Lakeshore Technical College  
Medical Assistant Program  

Functiona l Abilities Statement of Understanding

The Americans with Disabilities Act of 1990, the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. sec. 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 the Medical Assistant Program.

If you have a documented disability that may prevent you from meeting the functional abilities as stated, you are encouraged to contact LTC’s Disability Services Coordinator for assistance with accommodations. It is your responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability and to provide documentation of the disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.

Please note that program requirements will not be waived, but accommodations may be made to assist you to meet requirements. Please contact Patrick Neuenfeldt, Disability Services Coordinator, at 920.693.1222, or email patrick.neuenfeldt@gotoltc.edu for assistance in formulating a reasonable accommodation plan.

This form is to be completed upon admission to the program

______ I have read and I understand the Functional Ability Categories specific to a student in the Medical Assistant Program.

______ I am able to meet the Functional Abilities as presented, and have been provided with information concerning accommodations or special services if needed at this time.

Name of Student____________________________________________________________________________________

Signature of Student_________________________________________________           Date_______________________

Student Identification Number or Date of Birth___________________________

Return completed form to:
Enrollment Office  
Lakeshore Technical College  
1290 North Avenue  
Cleveland, WI 53015-1414
Gross Motor Skills:
- Move within confined spaces
- Maintain balance in multiple positions
- Reach above shoulders (e.g., upper cabinets)
- 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., capillary tubes, 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 fingers (e.g., eye dropper)

Physical Endurance:
- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., Computer work)
- Maintain physical activity for length of clinical shift

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 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

Hearing:
- Hear normal speaking-level sounds (e.g., interview patients, respond to telephone calls)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, apical pulse)
- Hear in situations when not able to see lips (e.g., when masks are used, transcription)
- Hear auditory alarms (e.g., monitors, fire alarms)
Visual:
- See objects up to 20 inches away (e.g., information on computer screen)
- See objects up to 20 feet away (e.g., client walking down corridor)
- Use depth perception
- Use peripheral vision
- Distinguish color and color intensity (e.g., color codes on supplies)

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., CPR, specimen processing)
- Count rates (e.g., pulse)
- Read and interpret measurement marks (e.g., measurement tapes scales, Snellen chart)
- 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)

Emotional Stability:
- Establish professional relationships
- Provide client with emotional support
- Adapt to changing environment/stress
- Respond to the unexpected (e.g., emergencies, crisis)
- Focus attention on task
- Maintain emotional control
- Perform multiple responsibilities concurrently
- Cope with strong emotions in others (e.g., anger, 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 actions
• Use long-term memory
• Use short-term memory

Critical Thinking:
• Identify cause-effect relationships
• Make decisions based on new information
• Synthesize knowledge and skills
• Sequence information

Interpersonal Skills:
• Establish appropriate relationships with clients, families, and co-workers
• Respect/value cultural differences in others
• Negotiate interpersonal conflict

Communication Skills:
• Teach (e.g., client/family about health care)
• Influence people
• Listen/comprehend spoken/written word
• Speak English
• Write English
• Collaborate with others (e.g., health care workers, peers)
• Manage information