

## Appendix 8

### Vermont State University Veterinary Technology Department

#### Essential Functions of Students

##### Introduction

The VTSU Veterinary Technology Department is committed to a policy of equal educational opportunity, and welcomes individuals with diverse backgrounds and abilities. The department therefore prohibits discrimination, including discrimination on the basis of disability. At the same time, all students in the Veterinary Technology Department must be able to perform all of the clinical skills required by the AVMA that are listed in the Veterinary Technology Student Essential and Recommended Skills List,\* as well as academic requirements, as the overall curricular objectives are to prepare students to practice in their chosen fields. The purpose of this document is to ensure that all students entering the program know and understand the requirements, and can make informed decisions regarding their pursuit of this profession. Veterinary Technology students must be able to meet these standards either with or without reasonable accommodations. This document is subject to modification from time to time.

##### Basic Requirements

The nature of the professions for which students in our department are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical diagnostic examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems. If a student cannot perform each function in the manner described below, she or he will not necessarily be excluded from participating in the program, but will need to be able to perform all essential functions with or without reasonable accommodation to meet course requirements needed for graduation. Efforts will be made by the program to arrange externship experiences in environments where appropriate accommodations can be made; however, the availability of certain accommodations may be beyond the

department's control.

##### University Support Offices

Students with documented disabilities are eligible for reasonable accommodations which are arranged through the Learning Specialist. Students with learning, physical or psychological disabilities are encouraged to identify their disability to the Learning Specialist as early in the semester as possible, as the provision of accommodations may affect your academic performance.

\*Appendix 1, Accreditation Policies and Procedures of the AVMA committee on Veterinary Technician Education and Activities found at: [Http://www.avma.org/education/cvtea\\_policies.pdf](http://www.avma.org/education/cvtea_policies.pdf).

#### ESSENTIAL FUNCTIONS FOR VETERINARY TECHNOLOGY

**Cognitive functions - The student must be able to thoroughly, efficiently and reliably:**

1. Recall, interpret, extrapolate and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, examination and evaluation/assessment;
2. Determine what data are needed to solve problems; and
3. Analyze, synthesize and evaluate information from a variety of sources, including, for example, reading material, lecture, discussion, and patient

**Affective functions – The student must be able to:**

Establish professional, trusting, empathetic relationships with a variety of individuals;

1. Demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
2. Work effectively in groups;
3. Meet externally established deadlines;
4. Be an active and engaged learner in classroom, lab and clinical settings;
5. Attend to cognitive, communication and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as eight hours at a time within the clinical environment;
6. Identify sources of stress and develop effective coping behaviors; and
7. Recognize and respond appropriately to potentially hazardous situations.

**Communication functions – The student must be able to:**

1. Attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
2. Relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
3. Read English (typed and hand-written).

**Psychomotor functions – The student must be able to:**

1. Accurately and reliably inspect and observe the facial expression, posture and movement of client's and patients as well as patient's anatomical structures including skin;
2. Examine and evaluate/assess patient blood pressure, and lung and heart sounds;
3. Accurately and reliably read equipment dials and monitors;
4. Palpate pulses,
5. Negotiate level surfaces, ramps and stairs to assist clients, patients and classmates appropriately.
6. React and effectively respond quickly to sudden or unexpected movements of patients/classmates;
7. Maintain activity throughout an eight-hour work day;
8. Transport self/patients from one room to another, from any combination of cage, stall or other enclosure to exam table, stretcher or gurney;
9. Put on and take off clothing, including gowns, masks and gloves;
10. Perform CPR (on model);
11. Exhibit sufficient manual dexterity and hand-eye coordination to effectively manipulate therapeutic or diagnostic materials or equipment and functions including but not limited to:
  - a. medication administration by mouth, injection, eye, ear, skin application

- b. bandage changes, catheter care, etc
  - c. sterile procedures such as catheterization, surgical assisting, etc
12. Use adequate visual and tactile senses, exhibit the ability to perform all of the treatment procedures necessary to provide comprehensive nursing care, including palpation, auscultation, percussion and inspection.

### **Procedure for new students**

1. The program will provide copies of the policy regarding essential functions to students during the first week of classes.
2. Following a presentation of the standards and an opportunity for questions, the University will ask students to sign a form indicating they understand the policies related to essential functions, as well as their rights and responsibilities to be answered. This presentation will occur as early as possible during the first week of classes.
3. It is the responsibility of all students seeking disability accommodations to self-identify by contacting the Learning Specialist and supplying adequate and comprehensive documentation of the disability. Students are strongly encouraged to self-identify as early as possible. Accommodations cannot be made retroactively.
4. It is the responsibility of the Learning Specialist to certify student disabilities and to recommend reasonable and appropriate accommodations in light of the nature of a student's disability and academic program requirements.
5. Once accommodations have been agreed upon by the student and the Learning Specialist, the faculty for whom the accommodation is relevant will be notified, in writing. A student's specific disability will not be revealed to faculty unless communicated directly by the student or as necessary to facilitate provision of the accommodation/s.
6. Once the faculty member has been notified of the need for accommodations, they may meet and/or communicate in other ways with the student and/or the disability specialists to discuss the recommended accommodations, and work in a collaborative manner to determine their feasibility, and effective ways of meeting the student's needs.

If accommodations are required in the externship setting, the faculty responsible for the externship course will attempt to arrange the requested accommodations. The student is not guaranteed that their requested accommodations can be made.

### **Procedure for current students with newly identified conditions**

1. Any student not requesting accommodation at the time of admission may not be granted accommodation after beginning the program until the student has contacted the appropriate Learning Specialist, that officer has certified that a disability exists, and that office has recommended reasonable accommodations, in writing, to the faculty involved.
2. Faculty who suspect that a student may have an unrecognized disability may discuss the concern with the student, but are not obliged to do so. The student may determine whether to pursue the issue further through diagnosis or request for accommodation, but is not obliged to do so.
3. If a student develops a health condition, has a worsening of an existing health condition, or is diagnosed with a disability while a student and requests accommodations, s/he must provide documentation of the condition from a recognized professional capable of identifying such a condition to the Learning Specialist.
4. It is the responsibility of the staff of the Learning Specialist to certify student disabilities and to recommend reasonable and appropriate accommodations in light of the nature of a student's disability and academic program requirements.
5. Once accommodations have been agreed upon by the student and the Learning Specialist, the faculty for whom the accommodation is relevant will be notified in writing. A student's

specific disability will not be revealed to faculty unless communicated directly by the student or as necessary to facilitate provision of the accommodation/s.

6. Once the faculty member has been notified of the need for accommodations, they may meet and/or communicate in other ways with the student and/or the disability specialist to discuss the recommended accommodations, and work in a collaborative manner to determine their feasibility, and effective ways of meeting the student's needs.
7. If accommodations are required in the externship setting, the faculty responsible for the externship course will attempt to arrange the requested accommodations. The student is not guaranteed that accommodations can be made.

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I have read the above information. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, the essential functions of the program to which I have been accepted. I understand my rights with respect to such accommodations, and that if I seek such accommodations; it is my responsibility to disclose the disabilities for which I am seeking accommodations to the appropriate Learning Specialist. I understand that once the Learning Specialist notifies the faculty of my need for accommodations, the veterinary technology program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange externship experiences where appropriate accommodations can be made; however, such accommodations in the clinical environment may be beyond the Department's control.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_