

## **Essential Functional Ability Categories & Representative Activities/Attributes for the Medical Assistant Program**

<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 fingers (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 child, transfer client, bend to lift 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
<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) Hear auditory alarms (e.g., monitors, fire alarms, call bells)
<b>Visual:</b>	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>	<ul style="list-style-type: none"> <li>Feel vibrations (e.g., palpate pulses)</li> <li>Detect temperature (e.g., skin, solutions)</li> <li>Feel differences in surface characteristics (e.g., skin turgor, rashes)</li> <li>Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)</li> <li>Detect environmental temperature</li> </ul>
<b>Smell:</b>	<ul style="list-style-type: none"> <li>Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)</li> </ul>
<b>Environment:</b>	<ul style="list-style-type: none"> <li>Tolerate exposure to allergens (e.g., latex, chemical substances)</li> <li>Tolerate strong soaps</li> <li>Tolerate strong odors</li> </ul>
<b>Reading:</b>	<ul style="list-style-type: none"> <li>Read and understand written documents (e.g., flow sheets, charts, graphs)</li> <li>Read digital displays</li> </ul>
<b>Math:</b>	<ul style="list-style-type: none"> <li>Comprehend and interpret graphic trends</li> <li>Calibrate equipment</li> <li>Convert numbers to and from metric and American systems (e.g., dosages)</li> <li>Tell time</li> <li>Measure time (e.g. count duration of contractions, CPR, etc.)</li> <li>Count rates (e.g., drips/minute, pulse)</li> <li>Read and interpret measurement marks (e.g., measurement tapes and scales)</li> <li>Add, subtract, multiply, and/or divide whole numbers</li> <li>Compute fractions and decimals (e.g., medication dosages)</li> <li>Document numbers in records (e.g., charts, computerized data bases)</li> </ul>
<b>Emotional Stability:</b>	<ul style="list-style-type: none"> <li>Establish professional relationships</li> <li>Provide client with emotional support</li> <li>Adapt to changing environment/stress</li> <li>Deal with the unexpected (e.g., client condition, crisis)</li> <li>Focus attention on task</li> <li>Cope with own emotions</li> <li>Perform multiple responsibilities concurrently</li> <li>Cope with strong emotions in others (e.g., grief)</li> </ul>
<b>Analytical Thinking:</b>	<ul style="list-style-type: none"> <li>Transfer knowledge from one situation to another</li> <li>Process and interpret information from multiple sources</li> <li>Analyze and interpret abstract and concrete data</li> <li>Evaluate outcomes</li> <li>Problem solve</li> <li>Prioritize tasks</li> <li>Use long-term memory</li> <li>Use short-term memory</li> </ul>

<b>Critical Thinking:</b>	<ul style="list-style-type: none"> <li>Identify cause-effect relationships</li> <li>Plan/control activities for others</li> <li>Synthesize knowledge and skills</li> <li>Sequence information</li> <li>Make decisions based on new information</li> </ul>
<b>Interpersonal Skills:</b>	<ul style="list-style-type: none"> <li>Establish rapport with individuals, families, and groups</li> <li>Respect/value cultural differences in others</li> <li>Negotiate interpersonal conflict</li> </ul>
<b>Communication Skills:</b>	<ul style="list-style-type: none"> <li>Teach (e.g., client/family about health care)</li> <li>Influence people</li> <li>Direct/manage/delegate activities of others</li> <li>Speak English</li> <li>Write English</li> <li>Listen/comprehend spoken/written word</li> <li>Collaborate with others (e.g., health care workers, peers)</li> <li>Manage information</li> </ul>

# WISCONSIN TECHNICAL COLLEGE SYSTEM

## NURSING PROGRAMS

### Statement of Understanding

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 essential functional abilities required of a student in the Nursing programs. In addition, information was given to the student on reasonable accommodations to meet the *Essential Functional Abilities* at this time.

**This form is to be completed upon admission to the Nursing programs  
and at the time of Nursing Clinical Placement.**

\_\_\_\_\_  
(initials) I have read and I understand the *Essential Functional Ability Categories* specific to a student in a Nursing program.

\_\_\_\_\_  
(initials) I am able to meet the *Essential Functional Abilities* as presented, and have been provided with information concerning accommodations or special services if needed at this time.

---

Name of Student (Please print)

---

Signature of Student

---

Date