

## **Essential Functions to the HEA 112 Program**

Students admitted to HEA 112 must meet the following essential functions, with or without accommodation. These essential functions are the minimum fundamental and essential skills necessary to protect the student and people they serve, providing the delivery of safe and effective care. Independent physical mobility and manual dexterity are crucial to providing care. In addition, students must possess physical and cognitive capacity, emotional stability, especially under stressful situations, and communication skills to deliver safe and effective care.

Examples of the various essential functions as they relate to industry standards are provided to inform prospective students of the skills, performance abilities and characteristics that are necessary to successfully complete the clinically based HEA 112 curriculum.

Essential functions are not a requirement of admission into the program. However, progression in the program may be denied if a student is unable to demonstrate these functions with or without reasonable accommodations. The following accommodations are not considered reasonable: (1) those that fundamentally alter the nature of the academic program, (2) could jeopardize the health and safety of others, or (3) cause undue burden to the program.

**Cognitive:** able to recall, apply, analyze, synthesize and integrate information from a variety of sources

1. Able to measure, calculate and evaluate data for proper reporting.
2. Communicate verbally, through oral and written form, with individuals from a variety of social, emotional, cultural and intellectual backgrounds.
3. Articulate thoughts orally and in writing and be computer literate.
4. Demonstrate skills and the capability to work effectively with others to complete a joint task.

Examples:

1. Process information thoroughly and quickly to prioritize and implement basic patient care.
2. Able to determine client needs and provide the care within Nursing Assistant scope of practice. Able to discern fine or subtle differences in medical word endings.
3. Report verbally and in writing client data to health care team members.
4. Able to read and understand care plans found in the medical record in paper or electronic format.
5. Able to add, subtract, divide or multiply for proper calculation, i.e. meals, fluid intake and outputs.

**Physical mobility, endurance and strength:** to perform required care skills and help with emergencies

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. Maneuver in small areas.
6. Attend to cognitive and psychomotor tasks up to 8 hours.

ALSO

1. Lift or move, position and transfer clients or objects weighing up to 75-100 pounds.
2. Safely turn, transfer client in and out of bed, wheel chairs and/or stretchers.
3. Perform CPR or rescue breathing on various surfaces and in various situations.
4. Bend, stoop and squat to access equipment below bed level or to accurately read collection devices such as Foley catheter bags.
5. Reach to shoulder level or higher to lace or access equipment such as intravenous fluid bags or dispose of razors in sharps containers.
6. Carry equipment or supplies to the client's bedside.

7. Manipulate small equipment and containers, such as razors and thermometers; open alcohol prep pads and other wrapped items used for client care.
8. Complete assigned periods of clinical practice; 5-8 hour shifts on days, evenings or nights.

**Dexterity:** sufficient to perform the assigned clinical task for your client's care

Examples:

1. Accurately place and maintain position of stethoscope for detecting blood pressure and apical pulses.
2. Manipulate small objects such as meal packets, hearing aide batteries and personal care items.

**Sensory standards:** internalize information from demonstration and experiences, including but not limited to: Information conveyed through lecture, small group activities, demonstration, application experiences and course work, as assigned. Collect equipment through observation, listening, touch and smell. Use diagnostic equipment.

Examples:

1. Detect and report changes in skin color (pale, ashen, flushed grey or bluish) or condition; change in respiration rate.
2. Detect change in skin temperature.
3. Detect unsafe temperature levels in heating or cooling devices used in client care or assigned environment.
4. Identify anatomical abnormalities, such as edema.
5. Feel pulsation such as radial pulses.
6. Observe and collect data from recording equipment or measurement devices used in the clinical setting.
7. Ability to detect fire and/or smoke in a client area or work environments.
8. Observe clients in a room from a distance of 20 feet away while in motion or standing.
9. Detect alarms generated by mechanical systems such as call lights, fire alarms, bodily function monitors and motion detectors.
10. Communicate clearly in telephone conversations or via PA systems.
11. Communicate effectively with clients, family, and other members of the healthcare team.
12. Ability to detect apical pulses, blood pressures, and changes in respiratory sounds.

### **Behavioral standards**

1. Demonstrate emotional stability by functioning effectively under stress and adapting to a changing environment.
2. Maintain effective, mature, sensitive and professional relationships with others.
3. Examine and modify one's own behavior when it interferes with others or the learning environment.
4. Demonstrate attributes including compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.

Examples:

1. Exercise judgment.
2. Meet acceptable time frames for client care delivery.
3. Work effectively under stress and adapt to rapidly changing client care situations and environment.
4. Accept accountability for actions that result in client care errors.
5. Deal effectively with interpersonal conflict; maintain effective and harmonious relationships with students, health care team members, families, and client.