

## Nursing Functional Ability Criteria

The Associate Degree Nursing Program is highly regulated by state and federal law. We have attempted to set objective criteria and specific accommodations that are allowed for the student to use and any specific accommodations Fox Valley Technical College (FVTC) could provide.

Students are asked to sign a form stating they are able to meet the Associate Degree Nursing functional abilities as stated in this document.

**If a student enters the Associate Degree Nursing Program based on falsification of records related to their ability to meet functional requirements, they will be dismissed from the class(es).** The college is required to keep these documents on file.

The table below shows a list of functional abilities the student must have in order to participate in the Associate Degree Nursing Program at FVTC, acceptable personal accommodations, and accommodations provided by FVTC. **It is the student's responsibility to notify FVTC of any changes in their ability to perform any of the Functional Abilities listed here.**

Functional Ability	Requirement	Personal Accommodation Allowed	FVTC Accommodation Provided
Gross Motor Skills	<ol style="list-style-type: none"> <li>1. Able to move in confined spaces, maintain balance in multiple positions, twist body from one side to the other, reach above shoulders, reach below the waist and to the front or the side of the body to the level of the top of the head.</li> <li>2. Able to lift, push, pull, stabilize, pivot, and freely move arms to allow movement of 50 pounds as in moving an object or transferring a client from one place to another.</li> </ol>	Supportive back brace, arm brace that does not impede required movement or interfere with infection control policies.	
Fine Motor Skills	<ol style="list-style-type: none"> <li>1. Able to possess hand and finger coordination and strength to allow grasp, twist, squeeze, and pinch an object weighing five (5) pounds for at least five (5) seconds.</li> <li>2. Must be able to key/type (e.g. use a computer) and manipulate objects like pencils, pens, and syringes.</li> </ol>	None	
Tactile Ability	<ol style="list-style-type: none"> <li>1. Able to distinguish subtle vibrations through the skin (Pulse).</li> <li>2. Able to identify the subtle difference in surface characteristics (feel a raised rash).</li> <li>3. Able to feel differentiated in sizes, shapes (palpate vein, identify body landmarks).</li> </ol>	None	

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	4. Able to detect temperature variations through the skin (environmental and solutions).		
Mobility	<ol style="list-style-type: none"> <li>1. Able to squat or modified squat (one knee on floor) for at least one (1) minute.</li> <li>2. Able to climb and descend a flight of stairs in succession.</li> <li>3. Able to walk independently without the assistance of a cane, walker, crutches, wheel chair or the assistance of another person.</li> <li>4. Able to move quickly in response to an emergency situation.</li> </ol>	Supportive brace that does not impede required movement or interfere with infection control policies.	
Physical Strength	1. Able to lift, push, pull, stabilize, pivot, and freely move arms to allow movement of 50 pounds as in moving an object or transferring a client from one place to another.	Supportive back brace, arm brace that does not impede required movement or interfere with infection control policies.	
Environment and Physical Endurance	<ol style="list-style-type: none"> <li>1. Able to have stamina sufficient to maintain continuous physical activity or prolonged standing for a period of time from 5-8 hours.</li> <li>2. Able to sustain repetitive movements (CPR).</li> <li>3. Able to tolerate exposure to common allergens such as pets, body lotions, soaps, cleaning products, and latex products.</li> <li>4. Able to tolerate working in confined areas with temperatures as high as 90 degrees for up to ½ hour (giving showers).</li> </ol>	None	Student must inform Program Director <b>in advance</b> of class to assess if a pet resides in the clinical environment. Attempts will be made to place student in a clinical site without a pet. The nursing lab will provide latex free products.
Speech and Communication	<ol style="list-style-type: none"> <li>1. Able to interact with others to report observations and advocate for the needs of clients.</li> <li>2. Able to speak, write, listen/comprehend, spoken/written English in order to be able to communicate with clients as well as report and document client information.</li> <li>3. Able to conduct patient/family teaching (meds, wound care etc. . .)</li> </ol>	Hearing aide, glasses, contacts	English language learning (ELL) classes are offered for students who meet the criteria. It is recommended that assistance be sought before the actual start of the class due to the fast pace

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	<ol style="list-style-type: none"> <li>4. Able to influence patients toward healthy lifestyle choices.</li> <li>5. Able to manage/delegate activities of other healthcare workers.</li> </ol>		and large volume of reading that is required.
Senses: Smell, Hearing, and Vision	<ol style="list-style-type: none"> <li>1. Able to detect differences in body and environmental odors.</li> <li>2. Able to hear and understand voices spoken at a normal speaking volume within a distance of 10 feet.</li> <li>3. Able to hear faint noises such as whispers within a range of three (3) feet.</li> <li>4. Able to hear faint body sounds (BP, assess placement of tubes).</li> <li>5. Able to hear in situations when not able to see lips.</li> <li>6. Able to hear auditory alarms.</li> <li>7. Able to see objects clearly within a minimum of 20 feet.</li> <li>8. Able to have depth perception and peripheral vision to allow identification of dangerous objects and client situations within the client room.</li> <li>9. Able to read and interpret written data held at normal reading distance (including syringe calibrations).</li> <li>10. Able to distinguish color and color intensity.</li> </ol>	Hearing aide, glasses, contacts	Seat students in the classroom in closest possible proximity to front of classroom.
Emotional Stability	<ol style="list-style-type: none"> <li>1. Able to interact and support clients during times of stress and emotional upset.</li> <li>2. Able to adapt to emergency situations and changing conditions while maintaining emotional control.</li> <li>3. Able to cope with strong emotions and physical outbursts of clients while remaining in a reasonable state of calm.</li> <li>4. Able to focus on client needs despite interruptions and multiple demands.</li> <li>5. Able to focus attention on tasks.</li> <li>6. Able to perform multiple responsibilities concurrently.</li> </ol>	None	Students may choose to seek support from the appropriate FVTC resources in student services.

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	<ol style="list-style-type: none"> <li>7. Able to cope with own emotions.</li> <li>8. Able to establish appropriate professional relationships.</li> </ol>		
Interpersonal Skills	<ol style="list-style-type: none"> <li>1. Able to apply knowledge gained in classroom to establish appropriate relationships with clients, families, and coworkers.</li> <li>2. Able to interact as a member of the health care team.</li> <li>3. Able to show respect for diversity in culture, religion, sexual orientation, marital status, socio-economic status and abilities and disabilities.</li> <li>4. Able to negotiate interpersonal conflict.</li> </ol>	None	
Reading	<ol style="list-style-type: none"> <li>1. Able to read and understand English at a minimum of a 10<sup>th</sup> grade level with ability to understand charts, graphs, and worksheets in order to comprehend assignments, curriculum, and patient documentation.</li> <li>2. Able to read and understand digital and computer displays.</li> <li>3. displays.</li> </ol>	Glasses, contacts	<p>Students with learning disabilities must provide documented proof of the need for any special accommodation. This documented proof may be provided by the student's healthcare provider, Individual Learning Plan (IEP), Division of Vocational Rehabilitation's Individual Learning Plan for employment or other pertinent documentation. Every attempt will be made to make reasonable accommodations based on the student's documentation. Students with low reading levels are encouraged to seek remediation before the</p>

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			start of the class due to the challenging reading requirements of the class.
Math	<ol style="list-style-type: none"> <li>1. Able to convert numbers to and from metric, apothecaries, and within the American System (Household).</li> <li>2. Able to do basic math including add, subtract, multiply, and divide <b>without</b> the use of a calculator.</li> <li>3. Able to compute fractions and decimals (medication dosages).</li> <li>4. Able to count and understand the meaning of numbers (count duration of contractions, CPR, drips/minute, pulse).</li> <li>5. Able to comprehend and interpret graphic trends.</li> <li>6. Able to calibrate equipment.</li> <li>7. Able to measure length by reading a tape measure or ruler.</li> <li>8. Able to tell time on a clock.</li> <li>9. Able to document numbers in records (charts, computerized data bases).</li> </ol>	Glasses, contacts	Students with low math skills are required to seek remediation (ABE Math) before the start of the class.
Problem Solving	<ol style="list-style-type: none"> <li>1. Able to know the difference between serious and minor problems in order to request the assistance of nurse as needed.</li> <li>2. Able to apply knowledge and skill when assisting the client.</li> <li>3. Able to organize and use information regarding the client.</li> </ol>	None	
Analytical Thinking	<ol style="list-style-type: none"> <li>1. Able to transfer knowledge from one situation to another.</li> <li>2. Able to process and interpret information from multiple sources.</li> <li>3. Able to analyze and interpret abstract and concrete data.</li> <li>4. Able to evaluate outcomes.</li> </ol>	None	

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	<ol style="list-style-type: none"> <li>5. Able to problem solve.</li> <li>6. Able to prioritize tasks.</li> <li>7. Use long-term and short-term memory.</li> <li>8. Be able to follow verbal and written directions.</li> </ol>		
Critical Thinking	<ol style="list-style-type: none"> <li>1. Able to identify cause-effect relationships.</li> <li>2. Able to plan/control activities for others.</li> <li>3. Able to synthesize knowledge and skills.</li> <li>4. Able to sequence information.</li> <li>5. Able to make decisions independently.</li> <li>6. Able to adapt decisions based on new information.</li> </ol>	None	



## Nursing Functional Ability Criteria

The Americans with Disabilities Act (ADA) of 1990 (42 U.S.C & 12101. *et seq.*), the ADA Amendment Act of 2008, 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 ensure 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 Program.

Student Name (**printed**): \_\_\_\_\_

Student ID: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ I have reviewed the Program Functional Ability Criteria, and agree that I have the ability to meet the requirements listed.

**Please return this form to Enrollment Services at the Appleton or Oshkosh Campus or any Regional Center. You may also email the completed form to [admissions@fvtc.edu](mailto:admissions@fvtc.edu) or mail to FVTC, Attn: Enrollment Services, 1825 N. Bluemound Dr.; Appleton, WI 54912.**