

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.

Gross Motor Skills:	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
Fine Motor Skills:	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)
Physical Endurance:	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)
Physical Strength:	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)
Mobility:	Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb stairs Walk

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Hearing:	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) Hear auditory alarms (e.g., monitors, fire alarms, call bells)
Visual:	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)
Tactile:	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
Smell:	Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)
Environment:	Tolerate exposure to allergens (e.g., latex gloves, chemical substances) Tolerate strong soaps Tolerate strong odors
Reading:	Read and understand written documents (e.g., flow sheets, charts, graphs) Read digital displays
Math:	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