

Medical Clinical Assisting Essential Skills

Phlebotomy Essential Skills

Medical Office Administrative Skills

Clear academic and technical standards assure that decisions concerning success for all students are clearly stated and 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 post-secondary programs 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 person with disabilities who could have succeeded with reasonable accommodations. Having technical standards available also assists potential students with or without disabilities to assess their ability to succeed in the program/courses. These technical standards should include personal and professional attributes, skills, knowledge, physical, medical, safety, and other requirements that an individual must meet in order to be successful in the programs/courses.

Visual Acuity

1. Visual acuity sufficient to assess environments and to follow written instructor directions.

Examples of relevant activities:

- Collect data from recording equipment and measurement devices
- Detect a hazard in an area and initiate emergency action
- Read fine print in varying levels of light

Auditory Ability

2. Auditory ability sufficient to assess the classroom environments and to follow instructor directions

Examples of relevant activities:

- Detect sounds
- Detect audible alarms e.g. monitors, fire alarms, call bells
- Communicate clearly in classroom discussions
- Communicate effectively with other students and faculty

Olfactory Ability

3. Olfactory ability sufficient to assess environmental odors

Examples of relevant activities:

- Environmental Odors
- Odors that are omitted from different specimens that are collected from the body

Tactile Ability

4. Tactile ability sufficient to detect physical sensation

Examples of relevant activities:

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices
- Feel vibrations such as palpate pulses
- Feel differences in sizes and shapes in order to identify proper landmarks
- Feel difference in skin surface characteristics such as skin tag or rash

Fine Motor Skills

5. Fine Motor Skills sufficient to perform psychomotor skills integral to program requirements

Examples of relevant activities:

- Accurately place and maintain position of equipment
- Record data with a pen on graphics and other flow sheets
- Operate a computer
- Handle small, delicate equipment/objects without extraneous movement, contamination, or destruction
- Coordinate hand/eye movements

Gross Motor Skills

6. Gross Motor Skills sufficient to provide the full range of safe and effective program activities

Examples of relevant activities:

- Stand and maintain balance while transferring equipment (or patients for healthcare)
- Reach below the waist and overhead
- Walk without a cane, walker or crutches in order to maintain a safe environment or operate necessary equipment
- Maneuver in small areas such as a medical office examination room

Strength and Mobility

7. Strength and mobility sufficient to perform program procedures

Examples of relevant activities:

- Transfer clients safely in and out of bed (healthcare)
- Lift or move objects, pull or push objects, and maintain a "medium activity level" as defined by the State of Colorado Department of Insurance Index of Occupational Characteristics. This includes occasionally lifting 50 pounds and frequently lifting or carrying objects weighing 50 pounds

Physical Endurance

8. Physician endurance sufficient to complete assigned work over a specified time period. Must perform with acceptable speed reflected by ability to carry out the usual program assignment for a particular point in the Program/Course within the allotted time.

Ability to Communicate, Comprehend, Read, and Write English

9. Ability to communicate, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication with individuals respecting social, culture; and spiritual diversity.

Examples of relevant activities:

- Give clear oral reports
- Read graphs
- Read and understand English printed documents
- Write legibly
- Be able to communicate effectively on the telephone
- Discriminate fine/subtle differences in words

Behavioral Stability

10. Behavioral stability- The student must possess skills necessary for effective and harmonious relationships in diverse learning environments.

Examples of relevant activities:

- Deals with the unexpected
- Handle strong emotions
- Be flexible with changing environments and schedules in both class and lab settings
- Be able to work in close quarters with other students and faculty
- Focus attention on task
- Monitor own emotions and be able to keep emotions under control

Cognitive Ability and Critical Thinking Skills

11. Cognitive ability and critical thinking skills to collect, analyze, and integrate information and knowledge to make judgements and decisions that promote learning outcomes.

Examples of relevant activities:

- Identify cause-effect relationships
- Sequence or cluster lab findings
- Process information thoroughly and quickly to prioritize tasks
- Demonstrate skills of recall using both long and short term memory, inferential reasoning, predicting possible outcomes, application of knowledge, and evaluation of predicted outcomes at appropriate levels for point program/course.