Functional Abilities/Technical Standards for PN, RN and BS/N Programs in the Catherine McAuley School of Nursing

In order to practice nursing, the student’s health must enable him/her to fulfill the requirements and outcomes of the nursing programs in the Catherine McAuley School of Nursing. The National Council of State Boards of Nursing recommends sixteen categories of functional abilities for nurses which the Catherine McAuley School of Nursing follows for admission and progression in nursing programs. In addition, all students must comply with the clinical agency’s performance policies, standards and requirements. Students unable to meet functional abilities/technical standards, with or without reasonable accommodation, will not be able to complete the program and will be counseled to pursue alternate careers.

The Catherine McAuley School of Nursing follows the College’s nondiscrimination policy as outlined in the College Catalog. Students are encouraged to become familiar with this policy. Inquiries concerning this policy should be directed to: CivilRightsCompliance@trocaire.edu.

A student with a disability is required to have the disability verified by the Student Counselor/Coordinator of Disability Services located in Room 131 of the Choate Street campus. Disability Services and the student will meet to identify which accommodations are reasonable. Students with documented disabilities may benefit from accommodations such as extended time on tests or note takers for example.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td>Gross Motor Skills</td>
<td>Gross motor skills sufficient to provide the full range of safe and effective nursing care activities.</td>
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<tr>
<td>Fine motor Skills</td>
<td>Fine motor skills sufficient to perform manual psychomotor skills.</td>
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<tr>
<td>Physical Endurance</td>
<td>Physical stamina sufficient to perform client care activities for entire length of work role.</td>
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<tr>
<td>Physical Strength</td>
<td>Physical strength sufficient to perform full range of required client care activities.</td>
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<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from place to place and to maneuver to perform nursing activities.</td>
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<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for physical monitoring and assessment of client health care needs.</td>
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<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical monitoring and assessment of health care needs.</td>
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<tr>
<td>Smell</td>
<td>Olfactory ability sufficient to detect significant environmental and client odors.</td>
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<tr>
<td>Reading</td>
<td>Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level.</td>
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<tr>
<td>Arithmetic</td>
<td>Arithmetic ability sufficient to do computation at a minimum of an eighth grade level. It includes the following three concepts: Counting: the act of enumerating or determining the number of items in a group. Measuring: the act or process of ascertaining the extent, dimensions, or quantity of something. Computing: the act or process of performing mathematical calculations such as addition, subtraction, multiplication, and division</td>
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<tr>
<td>Emotional stability</td>
<td>Emotional stability sufficient to assume responsibility/accountability for actions.</td>
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<tr>
<td>Analytical Thinking</td>
<td>Reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions.</td>
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<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient to exercise sound nursing judgment.</td>
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<tr>
<td>Interpersonal Skills</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups, respecting social, cultural, and spiritual diversity</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>Communication abilities sufficient for interaction with others in oral and written form.</td>
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Functional/Technical Ability Categories and Representative Activities/Attributes of Select Categories

- **Gross Motor Skills**
  - 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)

- **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 entire shift)

- **Physical Strength**
  - 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 patient
  - 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 (e.g., ladders/stools/stairs)
Walk

• Hearing
Hear normal speaking level sounds (e.g., person-to-person report)
Hear faint noises
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, fore alarms, call bells)

• Visual
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 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)

• Interpersonal Skills
Negotiate interpersonal conflict
Respect differences in clients
Establish rapport with clients
Establish rapport with co-workers

• Communication Skills
Teach (e.g., client/family about health care)
Explain procedures
Give oral reports (e.g., report on 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 print name and have signed:

The student, ___________________________ meets all of the requirements and agrees to the policies of this document.

Signature and title of health care professional providing medical clearance:______________________________