In the School of Nursing, all students must be able to perform the functional abilities, attributes, and tasks in each of the following categories: gross motor skills, fine motor skills, physical endurance, physical strength, mobility, hearing, visual, tactile, smell, reading, arithmetic competence, emotional stability, analytical thinking, critical thinking skills, interpersonal skills, and communication skills (National Council of State Boards of Nursing, 1999). These guidelines provide a framework for relating functional ability categories and representative activities/attributes to self-limitations and accommodations. However, it is recognized that degrees of ability vary widely among individuals. Individuals are expected to discuss questions/concerns about abilities with the Undergraduate Coordinator in the School, as well as with the Student Disability Resource Center (DRC) personnel on campus, if needed. (Form effective for incoming students for Fall 2010 and after).

The form, “Functional Abilities & Tasks Required in Professional Nursing Practice” can be accessed on the SJSU's School of Nursing Internet site at http://www.sjsu.edu/nursing or is available on request in the School's office, HB 420.


Certain functional abilities are necessary for the delivery of safe, effective nursing care. These abilities are essential in the sense that they constitute core components of nursing practice, and there is a high probability that negative consequences could occur to patient/clients under the care of nurses who fail to demonstrate these abilities. A program preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of its students. A qualified student is one who satisfies the certain skills, education, experience, and job-related requirements.

The nursing faculty at San Jose State University have identified those functional abilities considered to be essential to the practice of nursing. The "Functional Abilities" are reflected in various course objectives and in clinical evaluation tools, which are the basis for teaching and evaluating all nursing students. The mission of San Jose State University's School of Nursing is to educate and prepare safe and effective entry-level nurses who are able to provide nursing care in a variety of health care settings. To this end, the faculty have identified essential skills which nursing students must be capable of performing. These core functional abilities can be categorized into the areas of requirements, which include those that follow, such as physical skills, psychomotor skills, cognitive learning skills, analytical thinking skills, and communication skills.

Applicants seeking admission into the nursing program who have questions about the functional abilities and appropriate reasonable accommodations are invited to discuss their questions/concerns with the School's Undergraduate Coordinator. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students. Continuing students who are unable to maintain functional abilities with reasonable accommodation shall be required to consult with the School Director, College Dean, and the Director of the Disability Resource Center to discuss their eligibility for continued enrollment in the program.
<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Activity / Attribute/ Task</th>
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<tbody>
<tr>
<td>Gross Motor Skills</td>
<td>Move within confined spaces (e.g. around patient bed)</td>
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<tr>
<td></td>
<td>Provide standing support to patient</td>
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<td></td>
<td>Manipulate equipment above shoulders (e.g. IVs)</td>
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<td></td>
<td>Reach below waist (e.g. plug equipment into receptacle)</td>
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<td></td>
<td>Assist transfer of patient (e.g. bed to chair, bed to bed)</td>
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<tr>
<td></td>
<td>Reach across bed</td>
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<tr>
<td>Fine Motor Skills</td>
<td>Pick up objects (e.g. syringe)</td>
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<td></td>
<td>Grasp small objects (e.g. pills)</td>
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<td></td>
<td>Write with pen or pencil</td>
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<tr>
<td></td>
<td>Use a computer</td>
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<tr>
<td></td>
<td>Pinch/pick/squeeze, or otherwise work with fingers (e.g. syringe, gloving, small equipment/fire extinguisher)</td>
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<tr>
<td></td>
<td>Turn knobs with hands on door and hands on the equipment</td>
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<td></td>
<td>Apply pressure (e.g. to a wound)</td>
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<tr>
<td>Physical Endurance</td>
<td>Sustain repetitive movements (e.g. CPR- Cardio-Pulmonary-Resuscitation, ambu bagging)</td>
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<tr>
<td></td>
<td>Work entire shift (e.g. 8 to 12 hours)</td>
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<tr>
<td>Physical Strength</td>
<td>Push and pull 25 pounds (e.g. position clients, CPR, apply pressure to wound)</td>
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<tr>
<td></td>
<td>Support up to 25 pounds of weight (e.g. ambulate client, transfer of clients)</td>
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<tr>
<td></td>
<td>Move objects weighing from 10 pounds, up to 25 pounds</td>
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<tr>
<td></td>
<td>Carry equipment/supplies</td>
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<tr>
<td></td>
<td>Use upper body strength (e.g. CPR, restrain a client)</td>
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<tr>
<td>Mobility</td>
<td>Rotate body (e.g. to attend to patient and equipment simultaneously)</td>
</tr>
<tr>
<td></td>
<td>Move quickly (e.g., to respond to emergencies/patient needs)</td>
</tr>
<tr>
<td></td>
<td>Transfer/move patient/s (e.g. chair to commode in clinical sites such as hospital or client's home)</td>
</tr>
</tbody>
</table>
### Hearing

*With or without assistive hearing devices:*

- Hear normal speaking level sounds (e.g. to orally communicate with clients & health care team members)
- Hear faint voices (e.g. quiet whispers)
- Hear faint body sounds (e.g. using medical equipment to hear heart & lung sounds)
- Hear in situations when unable to see lips (e.g. if using mask over mouth/someone's voice on the phone)
- Hear alarms (e.g. high/low frequency/overhead paging system/fire alarm)

### Visual

*With or without corrective lens:*

- See objects from 1 ft. to 20 ft. away
- Use depth perception (e.g. injections, assess height or depth of wound)
- Use peripheral vision
- Distinguish colors (e.g. patient secretions, wounds, and color-coded health records)
- Distinguish color intensity (e.g. bluish complexion, redness of blood)

### Tactile

- Feel vibrations (e.g. pulses)
- Detect temperature of room, skin, etc
- Feel differences in surface characteristics (e.g. skin texture)
- Feel differences in sizes, shapes (e.g. identify body landmarks)

### Smell

- Detect odors from client
- Detect smoke
- Detect gases or noxious smells

### Reading

- Read written documents (e.g. patient charts, professional literature, flow charts, graphic printouts)
- Use anatomical designs/diagrams
- Read digital displays (e.g. monitors)

### Units of Measurement

- Measure time (e.g. duration)
- Count rates (e.g. pulse)
- Read measurement marks (e.g., scales)
- Add, subtract, multiply, divide correctly
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write/enter numbers in records
Emotional Stability

- Able to keep personal information confidential, when instructed to do so
- Maintain attention on task
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g. grief, anger)
- Function in a changing stressful environment, remaining calm

Analytical Thinking

- Gather information
- Apply knowledge from one situation to another
- Problem solve
- Prioritize tasks
- Use short term and long term memory
- Organize and complete tasks in a timely manner
- Identify cause and effect relationships

Interpersonal Skills

- Recognize conflict between persons (e.g. between staff and/or others)
- Respect differences in others (e.g. clients/families/co-workers/faculty/others)
- Understand the concept of "Chain of Command" (e.g., recognizing immediate supervisor, as the person to report to)
- Establish and maintain rapport with others (e.g. clients/families/co-worker/others)

Skills

- Communicate information orally and in writing (e.g. charting, reports, papers, teaching others)
- Explain procedures
- Interacts with others well (e.g. effective group participation, flexible in interactions)
- Use the telephone
- Fluent in English
- Able to be easily understood by others in one to one, group, and public situations

I have reviewed these functional competencies on all of these pages and understand that these competencies are required for entry into the nursing major at San Jose State University. **My initials prior to each area, and their signature below indicates that I have met all of these functional competencies** [Note: Follow guidelines in this preamble, meeting with the undergraduate coordinator, if any of these competencies are not met].

<table>
<thead>
<tr>
<th>Initials</th>
<th>Signature</th>
<th>Date</th>
<th>Printed (typed) First &amp; Last Name</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

I am able to drive a vehicle or will have access to personal transportation, to meet clients in a variety of assigned clinical settings, while in the nursing program: ________________________________ (Sign).

I am aware that prior to the beginning the nursing major courses at SJSU, I will be expected to pass the background and drug testing clearance procedures: ________________________________ (Sign). (You will be notified as to when these must be done.)

Any changes in my health status that affects my functional competencies, require that I meet with the undergraduate coordinator, and resubmit updated current health clearance forms: ________________________________ (Sign).