University of Toledo Paramedic Program Technical Standards

Prerequisites
- Have Ohio EMT certification.
- Pass the University of Toledo EMT Knowledge test.
- Have Current CPR provider card.
- Complete physical exam and health requirements prior to attending clinical experience.
- Complete NIMs Incident Command modules.
- Complete an approved EMS Human Systems or Anatomy and Physiology course.

Clear academic and technical standards assure that decisions concerning entrance for all students are based upon nondiscriminatory criteria. Federal law requires the provision of reasonable accommodations to persons with disabilities who possess “the academic and technical [nonacademic] standards” for admission or participation in the EMS program and courses. In courses where enrollment is limited and based on selective criteria, having clearly spelled out academic and technical standards assures the absence of discrimination against qualified persons with disabilities who could have succeeded with reasonable accommodations. Having technical standards available also assists potential applicants with or without disabilities to assess their ability to succeed in the program/courses and the EMS profession. Technical Standards for admission are all nonacademic criteria that are essential to participate in the EMS program/courses. These technical standards include personal and professional attributes, skills, knowledge, physical, medical, safety, and other requirements that an individual must meet in order to be eligible for admission to and retention in the EMS program/courses.

Students admitted to the EMS Program/Courses are expected to be able to complete curriculum requirements which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level EMS provider. 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 EMS care. Progression in the program/Course may be denied if a student is unable to demonstrate the technical standards with or without reasonable accommodations.

University of Toledo is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and/or program modifications. 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.

General Knowledge and Skills required of all EMS Personnel
- Ability to communicate verbally via telephone and radio equipment.
- Ability to lift, carry and balance up to 125 pounds (250 pounds with assistance).
- Ability to interpret written, oral and diagnostic form instructions;
- Ability to use good judgment and remain calm in high-stress situations.
- Ability to work effectively in an environment with loud noises and flashing lights.
- Ability to function efficiently throughout an entire work shift.
- Ability to calculate weight and volume ratios and read small print, both under life threatening time constraints.
- Ability to read and understand English language manuals and road maps.
- Ability to accurately discern street signs and address numbers.
• Ability to interview patient, family members and bystanders.
• Ability to document, in writing, all relevant scene and patient information.

Cognitive:
1. Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
2. Measure, calculate, reason, analyze and synthesize data.
3. Problem-solve and think critically in order to apply knowledge and skill.
4. Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
5. Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the EMS curriculum and related to industry standards:
1. Process information thoroughly and quickly to prioritize and implement EMS care.
2. Sequence or cluster data to determine patient needs.
3. Develop and implement a EMS plan of care for patients in the pre-hospital setting
4. Discriminate fine/subtle differences in medical word endings.
5. Report verbally and in writing patient data to members of the healthcare team.
6. Perform math computations for medication dosage calculations both with and without a calculator.

Physical:

Motor:
1. Coordinate fine and gross motor movements.
2. Coordinate hand/eye movements.
3. Maintain balance from any position.
4. Negotiate level surfaces, ramps and stairs.
5. Function with both hands free for performing psychomotor tasks.
6. Maneuver in small areas.
7. Attend to cognitive and psychomotor tasks for up to 48 hours.

Examples of learning activities found in the EMS curriculum and related to industry standards:
1. Transfer patients/patients in and out of bed from stretchers and wheelchairs.
2. Control a fall by slowly lowering patient to the floor.
3. Perform cardiopulmonary resuscitation (CPR)
4. Lift or move (turn, position) patients or objects, pull or push objects, weighing up to 50 pounds and maintain a “medium activity level” as defined by the State of Oregon Department of Insurance Index of occupational characteristics.
5. Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment.
6. Carry equipment and supplies to the patient location.
7. Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
8. Dispose of needles in sharps container.
9. Complete assigned periods of practice (24-48 hour shifts, days, evenings, or nights).
Sensory:
1. Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
2. Collect information through observation, listening, touching, and smelling.
3. Use and interpret information from diagnostic maneuvers.

Examples of learning activities found in the EMS curriculum and related to industry standards:
1. Detect changes in skin color or condition. (pale, ashen, grey, or bluish)
2. Draw up a prescribed quantity of medication into a syringe.
3. Detect sounds related to bodily functions using a stethoscope.
4. Observe and collect data from recording equipment and measurement devices used in patient care.
5. Communicate with patient and members of the healthcare team in person and over the phone in a variety of settings.
6. Detect foul odors of bodily fluids or spoiled foods.
7. Detect changes in skin temperature.
8. Detect unsafe temperature levels in heat-producing devices used in patient care.
9. Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids.
10. Feel vibrations such as an arterial pulse.

Behavioral:
1. Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
2. Maintain effective, mature, and sensitive relationships with others.
3. Examine and modify one’s own behavior when it interferes with others or the learning environment.
4. Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
5. Examples of learning activities found in the EMS curriculum and related to industry standards:
   1. Exercise judgment, meet acceptable timeframes for patient care delivery (acceptable timeframes are reflected by ability to carry out the usual patient care assignment for a particular point in the program within the allotted clinical time), work effectively under stress, and adapt to rapidly changing patient care environments.
   2. Accept accountability for actions that resulted in patient care errors.
   3. Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

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Students who need reasonable accommodations to meet the above requirements are encouraged to consult The University of Toledo’s Office of Accessibility to determine if reasonable accommodations can be made. The paramedic program coordinator will work with the Manager of the Office of Accessibility to determine the extent of any possible accommodation.

Both the ability to read and the ability to perform skills within time frames are essential functions for all EMS providers. Therefore, although a student with a disability will not be denied the opportunity to take an examination, the student will still be required to challenge written exams and pass skills proficiency verifications within established criteria. Students will not be permitted additional time to demonstrate proficiency in skills with specific time frames. Times for written tests may, however, be extended to a maximum of time and one-half. Since tests are partially designed to test reading skills, no oral exams will be given.

All students accepted into the Emergency Medical Services programs must be able to meet Technical Skills presented below and required of all EMS Personnel with or without reasonable accommodations.