

Technical Standards for Emergency Medical Technician (EMT) Program

The OCCC EMT Program has the responsibility to society to educate competent health care providers to care for their patients/clients using critical judgment, broadly based knowledge, and competent technical skills at the entry level.

The program has academic as well as technical standards (non-academic criteria) students must meet in order to successfully progress in and graduate from the program.

The purpose of this document is to assure that the students who enter the program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

Oregon Coast Community College provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of clinical based health care program(s). These standards are not a requirement of admission into the program(s). Individuals interested in applying for admission to the program(s) should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics required to successfully complete the program.

Students admitted to the EMT program are expected to be able to complete program requirements, which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level EMT Basic. These core competencies are considered to be the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective care.

Progression in the program may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations. Oregon Coast Community College is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments auxiliary aids and or program modifications. However, accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations.

Students with chronic or recurring performance limitations (physical or mental) that restrict ability to meet program requirements, including the consistent delivery of safe care, may be asked to provide a statement from a qualified healthcare provider addressing the applicant's/student's abilities to perform procedures and make decisions required of an EMT. Any performance limitations that cannot be accommodated while maintaining standards of competent and safe care will interfere with admission to and completion of the EMT Program.

Cognitive:

Recall, collect, and integrate information from a variety of sources.

Measure, calculate, and reason data.

Problem-solve and think critically in order to apply knowledge and skill.
Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.

Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Report verbally and in writing client data to members of the healthcare team.

Physical-Motor:

Coordinate fine and gross motor movements.

Coordinate hand/eye movements. Maintain balance from any position.

Negotiate level surfaces, ramps, and stairs.

Negotiate uneven surfaces Function with both hands free for performing psychomotor tasks.

Maneuver in small areas.

Attend to cognitive and psychomotor tasks for up to 8-12 hours.

Lift and move patients weighing up to 250 pounds (with a partner), with and without adjunct equipment.

Step up to heights of 14 inches (entry into ambulance)

Examples of learning activities found in the EMT curriculum and related to industry standards:

Transfer patients/clients in and out of bed from stretchers and wheelchairs.

Control a fall by slowly lowering client to the floor.

Perform cardiopulmonary resuscitation (CPR) Lift or move (turn, position) clients or objects, pull or push objects, weighing up to 250 pounds (with a partner), and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.

Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.

Carry equipment and supplies to the client bedside.

Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.

Dispose of needles in sharps container.

Complete assigned periods of clinical practice (8-24 hour shifts, days, evenings, or nights).

Sensory:

Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.

Collect information through observation, listening, touching, and smelling.

Examples of learning activities found in the EMT curriculum and related to industry standards:

Detect changes in skin color or condition, (pale, ashen, grey, or bluish).

Detect a fire in the client care environment.

Observe clients in a room from a distance of 20 feet away.

Detect sounds related to bodily functions using a stethoscope.

Observe and collect data from recording equipment and measurement devices used in client care.

Communicate with client and members of the healthcare team.

Detect unusual odors of bodily fluids.

Detect smoke from burning materials.

Detect changes in skin temperature.

Detect unsafe temperature levels in heat-producing devices used in client care.

Detect anatomical abnormalities, such as subcutaneous crepitus, edema, changes in skin color.

Behavioral:

Demonstrate emotional stability to function effectively under stress and adapt to changing environments.

Maintain effective, mature, and sensitive relationships with others.

Examine and modify one's own behavior when it interferes with others or the learning environment.

Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.

Examples of learning activities found in the EMT curriculum and related to industry standards:

Exercise judgment; meet acceptable timeframes for client care deliver, and adapt to rapidly changing client care environments.

Accept accountability for actions that resulted in client care errors.

Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.