

**Lakeshore Technical College  
Practical Nursing 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 Practical Nursing 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](mailto: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 Practical Nursing 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:  
Practical Nursing Program**

|                            |  |
|----------------------------|--|
| <b>Gross Motor Skills:</b> | Move within confined spaces<br>Maintain balance in multiple positions<br>Reach above shoulders (e.g., IV poles)<br>Reach below waist (e.g., plug electrical appliance into wall outlet)<br>Reach out front   |
| <b>Fine Motor Skills:</b>  | Pick up objects with hands<br>Grasp small objects with hands (e.g., IV tubing, pencil)<br>Write with pen or pencil<br>Key/type (e.g., use a computer)<br>Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)<br>Twist (e.g., turn objects/knobs using hands)<br>Squeeze with fingers (e.g., eye dropper)  |
| <b>Physical Endurance:</b> | Stand (e.g., at client side during surgical or therapeutic procedure)<br>Sustain repetitive movements (e.g., CPR)<br>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)<br>Support 50 pounds of weight (e.g., ambulate client)<br>Lift 50 pounds (e.g., pick up child, transfer client, bend to lift infant or child)<br>Carry equipment/supplies<br>Use upper body strength (e.g., perform CPR, physically restrain a client)<br>Squeeze with hands (e.g., operate fire extinguisher) |
| <b>Mobility:</b>           | Twist<br>Bend<br>Stoop/squat<br>Move quickly (e.g., response to an emergency)<br>Climb stairs<br>Walk  |
| <b>Hearing:</b>            | Hear normal speaking-level sounds (e.g., person-to-person report)<br>Hear faint voices<br>Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)<br>Hear in situations when not able to see lips (e.g., when masks are used)<br>Hear auditory alarms (e.g., monitors, fire alarms, call bells)  |

|                             |  |
|-----------------------------|--|
| <b>Visual:</b>              | <p>See objects up to 20 inches away (e.g., information on computer screen, skin conditions)</p> <p>See objects up to 20 feet away (e.g., client in room)</p> <p>Use depth perception</p> <p>Use peripheral vision</p> <p>Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)</p>  |
| <b>Tactile:</b>             | <p>Feel vibrations (e.g., palpate pulses)</p> <p>Detect temperature (e.g., skin, solutions)</p> <p>Feel differences in surface characteristics (e.g., skin turgor, rashes)</p> <p>Feel differences in sizes, shapes (e.g., palpate vein, identify body landmarks)</p> <p>Detect environmental temperature</p>  |
| <b>Smell:</b>               | <p>Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)</p>  |
| <b>Environment:</b>         | <p>Tolerate exposure to allergens (e.g., latex, chemical substances)</p> <p>Tolerate strong soaps</p> <p>Tolerate strong odors</p>   |
| <b>Reading:</b>             | <p>Read and understand written documents (e.g., flow sheets, charts, graphs)</p> <p>Read digital displays</p>  |
| <b>Math:</b>                | <p>Comprehend and interpret graphic trends</p> <p>Calibrate equipment</p> <p>Convert numbers to and from metric and American systems (e.g., dosages)</p> <p>Tell time</p> <p>Measure time (e.g. count duration of contractions, CPR, etc.)</p> <p>Count rates (e.g., drips/minute, pulse)</p> <p>Read and interpret measurement marks (e.g., measurement tapes and scales)</p> <p>Add, subtract, multiply, and/or divide whole numbers</p> <p>Compute fractions and decimals (e.g., medication dosages)</p> <p>Document numbers in records (e.g., charts, computerized data bases)</p> |
| <b>Emotional Stability:</b> | <p>Establish professional relationships</p> <p>Provide client with emotional support</p> <p>Adapt to changing environment/stress</p> <p>Deal with the unexpected (e.g., client condition, crisis)</p> <p>Focus attention on task</p> <p>Cope with own emotions</p> <p>Perform multiple responsibilities concurrently</p>   |

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 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

