

## Functional Abilities for Nursing

If you know you have a recognized disability, or suspect that you might have one, it is your responsibility to identify yourself as soon as possible to the Disability Services staff in Student Affairs. Course standards will not be lowered but various kinds of accommodations are available to you. Adequate and reasonable time will be required to develop and provide appropriate accommodations so contact Disability Services as soon as possible. It is MSTC's goal to assist you in your individual educational plan.

The following is a listing of personal abilities that are needed to function as a nurse. If you are lacking in any of these abilities, it is your responsibility to notify the ADA Counselor in Student Affairs to receive assistance.

<b>Gross Motor Skills:</b>	Move within confined spaces Maintain balance in multiple positions Reach above shoulders (e.g., IV poles) Reach below waist (e.g., plug electrical appliance into wall outlet) Reach out front
<b>Fine Motor Skills:</b>	Pick up objects with hands Grasp small objects with hands (e.g., IV tubing, pencil) Write with pen or pencil Key/type (e.g., use a computer) Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe) Twist (e.g., turn objects/knobs using hands) Squeeze with finger (e.g., eye dropper)
<b>Physical Endurance:</b>	Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR) Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
<b>Physical Strength:</b>	Push and pull 50 pounds (e.g., position client, move equipment) Support 50 pounds of weight (e.g., ambulate client) Lift 50 pounds (e.g., pick up a child, transfer client, bend to lift an infant or child) Carry equipment/supplies Use upper body strength (e.g., perform CPR, physically restrain a client) Squeeze with hands (e.g., operate fire extinguisher)
<b>Mobility:</b>	Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb stairs Walk

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<b>Hearing:</b>	Hear normal speaking-level sounds (e.g., person-to-person report) Hear faint voices Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes) Hear in situations when not able to see lips (e.g., when masks are used)
<b>Visual:</b>	Hear auditory alarms (e.g., monitors, fire alarms, call bells) See objects up to 20 inches away (e.g., information on computer screen, skin conditions) See objects up to 20 feet away (e.g., client in room) Use depth perception Use peripheral vision Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
<b>Tactile:</b>	Feel vibrations (e.g., palpate pulses) Detect temperature (e.g., skin, solutions) Feel differences in surface characteristics (e.g., skin turgor, rashes) Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks) Detect environmental temperature
<b>Smell:</b>	Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)
<b>Environment:</b>	Tolerate exposure to allergens (e.g., latex gloves, chemical substances) Tolerate strong soaps Tolerate strong odors
<b>Reading:</b>	Read and understand written documents (e.g., flow sheets, charts, graphs) Read digital displays
<b>Math:</b>	Comprehend and interpret graphic trends Calibrate equipment Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages) Tell time Measure time (e.g., count duration of contractions, CPR, etc.) Count rates (e.g., drips/minute, pulse)  Read and interpret measurement marks (e.g., measurement tapes and scales) Add, subtract, multiply, and/or divide whole numbers Compute fractions and decimals (e.g., medication dosages) Document numbers in records (e.g., charts, computerized data bases)

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**Emotional  
Stability:**

Establish professional relationships  
Provide client with emotional support  
Adapt to changing environment/stress  
Deal with the unexpected (e.g., client condition, crisis)  
Focus attention on task  
Cope with own emotions  
Perform multiple responsibilities concurrently  
Cope with strong emotions in others (e.g., grief)

**Analytical  
Thinking:**

Transfer knowledge from one situation to another  
Process and interpret information from multiple sources  
Analyze and interpret abstract and concrete data  
Evaluate outcomes  
Problem solve  
Prioritize tasks  
Use long-term memory  
Use short-term memory

**Critical  
Thinking:**

Identify cause-effect relationships  
Plan/control activities for others  
Synthesize knowledge and skills  
Sequence information  
Make decisions independently  
Adapt decisions based on new information

**Interpersonal  
Skills:**

Establish rapport with individuals, families, and groups  
Respect/value cultural differences in others  
Negotiate interpersonal conflict

**Communication  
Skills:**

Teach (e.g., client/family about health care)  
Influence people  
Direct/manage/delegate activities of others  
Speak English  
Write English  
Listen/comprehend spoken/written word  
Collaborate with others (e.g., health care workers, peers)  
Manage information

Mid-State Technical College - Service and Health Division

**Functional Abilities**

The Americans with Disabilities Act of 1990 (42 U.S.C. § 12101, *et seq.*) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System make every effort to insure a quality education for students. The purpose of this document is to ensure that students acknowledge that they have been provided information on the functional abilities required of a student in a Service and/or Health program. In addition, information was given to the student on reasonable accommodations to meet the *Functional Abilities* at this time.

**This form needs to be completed after admission to a Service and/or Health program and at the time of any Clinical Placement.**

\_\_\_\_\_  
(initials) I have read and I understand the *Functional Ability Categories* specific to my chosen Service and/or Health program.

\_\_\_\_\_  
(initials) I am able to meet the *Functional Abilities* as presented with or without accommodations.

\_\_\_\_\_  
(initials) I have been provided with information concerning accommodations or special services if needed at this time.

\_\_\_\_\_  
Name of Student (Please print)

\_\_\_\_\_  
Program

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date