

**Lakeshore Technical College
Nursing Assistant Program**

Functional Abilities

The Nursing Assistant program is highly regulated by state and federal law. OBRA, 1987 and State of WI, HFS 129, 2009, offer specific criteria for how the program will be run, what is taught, how it is taught, mandated hours needed to be completed, and ability of the nurse aide to do the work required. Because of these laws, the Nursing Assistant Program is in effect, *a school within a school*.

Lakeshore Technical College must have separate and specific criteria for identification of disabilities that could prohibit you from being able to successfully complete the Nursing Assistant Program and achieve certification to work through the State of Wisconsin Caregiver Program. We have attempted to set objective criteria and specific accommodations LTC could provide.

As part of our admissions process, applicants are asked to sign a form stating whether or not they are able to meet the functional abilities stated in this document. For the safety of the student and clients they may serve, **if a student enters the Nursing Assistant Program based on falsification of records related to their ability to meet functional requirements, they will be dismissed from the class.** We are required to keep these documents on file in the student record here at the college.

The following pages list the functional abilities the student must have in order to participate in the Nursing Assistant Program at LTC.

Lakeshore Technical College
Nursing Assistant Program
Functional Abilities Statement of Understanding

The Americans with Disabilities Act of 1990, the Americans with Disabilities Amendments Act of 2008, and Section 504 of the Rehabilitation act of 1973 (29 U.S.C. sec. 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 Nursing Assistant Program.

If you have a documented disability that may prevent you from meeting the functional abilities as stated, you are encouraged to contact LTC's Disability Services Coordinator for assistance with accommodations. It is your responsibility to voluntarily and confidentially disclose information regarding the nature and extent of a disability and to provide documentation of the disability. The college cannot assume responsibility for providing accommodations or services to students who have not identified themselves as having a qualifying disability.

Please note that program requirements will not be waived, but accommodations may be made to assist you to meet requirements. Please contact Pam Thayer, Disability Services Coordinator, at 920.693.1222, or email pamela.thayer@gotoltc.edu for assistance in formulating a reasonable accommodation plan.

This form is to be completed upon admission to the program

_____ I have read and I understand the *Functional Ability Categories* specific to a student in
(initials) the Nursing Assistant Program.

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

Name of Student _____

Signature of Student _____ Date _____

Student Identification Number or Date of Birth _____

Return completed form to:
Admissions
Lakeshore Technical College
1290 North Avenue
Cleveland, WI 53015-1414

**Lakeshore Technical College's
Functional Abilities and Technical Standards for:
Nursing Assistant Program**

Gross Motor Skills:

Students must be able to:

- move in confined spaces
- maintain balance in standing position
- twist body from one side to the other
- reach below the waist (e.g. Plug electrical appliance into wall outlet) and to the front or the side of the body to the level of the top of head
- push, pull, stabilize, twist, and freely move arms to allow movement of 50 pounds as in moving an object or transferring a client from one place to another

Fine Motor Skills:

Students must be able to:

- demonstrate hand and finger coordination that allows student to grasp, twist, pinch and squeeze (e.g. Handling a medical record, opening packages of disposable supplies, changing bandages, opening jars and bottles)
- strength to work with objects weighing 5lbs for at least 5 seconds

Senses: Smell, Hearing and Vision:

Students must be able to:

- detect differences in body and environmental odors
- hear and understand voices spoken at a normal speaking volume within a distance of 10 feet
- hear faint noises such as whispers and client's breathing patterns within a range of 3 feet
- see objects clearly within a minimum of 20 feet
- have depth perception and peripheral vision to allow identification of dangerous objects and client situations within the client room
- read and interpret written data held at normal reading distance
- hear moderate sounds such as IV pump alarms, patient nurse-call systems, intercoms, telephones

Emotional Stability:

Students must be able to:

- interact and support clients during times of stress and emotional upset
- adapt to changing situations and emergency conditions while maintain emotional control
- cope with strong emotions and physical outbursts of clients while remaining in a reasonable state of calm
- focus attention on client needs despite interruptions and multiple demands
- focus attention on tasks through to completion

Interpersonal Skills:

Students must be able to:

- apply knowledge gained in classroom to establish appropriate relationships with clients, families, and co-workers
- interact as a member of the health care team
- respect, accept and accommodate to the extent possible diversity in culture, religion, sexual orientation, marital status, socio-economic status, and abilities and disabilities
- successfully manage interpersonal conflict

Reading:

Students must be able to:

- read and understand information at the level of the minimum passing score on the entrance assessments
- understand and document using charts, graphs and worksheets
- read and understand digital and computer displays

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 health care 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 student's documentation.

Math:

Students must be able to:

- perform basic math including add, subtract, multiply, and divide **without** the use of a calculator
- count and understand the meaning of numbers
- measure length by reading a tape measure or ruler
- tell time on a clock

Tactile Ability:

Students must be able to:

- distinguish subtle vibrations through the skin (pulse)
- move quickly in case of emergency situations
- identify the subtle difference in surface characteristics (feel a raised rash, swelling)
- detect temperature (e.g. Skin, liquids, environment, equipment)

Mobility:

Students must be able to:

- squat or modified squat (one knee on floor) for at least 1 minute
- climb and descend a flight of stairs in succession
- walk independently without the assistance of a cane, walker, crutches, wheel chair or the assistance of another person
- move quickly (e.g. responding to emergencies)
- walk (e.g. walk with client)

Environmental & Physical Endurance:

Students must be able to:

- demonstrate stamina sufficient to maintain continuous physical activity for a period of time from 5-8 hours
- tolerate exposure to common allergens such as :pets (e.g. service or therapy animals), body lotions and soaps (e.g. patient hygiene products), cleaning products (e.g. antiseptics, disinfectants)
- tolerate working in confined areas with temperatures as high as 90 degrees (e.g. assisting with showers)

Speech and Communication:

Students must be able to:

- interact with others to report observations and advocate for the needs of clients
- speak, write and understand English at a level to effectively communicate with clients as well as report and document client information
- understand flow charts, graphs to interpret data and enter data

Students understand that the state of Wisconsin offers the state certification exam in English