



## **Functional Abilities/Technical Standards for PN, RN and BS/N Programs in the Catherine McAuley School of Nursing**

In order to practice nursing, the student's health must enable him/her to fulfill the requirements and outcomes of the nursing programs in the Catherine McAuley School of Nursing. The National Council of State Boards of Nursing recommends sixteen categories of functional abilities for nurses which the Catherine McAuley School of Nursing follows for admission and progression in nursing programs. In addition, all students must comply with the clinical agency's performance policies, standards and requirements. Students unable to meet functional abilities/technical standards, with or without reasonable accommodation, will not be able to complete the program and will be counseled to pursue alternate careers.

The Catherine McAuley School of Nursing follows the College's nondiscrimination policy as outlined in the College Catalog. Students are encouraged to become familiar with this policy. Inquiries concerning this policy should be directed to: [CivilRightsCompliance@trocaire.edu](mailto:CivilRightsCompliance@trocaire.edu).

A student with a disability is required to have the disability verified by the Student Counselor/Coordinator of Disability Services located in Room 131 of the Choate Street campus. Disability Services and the student will meet to identify which accommodations are reasonable. Students with documented disabilities may benefit from accommodations such as extended time on tests or note takers for example.

### **MAIN CAMPUS**

360 Choate Avenue  
Buffalo, NY 14220  
716-826-1200

2262 Seneca Street  
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### **EXTENSION CENTER**

6681 Transit Road  
Williamsville, NY 14221  
716-827-4300



<u>Please check the box if in compliance</u>	<u>Category</u>	<u>Description</u>
	Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective nursing care activities.
	Fine motor Skills	Fine motor skills sufficient to perform manual psychomotor skills.
	Physical Endurance	Physical stamina sufficient to perform client care activities for entire length of work role.
	Physical Strength	Physical strength sufficient to perform full range of required client care activities.
	Mobility	Physical abilities sufficient to move from place to place and to maneuver to perform nursing activities.
	Hearing	Auditory ability sufficient for physical monitoring and assessment of client health care needs
	Visual	Visual ability sufficient for accurate observation and performance of nursing care.
	Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs.
	Smell	Olfactory ability sufficient to detect significant environmental and client odors
	Reading	Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level.
	Arithmetic	Arithmetic ability sufficient to do computation at a minimum of an eighth grade level. It includes the following three concepts: Counting: the act of enumerating or determining the number of items in a group. Measuring: the act or process of ascertaining the extent, dimensions, or quantity of something. Computing: the act or process of performing mathematical calculations such as addition, subtraction, multiplication, and division
	Emotional stability	Emotional stability sufficient to assume responsibility/accountability for actions
	Analytical Thinking	Reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions
	Critical Thinking	Critical thinking ability sufficient to exercise sound nursing judgment.
	Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families, and groups, respecting social, cultural, and spiritual diversity
	Communication Skills	Communication abilities sufficient for interaction with others in oral and written form.

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## **Functional/Technical Ability Categories and Representative Activities/Attributes of Select Categories**

### **• Gross Motor Skills**

Move within confined spaces

Sit and maintain balance

Stand and maintain balance

Reach above shoulders (e.g., IV poles)

Reach below waist (e.g., plug electrical appliance into wall outlets)

### **• 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 entire shift)

### **• Physical Strength**

Push and pull 25 pounds (e.g., position clients)

Support 25 pounds of weight (e.g., ambulate client)

Lift 25 pounds (e.g., pick up a child, transfer client)

Move light objects weighing up to 10 pounds (e.g., IV poles)

Move heavy objects weighing from 11 to 50 pounds

Defend self against combative patient

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 (e.g., ladders/stools/stairs)

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Walk

• **Hearing**

Hear normal speaking level sounds (e.g., person-to-person report)

Hear faint noises

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**

See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)

See objects up to 20 feet away (e.g., client at end of hall)

Use depth perception

Use peripheral vision

Distinguish color (e.g., color codes on supplies, charts, bed)

Distinguish color intensity (e.g., flushed skin, skin paleness)

• **Interpersonal Skills**

Negotiate interpersonal conflict

Respect differences in clients

Establish rapport with clients

Establish rapport with co-workers

• **Communication Skills**

Teach (e.g., client/family about health care)

Explain procedures

Give oral reports (e.g., report on client's condition to others)

Interact with others (e.g., health care workers)

Speak on the telephone Influence people

Direct activities of others

Convey information through writing (e.g., progress notes)

**Please print name and have signed:**

The student, \_\_\_\_\_ meets all of the requirements and agrees to the policies of this document.

Signature and title of health care professional providing medical clearance: \_\_\_\_\_

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