

ESSENTIAL FUNCTIONS (MLT and Phlebotomy)

Health care professionals require the performance of essential functions in order to provide safe care, generate accurate data and communicate effectively to patients and other health care personnel. To effectively train phlebotomy professionals, the performance of these functions is incorporated throughout the program. Faculty and students are required to demonstrate proficiency of these functions in the campus lab and clinical practicum. The essential functions include:

1. **Critical Thinking:** critical thinking ability sufficient for clinical judgement. For example, students must be able to identify cause-effect relationships in clinical situations; research and analyze data to aid in problem-solving; read and comprehend text, numbers and graphs displayed in print and on a video monitor.
2. **Interpersonal Skills:** interpersonal abilities sufficient to interact with individuals, families, groups, etc. from a variety of social, emotional, cultural and intellectual backgrounds. For example, students must establish rapport with patients and health care team members.
3. **Communication Skills:** communication abilities sufficient for interaction with others in verbal and written form. For example, students will explain specimen collection procedures, communicate with faculty members, fellow students, staff and other health care professionals verbally and in a recorded format (writing, typing, graphics and telecommunication)
4. **Mobility:** physical abilities sufficient to move from room to room and maneuver in small spaces, stand and walk for extensive periods of time. For example, move around in a patient's room, reach patients lying in a hospital bed and move close to benchtop clinical instruments such as a microscope.
5. **Motor Skills:** gross and fine motor abilities sufficient to perform test procedures accurately. For example, students will make fine adjustments to hand-held objects, handle contaminated needles safely and move twenty-pound instruments from one area to another.
6. **Hearing:** auditory ability sufficient to monitor equipment and access health needs. For example, students will hear monitor alarms, public address pages and cries for help.
7. **Visual:** visual ability sufficient for observation and assessment necessary in the performance of laboratory procedures. For example, students will observe specimen and reaction colors and turbidity and observe patient responses.
8. **Tactile:** tactile ability sufficient for collecting blood specimens. For example, student will palpate the skin.
9. **Weight-bearing:** ability to lift and manipulate/move a twenty-pound instrument or box of supplies from one area to another.

10. Cognitive: ability to be oriented to time, place and person, organize responsibilities and make decisions. For example, students will organize and prioritize routine and emergency analyses.

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