

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

Gross Motor Skills:	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
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 on your feet a minimum of 8 hours)
Physical Strength:	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)
Mobility:	Twist Bend Stoop/squat Move quickly (e.g., response to an emergency) Climb stairs Walk

Hearing:	<ul style="list-style-type: none"> Hear normal speaking-level sounds (e.g., person-to-person report) Hear faint voices 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, fire alarms, call bells)
Visual:	<ul style="list-style-type: none"> See objects up to 20 inches away (e.g., information on computer screen, skin conditions) See objects up to 20 feet away (e.g., client in room) Use depth perception Use peripheral vision Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
Tactile:	<ul style="list-style-type: none"> 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
Smell:	<ul style="list-style-type: none"> Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)
Environment:	<ul style="list-style-type: none"> Tolerate exposure to allergens (e.g., latex gloves, chemical substances) Tolerate strong soaps Tolerate strong odors
Reading:	<ul style="list-style-type: none"> Read and understand written documents (e.g., flow sheets, charts, graphs) Read digital displays
Math:	<ul style="list-style-type: none"> Comprehend and interpret graphic trends Calibrate equipment Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages) Tell time Measure time (e.g., count duration of contractions, CPR etc.) Count rates (e.g., drips/minute, pulse) Read and interpret measurement marks (e.g., measurement tapes and scales) Add, subtract, multiply, and/or divide whole numbers Compute fractions and decimals (e.g., medication dosages) Document numbers in records (e.g., charts, computerized data bases)

**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.