students are responsible for these expenses.