

## Nursing Essential Functions

The Americans with Disabilities Act (ADA) prohibits discrimination of persons with disabilities. In keeping with this law, MATC makes every effort to insure quality education for all students. It is our obligation to inform students of the essential functions necessary for this program and occupation.

Students requiring accommodation and/or special services to meet the essential functions of the program should contact the MATC Student Accommodation Services at any MATC campus.

The following physical, cognitive and environmental performance standards are encountered by students in this program.

### ESSENTIAL FUNCTIONS

	Sometimes 1-30%	Frequently 31-75%	Always 76-100%
<b>GROSS MOTOR SKILLS</b>			
Move within confined spaces			X
Maintain balance in multiple positions		X	
Reach above shoulders (e.g., IV poles)			X
Reach out front			X
<b>FINE MOTOR SKILLS</b>			
Pick up objects with hands			X
Grasp small objects with hands (e.g., IV tubing, pencil)			X
Write with pen or pencil			X
Key/type (e.g., use of computer)			X
Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)			X
Twist (e.g., turn objects/knobs using hands)			X
Squeeze with finger (e.g., eye dropper)		X	
<b>PHYSICAL ENDURANCE</b>			
Stand (e.g., at client side during surgical or therapeutic procedure)			X
Sustain repetitive movements (e.g., CPR)		X	
Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)			X
<b>PHYSICAL STRENGTH</b>			
Push and pull 50 pounds (e.g., position client, move equipment)		X	
Support 50 pounds of weight (e.g., ambulate client)		X	
Lift 50 pounds (e.g., pick up a child Transfer client, bend to lift an infant or Child)		X	
Carry equipment/ supplies			X
Use upper body strength (e.g., perform CPR, physically restrain a client)		X	
Squeeze with hands (e.g. operate fire extinguisher)			X

	Sometimes 1-30%	Frequently 31-75%	Always 76-100%
<b>MOBILITY</b>			
Twist			X
Bend			X
Stoop/squat			X
Move quickly (e.g., response to an emergency)			X
Climb stairs			X
Walk			X
<b>HEARING</b>			
Hear normal speaking-level sounds (e.g., person-to-person report)			X
Hear faint voices			X
Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)			X
Hear in situations when not able to see lips (e.g., when masks are used)			X
Hear auditory alarms (e.g., monitors, fire alarms, call bells)			X
<b>VISUAL</b>			
See objects up to 20 inches away (e.g., information on computer screen, skin conditions)			X
See objects up to 20 feet away (e.g., client in room)			X
Use depth perception			X
Use peripheral vision			X
Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)			X
<b>TACTILE</b>			
Feel vibrations (e.g., palpate pulses)			X
Detect temperature (e.g., skin, solutions)			X
Feel differences in surface characteristics (e.g., skin turgor, rashes)			X
Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)			X
Detect environmental temperature			X
<b>SMELLING</b>			
Detect odors (e.g., foul smelling drainage, alcohol breath, smoke gasses or noxious smells)			X
<b>ENVIRONMENT</b>			
Tolerate exposure to allergens (e.g., latex gloves, chemical substances)			X
Tolerate strong soaps			X
Tolerate strong odors			X
<b>READING</b>			
Read and understand written documents (e.g., flow sheets, charts, graphs)			X
Read digital displays			X

	Sometimes 1-30%	Frequently 31-75%	Always 76-100%
<b>MATHEMATICS</b>			
Comprehend and interpret graphic trends			X
Calibrate equipment			X
Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages)		X	
Tell time			X
Measure time (e.g., count duration of contractions, CPR, etc.)			X
Count rates (e.g., drips/minute, pulse)			X
Read and interpret measurement marks (e.g., measurement tapes and scales)			X
Add, subtract, multiply, and/or divide whole numbers			X
Compute fractions and decimals (e.g., medication dosages)			X
Document numbers in records (e.g., charts computerized data bases)			X
<b>EMOTIONAL STABILITY</b>			
Establish professional relationships			X
Provide client with emotional support			X
Adapt to changing environment/stress			X
Deal with the unexpected (e.g., client condition, crisis)			X
Focus attention on task			X
Cope with own emotions			X
Perform multiple responsibilities concurrently			X
Cope with strong emotions in others (e.g., grief)			X
<b>ANALYTICAL THINKING</b>			
Transfer knowledge from one situation to another			X
Process and interpret information from multiple sources			X
Analyze and interpret abstract and Concrete data			X
Evaluate outcomes			X
Problem solve			X
Prioritize tasks			X
Use long-term memory			X
Use short-term memory			X
<b>CRITICAL THINKING</b>			
Identify cause-effect relationships			X
Plan/control activities for others			X
Synthesize knowledge and skills			X
Sequence information			X
Make decisions independently		X	
Adapt decisions based on new information			X
<b>INTERPERSONAL SKILLS</b>			
Establish rapport with individuals, families and groups			X
Respect/value cultural differences in others			X
Negotiate interpersonal conflict			X

	<b>Sometimes 1-30%</b>	<b>Frequently 31-75%</b>	<b>Always 76-100%</b>
<b>COMMUNICATION SKILLS</b>			
Teach (e.g., client/family about health care)			<b>X</b>
Influence people			<b>X</b>
Direct/manage/ delegate activities of others		<b>X</b>	
Speak English			<b>X</b>
Write English			<b>X</b>
Listen/comprehend spoken/written word			<b>X</b>
Collaborate with others (e.g., health care workers, peers)			<b>X</b>
Manage information			<b>X</b>