

Lakeshore Technical College
Nursing Associate Degree/Practical Nursing Technical Diploma Program
Functional 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 Nursing Associate Degree 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 Nursing Associate
(initials) Degree or Practical Nursing Technical Diploma Program.

_____ I am able to meet the *Functional Abilities* as presented, and have been provided with information concerning
(initials) 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

Appendix A
(updated 2013)
Lakeshore Technical College
Functional Ability Categories and Technical Standards for:
Nursing Associates Degree or Practical Nursing Technical Diploma Program

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 forward

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 fingers (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)
- Maintain a work pace appropriate to a given workload

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 & turn
- 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, skin conditions, medication labels)
- 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, chemical substances)
- Tolerate strong soaps
- Tolerate strong odors
- Tolerate wearing face shield/mask

Reading:

- Read and understand written documents (e.g., flow sheets, charts, graphs) independently
- Read digital displays

Math:

- Comprehend and interpret graphic trends
- Calibrate equipment
- Convert numbers to and from metric 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)

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

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
- Accept and carry out responsibility for direction, control, and planning of care

Critical Thinking:

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information
- Make decisions based on new information
- Make generalizations, evaluations & decisions without immediate supervision

Interpersonal Skills:

- Establish rapport with individuals, families, and groups
- Show respect for diversity in culture, religion, sexual orientation, marital status, socio-economic status and abilities/disabilities
- 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
- Comprehend & follow written and oral instructions