



Nursing and EMS Division Functional Abilities Statement

To meet the physical and mental performance competencies of a student healthcare worker, the student must be able to:

PHYSICAL DEMAND	HRS PER SHIFT
Fingering/keyboarding	2 – 3 hours
Lifting/Carrying 1-10 lbs. with no assistance	3 – 4 hours
Lifting/Carrying 11-20 lbs. with no assistance	0 – 30 minutes
Lifting/Carrying up to 50 lbs. with no assistance	0 – 10 minutes
Lift/Move Patient	0 – 5 minutes
Vision to assure safety of others	4 – 7 hours
Hearing to assure safety of others	4 – 7 hours
Oral/written communication	4 – 7 hours
Cognitive function	No impairment

PHYSICAL DEMAND	HRS PER SHIFT
Standing	4 – 6 hours
Walking	4 – 6 hours
Sitting	2 – 3 hours
Climbing stairs	0 – 15 minutes
Bending/Stooping	15 – 30 minutes
Kneeling	0 – 15 minutes
Foot controls	0 – 15 minutes
Reaching above shoulders	15 – 30 minutes
Reaching floor-knee	0 – 15 minutes
Respiratory function	Prolonged Mask Use

CENTRAL ARIZONA COLLEGE

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 their disability. In keeping with these laws, Central Arizona College makes every effort to ensure a quality education for students and the safety of patients in the provision of nursing care. The purpose of this document is to ensure that the students and medical providers acknowledge that they have been given the information on the essential functional abilities required of a student in the Nursing or EMS Division. 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 any Division of Nursing or EMS program and as requested should the student situation warrant e.g., Clinical Placement.

Student: Please initial the fields below

_____ I have read and understand the *Functional Ability Categories* specific to a student in the Division of Nursing (or EMS).

_____ I am able to meet the *Functional Abilities* as presented and have been provided with information concerning accommodations or special services if needed at this time.

_____ I understand as a student healthcare worker, I may be working with patients with a variety of contagious conditions, including (but not limited to) HIV, VRE, MRSA, and hepatitis.

_____ I understand that if injured during the program, I must be reevaluated by a medical provider specializing in my injury to ensure that I am still safe to perform the skills outlined in the program.

Name of Student (Please print)

Signature of Student

Date

As a medical provider that specializes in _____ I attest to the students ability to meet the physical and mental performance competencies listed above. In addition to the information above, I have read examples provided by the college of physical and mental performance competencies that apply to the practice of nursing or emergency medical technicians.

NP/PA/MD (Print with credentials)

Signature of Provider

Date

FUNCTIONAL ABILITY REQUIREMENTS FOR NURSING AND EMS STUDENTS

ESSENTIAL FUNCTIONS AND STANDARDS OF PERFORMANCE IN THE CLASSROOM, LABORATORY, OR CLINICAL SETTING

Students are expected to participate fully in activities required by the program. Any student having a temporary medical condition inhibiting/restricting their activities must supply a written explanation from their physician. Special accommodations for testing will be given only with appropriate documentation of special needs. Official documentation of disability is required for any accommodation, including but not limited to additional time, alternative environments, or reference materials.

In circumstances of student illness, injury, or other health limitations, both the **clinical agency and the college health policies must be upheld**. The **faculty member and/or clinical agency representative** will determine a student's ability to provide nursing care, regardless of a physician's approval for return. Restrictions that compromise the student's ability to maintain a safe and sanitary environment for patients (such as non-weight bearing, in a cast, orthopedic boot, or other appliances or restrictions) may not be allowed to participate in clinical activities.

Examples of work responsibilities for a student in the nursing or EMS program include but are not limited to the following abilities:

COGNITIVE The student must be able to thoroughly, efficiently, and reliably:

Recall, apply, analyze, and synthesize information from reading material, lectures, discussions, and patient evaluations.

AFFECTIVE - The student must be able to:

- demonstrate respect and engage in non-judgmental interactions regardless of individuals' lifestyles and cultures;
- attend to cognitive, communication, and psychomotor tasks for as long as three hours at a time;
- and be present at required activities in the classroom, lab, and clinical settings.

COMMUNICATION -The student must be able to:

- relay information in oral and written forms reliably, thoroughly, and intelligibly to individuals and groups
- attend selectively and in a controlled manner to various types of communication, including the spoken and written word and non-verbal communication;
- hear auditory alarms (e.g., monitors, fire alarms, call bells)
- and hear normal speaking level sounds (e.g., person-to-person reports).

PSYCHOMOTOR - The student must be able to:

- assess blood pressure, lung and heart sounds, typically by listening with a stethoscope;
- detect anatomical abnormalities (e.g. cyanosis, subcutaneous crepitus, edema, or infiltrated intravenous fluid)
- feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers;
- manipulate small equipment and containers (e.g., syringes, vials, ampules, and medication packages) to administer medications.
- react and effectively respond quickly to sudden or unexpected movements of patients;
- stand/move continuously throughout an 8-12 hour workday;
- negotiate level, ramps, and stairs to assist patients/classmates appropriately, typically from an upright position;
- and lift at least approximately 50-100 pounds to move dependent patients or up to 200 pounds with the assistance of one other person.

If a student cannot perform the function in the manner indicated, they will not necessarily be precluded from participating in the program but will need to be able to perform the essential functions with or without reasonable accommodation.

Student must inform their provider of any medical conditions that would limit or restrict their ability to complete the activities listed.

Adapted from:

Davidson, S. (1994) The Americans with disabilities act and essential function in nursing Programs, Nurse Educator, 19(2), 31-34.

Data adapted from "A Validation Study: Functional Abilities Essential for Nursing Practice" by Carolyn J. Yocom, National Council of State Boards of Nursing.

Data adapted from <https://www.uapb.edu/sites/www/Uploads/Nursing/FUNCTIONAL%20ABILITY%20REQUIREMENTS%20FOR%20NURSING%20STUDENTS.pdf>