

The **Albuquerque Public Schools Practical Nursing Program** requires the following functional abilities for the nursing applicant and the nursing student. These standards are based upon required abilities that are compatible with effective performance in the nursing program and the ability of the student to meet the program objectives. The program applicant must be capable of performing the following functions upon admission and the student must be able to perform these functions throughout the duration of the program. Any change in ability to perform these functions requires a prompt written notification to the program director. The student who cannot perform Essential Functions will not be able to participate in laboratory experiences or clinical rotations. **If you are accepted into the program, you will need to download the Essential Functions form and have your primary care provider verify your abilities and sign the form.**

### Essential Functions of the Nurse and Representative attributes\*

<p><b><u>Gross Motor Skills</u></b> Move within confined spaces Sit and maintain balance Stand &amp; maintain balance Reach above shoulders (e.g. IV poles) Reach below waist (e.g. plug electrical appliance into outlet)</p> <p><b><u>Fine Motor Skills</u></b> Pick up objects with hands Grasp small objects with hands Write with pen or pencil Key/type Pinch/pick or otherwise work with fingers Twist Squeeze with fingers</p> <p><b><u>Physical Endurance</u></b> Stand for long periods of time Sustain repetitive movements Maintain physical tolerance</p>	<p><b><u>Physical Strength</u></b> Push &amp; pull 25 pounds Support 25 pounds of weight Lift 25 pounds Move light objects weighing up to 10 pounds Move heavy objects weighing from 11 to 50 pounds Defend self against combative client Carry equipment/supplies Use upper body strength Squeeze with hands</p> <p><b><u>Mobility</u></b> Twist Bend Stoop/squat Move quickly Climb Walk</p> <p><b><u>Hearing</u></b> Hear normal speaking level sounds Hear faint voices Hear faint body sounds (i.e.: blood pressure) Hear in situations when not able to see lips (i.e.: when masks used) Hear auditory alarms</p>	<p><b><u>Visual</u></b> See objects up to 20 inches away See objects up to 20 feet away See objects more than 20 feet away Use depth perception Use peripheral vision Distinguish color Distinguish color intensity</p> <p><b><u>Tactile</u></b> Feel vibration Detect temperature Feel differences in surface characteristics (i.e.: rashes) Feel differences in sizes, shapes Detect environmental temperatures</p> <p><b><u>Smell</u></b> Detect odors from client Detect smoke Detect gases or noxious smells</p>	<p><b><u>Emotional Stability</u></b> Establish therapeutic boundaries Provide client with emotional support Adapt to changing environment/stress Deal with the unexpected Focus attention on task Monitor own emotions Perform multiple responsibilities concurrently Handle strong emotions</p> <p><b><u>Analytical Thinking</u></b> Transfer knowledge from one situation to another Process information Evaluate outcomes Problem solve Prioritize tasks Use long-term memory Use short-term memory</p>	<p><b><u>Reading</u></b> Read &amp; understand written documents</p> <p><b><u>Arithmetic Competence</u></b> Read &amp; understand columns of writing Read digital displays Read graphic printouts Calibrate equipment Convert numbers to and/or from the Metric System Read graphs Tell time Measure time Count rates Use measuring tools Read measurement marks Add, subtract, multiply and/or divide whole numbers Compute fractions Use a calculator Write numbers in records</p>	<p><b><u>Critical Thinking</u></b> Identify cause-effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information</p> <p><b><u>Interpersonal Skills</u></b> Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co-workers</p> <p><b><u>Communication Skills</u></b> <b><u>Teach</u></b> Explain procedures Give oral reports Interact with others Speak on the telephone Influence people Direct activities of others Convey information through writing</p>
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Essential Functions Form

**To be filled out by Primary Care Provider:**

The **Albuquerque Public Schools Practical Nursing Program** requires the following functional abilities for the nursing student. These standards are based upon required abilities that are compatible with effective performance in the nursing program and the ability for the student to meet the program objectives. The student must be capable of performing the following functions upon admission and the student must be able to perform these functions throughout the duration of the program. Any change in ability to perform these functions requires a prompt written notification to the program director. The student who cannot perform Essential Functions will not be able to participate in laboratory experiences or clinical rotations. The applicant's physician or healthcare provider **must** verify the following functional abilities. The healthcare provider, parent and student must sign this document.

The nursing student \_\_\_\_\_ is capable of performing the Essential Functions of the Nurse and their Representative Attributes as required by the APS Practical Nursing Program in order to complete laboratory and clinical hours

Yes	No	Essential Function	Examples	Comments
		Gross Motor Skills	<ul style="list-style-type: none"> <li>• Move within confined spaces</li> <li>• Sit and maintain balance</li> <li>• Stand &amp; maintain balance</li> <li>• Reach above shoulders (e.g. IV poles)</li> <li>• Reach below waist (e.g. plug electrical appliance into outlet)</li> </ul>	
		Fine Motor Skills	<ul style="list-style-type: none"> <li>• Pick up objects with hands</li> <li>• Grasp small objects with hands</li> <li>• Write with pen or pencil</li> <li>• Key/type</li> <li>• Pinch/pick or otherwise work with fingers</li> <li>• Twist</li> <li>• Squeeze with fingers</li> </ul>	
		Physical Endurance	<ul style="list-style-type: none"> <li>• Stand for long periods of time</li> <li>• Sustain repetitive movements</li> <li>• Maintain physical tolerance</li> </ul>	
		Physical Strength	<ul style="list-style-type: none"> <li>• Push &amp; pull 25 pounds</li> <li>• Support 25 pounds of weight</li> <li>• Lift 25 pounds</li> <li>• Move light objects weighing up to 10 pounds</li> <li>• Move heavy objects weighing from 11 to 50 pounds</li> <li>• Defend self against combative client</li> <li>• Carry equipment/supplies</li> <li>• Use upper body strength</li> <li>• Squeeze with hands</li> </ul>	
		Mobility	<ul style="list-style-type: none"> <li>• Twist</li> <li>• Bend</li> <li>• Stoop/squat</li> <li>• Move quickly</li> <li>• Climb</li> <li>• Walk</li> </ul>	
		Hearing	<ul style="list-style-type: none"> <li>• Hear normal speaking level sounds</li> <li>• Hear faint voices</li> <li>• Hear faint body sounds (i.e.: blood pressure)</li> <li>• Hear in situations when not able to see lips (i.e.: when masks used)</li> <li>• Hear auditory alarms</li> </ul>	

*Continued on reverse.*

		Visual	<ul style="list-style-type: none"> <li>• See objects up to 20 inches away</li> <li>• See objects up to 20 feet away</li> <li>• See objects more than 20 feet away</li> <li>• Use depth perception</li> <li>• Use peripheral vision</li> <li>• Distinguish color</li> <li>• Distinguish color intensity</li> </ul>	
		Tactile	<ul style="list-style-type: none"> <li>• Feel vibration</li> <li>• Detect temperature</li> <li>• Feel differences in surface characteristics (i.e.: rashes)</li> <li>• Feel differences in sizes, shapes</li> <li>• Detect environmental temperatures</li> </ul>	
		Smell	<ul style="list-style-type: none"> <li>• Detect odors from client</li> <li>• Detect smoke</li> <li>• Detect gases or noxious smells</li> </ul>	
		Emotional Stability	<ul style="list-style-type: none"> <li>• Establish therapeutic boundaries</li> <li>• Provide client with emotional support</li> <li>• Adapt to changing environment/stress</li> <li>• Deal with the unexpected</li> <li>• Focus attention on task</li> <li>• Monitor own emotions</li> <li>• Perform multiple responsibilities concurrently</li> <li>• Handle strong emotions</li> </ul>	
		Analytical Thinking	<ul style="list-style-type: none"> <li>• Transfer knowledge from one situation to another</li> <li>• Process information</li> <li>• Evaluate outcomes</li> <li>• Problem solve</li> <li>• Prioritize tasks</li> <li>• Use long-term memory</li> <li>• Use short-term memory</li> </ul>	
		Critical Thinking	<ul style="list-style-type: none"> <li>• Identify cause-effect relationships</li> <li>• Plan/control activities for others</li> <li>• Synthesize knowledge and skills</li> <li>• Sequence information</li> </ul>	
		Interpersonal Skills	<ul style="list-style-type: none"> <li>• Negotiate interpersonal conflict</li> <li>• Respect differences in clients</li> <li>• Establish rapport with clients</li> <li>• Establish rapport with co-workers</li> <li>• Communication Skills</li> </ul>	
		Teach	<ul style="list-style-type: none"> <li>• Explain procedures</li> <li>• Give oral reports</li> <li>• Interact with others</li> <li>• Speak on the telephone</li> <li>• Influence people</li> <li>• Direct activities of others</li> <li>• Convey information through writing</li> </ul>	

Primary Care Provider \_\_\_\_\_ Date \_\_\_\_\_  
Signature

Verified by:

Parent \_\_\_\_\_ Date \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_