

## Essential Functions for Associate Degree Nursing Program

Essential Function Criteria	Definition of Essential Function
<b>Gross Motor Skills</b>	Move within confined spaces, Sit and maintain balance, Stand and maintain balance, Reach above shoulders (e.g., IV poles) Reach below waist (e.g., plug electrical appliance into wall outlets)
<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 entire shift)
<b>Physical Strength</b>	Push and pull 25 pounds (e.g., position clients), Support 25 pounds of weight (e.g., ambulate client), Lift 25 pounds (e.g., pick up a child, transfer client), Move light objects weighing up to 10 pounds (e.g., IV poles), Move heavy objects weighing from 11 to 50 pounds, Defend self against combative client, 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 (e.g., ladders/stools/stairs), Walk
<b>Visual</b>	See objects up to 20 inches away (e.g., information on a computer screen, skin conditions), See objects up to 20 feet away (e.g., client in a room), See objects more than 20 feet away (e.g., client at end of hall), Use depth perception, Use peripheral vision, Distinguish color (e.g., color codes on supplies, charts, bed), Distinguish color intensity (e.g., flushed skin, 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 (e.g., check for drafts)
<b>Smell</b>	Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.), Detect smoke Detect gases or noxious smells
<b>Reading</b>	Read and understand written documents (e.g., policies, protocols)
<b>Arithmetic Competence</b>	Read and understand columns of writing (flow sheet, charts), Read digital displays, Read graphic printouts (e.g., EKG), Calibrate equipment, Convert numbers to and/or from Metric System, Read graphs (e.g., vital sign sheets), Tell time, Measure time (e.g., count duration of contractions, etc.), Count rates (e.g., drips/minute, and pulse), Use measuring tools (e.g. thermometer), Read measurement marks (e.g. measurement tapes, scales, etc.), Add, subtract, multiply, and/or divide whole numbers , Compute fractions (e.g., medication dosages), Use a calculator, Write numbers in records
<b>Emotional Stability</b>	Establish therapeutic boundaries, Provide client with emotional support, Adapt to changing environment/stress, Deal with the unexpected (e.g., client going bad, crisis), Focus attention on task, Monitor own emotions, Perform multiple responsibilities concurrently, Handle strong emotions (e.g., grief)
<b>Analytical Thinking</b>	Transfer knowledge from one situation to another, Process information, Evaluate outcomes, Problem solve, Prioritize tasks, Use long term memory, Use short term memory
<b>Critical Thinking</b>	Identify cause-effect relationships, Plan/control activities for others, Synthesize knowledge and skills, Sequence information
<b>Interpersonal Skills</b>	Negotiate interpersonal conflict, Respect differences in clients, Establish rapport with clients Establish rapport with co-workers
<b>Communication Skills</b>	Teach (e.g., client/family about health care), Explain procedures, Give oral reports (e.g., report client's condition to others), Interact with others (e.g., health care workers), Speak on the telephone, Influence people, Direct activities of others, Convey information through writing (e.g., progress notes)



Please initial the following two statements:

- \_\_\_\_\_ I have read and I understand the Physical Performance Standards (functional abilities) specific to the occupation of Nursing.
- \_\_\_\_\_ I have the ability to meet the Physical Performance Standards as specified.

\_\_\_\_\_  
Please Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
(Date)

The Americans with Disabilities Act bans discrimination of persons with disabilities and in keeping with this law, PCC makes every effort to insure quality education for all students. It is our obligation to inform the students of the essential functions demanded by this program and occupation. Students requiring accommodations or special services to meet physical performance standards of the Nursing program should contact the Counseling, Career and Transfer Services office.

I require the following accommodations to meet the physical Performance Standard as specified:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
(Date)

PCC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans with Disabilities Act.

Accommodations for students with handicaps are made through the Counseling, Career and Transfer Services office. This department works with the program faculty to provide appropriate accommodations for students with disabilities.