

WISCONSIN TECHNICAL COLLEGE SYSTEM

ASSOCIATE DEGREE NURSING (ADN) PROGRAM

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

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

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

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

\_\_\_\_\_  
Name of Student (Please print) Student ID # \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

## **Functional Ability Categories & Representative Activities / Attributes for the Associate Degree Nursing 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 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 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 a child, transfer client, bend to lift an 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>	<ul style="list-style-type: none"> <li>Hear normal speaking-level sounds (e.g., person-to-person report)</li> <li>Hear faint voices</li> <li>Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)</li> <li>Hear in situations when not able to see lips (e.g., when masks are used)</li> <li>Hear auditory alarms (e.g., monitors, fire alarms, call bells)</li> </ul>
<b>Visual:</b>	<ul style="list-style-type: none"> <li>See objects up to 20 inches away (e.g., information on computer screen, skin conditions)</li> <li>See objects up to 20 feet away (e.g., client in room)</li> <li>Use depth perception</li> <li>Use peripheral vision</li> <li>Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)</li> </ul>
<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 gloves, 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, apothecaries', 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>

**Emotional  
Stability:**

Establish professional relationships  
Provide client with emotional support  
Adapt to changing environment/stress  
Deal with the unexpected (e.g., client condition, crisis)  
Focus attention on task  
Cope with own emotions  
Perform multiple responsibilities concurrently  
Cope with strong emotions in others (e.g., grief)

**Analytical  
Thinking:**

Transfer knowledge from one situation to another  
Process and interpret information from multiple sources  
Analyze and interpret abstract and concrete data  
Evaluate outcomes  
Problem solve  
Prioritize tasks  
Use long-term memory  
Use short-term memory

**Critical  
Thinking:**

Identify cause-effect relationships  
Plan/control activities for others  
Synthesize knowledge and skills  
Sequence information  
Make decisions independently  
Adapt decisions based on new information

**Interpersonal  
Skills:**

Establish rapport with individuals, families, and groups  
Respect/value cultural differences in others  
Negotiate interpersonal conflict

**Communication  
Skills:**

Teach (e.g., client/family about health care)  
Influence people  
Direct/manage/delegate activities of others  
Speak English  
Write English  
Listen/comprehend spoken/written word  
Collaborate with others (e.g., health care workers, peers)  
Manage information

\* Functional Abilities approved by Wisconsin Technical College System A.D.N. Programs.