

Functional Ability Criteria

- NTC has developed functional ability criteria that students must meet with or without reasonable accommodations.
- It is the intent of NTC to fully comply with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendment Act of 2008.
- NTC offers reasonable accommodations to students with a disability. Reasonable accommodations include modifications or adjustments that allow individuals with disabilities to gain equal access and have equal opportunities to participate in NTC's courses, services, activities and use of NTC's facilities.
- When considering potential disability accommodations, NTC will engage in an interactive process to explore if any accommodations might effectively allow an individual to participate in and satisfy the criteria of the program. NTC will make any such reasonable accommodations that do not pose an undue hardship for NTC, produce a threat to the health and safety of others or substantially alter the nature of the program.
- Accommodations allowed without disability documentation: supportive back brace that does not impede required movement or interfere with infection control policies, hearing aids, glasses and/or contacts.
- Disability accommodations will require the approval of the Director of Disability Services in conjunction with the program director and state agencies if applicable. In order to provide as much time possible to discuss potential reasonable accommodations and arrange for their implementation, individuals who believe they will need an accommodation are asked to contact NTC's Disability Services at least three weeks prior to the start of a course. If you have a documented disability and would like to request accommodations please, complete an accommodations application form on the NTC Disability Services website by visiting www.ntc.edu/disability-services. Disability documentation must be submitted to Disability Services that is provided by a licensed professional qualified in the appropriate specialty area. For questions on the accommodation process or assistance with completing the online form, please contact Disability Services at 715.803.1469, TTY 1-800-947-3529 or Relay 711.
- CMA (AAMA) Certification/ Recertification Examination Information for Requesting Special Accommodations

<http://www.aama-ntl.org/docs/default-source/cma-exam/cma-exam-special-accommodation-request.pdf?sfvrsn=16>

Functional Abilities Categories and Representative Activities/Attributes
Northcentral Technical College
Medical Assistant Program

1) Gross Motor Skills:

- ☐ Move within confined spaces
- ☐ Maintain balance in multiple positions
- ☐ Reach above shoulder (e.g., upper cabinets, filing medical records)
- ☐ Reach below waist (e.g., plug electrical appliance into wall outlet)
- ☐ Reach out front

2) Fine Motor Skills:

- ☐ Pick up objects with hands
- ☐ Manipulate small objects with hands (e.g., needle and syringe, pencil)
- ☐ Write legibly with pen or pencil
- ☐ Key/type (e.g., use a computer)
- ☐ Pinch/pick or other work with fingers (e.g., manipulate a syringe)
- ☐ Twist (e.g., turn object/knobs using hands)
- ☐ Good eye, hand & foot coordination
- ☐ Simultaneous hand, wrist & finger movement
- ☐ Squeeze with fingers (e.g., eye dropper)

3) Physical Endurance:

- ☐ Stand up to several hours (e.g., at client side during surgical or therapeutic procedure)
- ☐ Sustain repetitive motions (e.g., CPR, keyboarding)
- ☐ Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours)
- ☐ Sit for 8 hours (e.g., administrative)

4) Physical Strength:

- ☐ Push and pull 50 pounds (e.g., position client, move equipment)
- ☐ Support 50 pounds of weight (e.g., ambulate client)
- ☐ Lift 50 pounds (e.g., pick up child, transfer client, bend to lift an infant or child)
- ☐ Use manual dexterity/strength to carry equipment/supplies
- ☐ Use upper/lower body strength (e.g., perform CPR, physically restrain a client)
- ☐ Squeeze with hands (e.g., operate fire extinguisher, open medication bottle)

5) Mobility

- ☐ Twist
- ☐ Bend
- ☐ Stoop/squat
- ☐ Move quickly (e.g., response to an emergency)
- ☐ Climb stairs
- ☐ Walk (e.g., walk with patient or client)

6) Hearing:

- ☐ Hear normal speaking-level sounds (e.g., person-to-person report, telephone, and intercom)
- ☐ Hear faint voices
- ☐ Hear faint body sounds (e.g., blood pressure sounds, apical pulse, assess placement of tubes)
- ☐ Hear in situations when not able to see lips (e.g., back turned, when masks are used)
- ☐ Hear auditory alarms (e.g. monitors, fire alarms, call bells)
- ☐ Ability to discriminate speech in noise

7) Vision:

- ☐ See objects up to 20 inches away (e.g., information on computer screen, skin conditions)
- ☐ See objects up to 20 feet away (e.g., client in room)
- ☐ Use depth perception
- ☐ Use peripheral vision
- ☐ Distinguish color and color intensity (e.g., color codes on supplies, flushed skin/paleness)
- ☐ See in a darkened room

8) Environment:

- ☐ Tolerate exposure to allergens (e.g., latex material, chemical substance)
- ☐ Tolerate strong soaps
- ☐ Tolerate strong odors
- ☐ Detect odors (e.g., foul drainage, alcohol breath, smoke, gasses, or noxious smells)

9) Tactile:

- ☐ Feel vibrations (e.g., palpate pulses)
- ☐ Detect temperature (e.g., skin, solutions)
- ☐ Detect hot and cold temperatures
- ☐ Feel differences in surface characteristics (e.g., skin turgor, rashes)
- ☐ Feel differences in sizes and shapes (e.g., palpate vein, identify body landmarks)

10) Reading:

- ☐ Read and understand written documents (e.g., flow sheets, charts, graphs)
- ☐ Read digital displays and computer screens

11) Math:

- ☐ Comprehend and interpret graphic trends (e.g., vital signs)
- ☐ Calibrate equipment
- ☐ Convert numbers to and from metric, apothecaries, and American systems (e.g., medication dosages and military time)
- ☐ Measure time, hour's minutes, seconds (e.g., CPR, etc.)
- ☐ Count rates (e.g., respiration, pulse)
- ☐ Read and interpret measurement marks (e.g., measurement tapes, scales, Snellen Chart, and thermometers)
- ☐ Add, subtract, multiply, divide, and/or divide whole numbers
- ☐ Compute fractions and decimals (e.g., medication dosages)
- ☐ Document numbers in records (e.g., charts, computerized data base)

12) Interpersonal skills:

- ☐ Establish rapport with individuals, families, and groups
- ☐ Respect/value cultural differences in others
- ☐ Negotiate interpersonal conflict

13) Communication Skills:

- ☐ Exhibit and comprehend nonverbal cues
- ☐ Teach (e.g., client/family about health care)
- ☐ Direct/manage/delegate activities of others (e.g., medical/technology/scientific terminology)
- ☐ Speak English
- ☐ Write English
- ☐ Read English
- ☐ Understand English
- ☐ Listen/comprehend spoken/written word
- ☐ Collaborate with others (e.g., health care workers, peers)
- ☐ Manage information (process and convey information verbally and in writing)

14) Emotional Stability:

- ☐ Establish professional relationships (professional and therapeutic boundaries)
- ☐ Provide client with emotional support
- ☐ Adapt to changing environment/stress
- ☐ Deal with the unexpected (e.g., client condition, crisis)
- ☐ Focus attention on task
- ☐ Cope with own emotions
- ☐ Perform multiple responsibilities concurrently
- ☐ Cope with strong emotions in others (e.g., grief)
- ☐ Accept feedback appropriately
- ☐ Accept responsibility of own actions

15) Critical Thinking:

- ☐ Comprehend and follow instructions
- ☐ Make decisions independently/collaboratively
- ☐ Synthesize knowledge and skills
- ☐ Identify cause/effect relationships
- ☐ Follow process from start to finish
- ☐ Sequence information
- ☐ Adapt decisions based on new information

16) Analytical Thinking:

- ☐ Problem solve
- ☐ Transfer knowledge from one situation to another
- ☐ Process and interpret written and oral information from multiple sources
- ☐ Apply math concepts
- ☐ Analyze and interpret abstract and concrete data

- ☐ Prioritize tasks (e.g., time management)
- ☐ Evaluate outcomes
- ☐ Use short and long-term memory
- ☐ Apply mathematical concepts to practical situations

Functional Abilities for Service and Health STATEMENT OF UNDERSTANDING

The Americans with Disabilities Act of 1990 (42 U.S.C. 12101, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C 794) prohibits discrimination of persons because of her or his disability. In keeping with these laws, colleges of the Wisconsin Technical College System (WTCS) 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 Medical Assistant Program. In addition, information was given to the student on reasonable accommodations to meet the Functional Abilities at this time.

If you have a documented disability that may prevent you from meeting the functional abilities as stated, you are encouraged to contact the ADA/Learning Support Center 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 service to students who have not identified themselves as having a qualifying disability.

THIS FORM IS TO BE COMPLETED AFTER ADMISSION TO THE MEDICAL ASSISTANT PROGRAM AND CLINICAL PLACEMENT.

Please sign upon initial program interest and at time of admission to the program.

_____ I have read and understand the *Functional Ability Criteria* specific to a student in
(initials/date) the Medical Assistant Program.

_____ I am able to meet the *Functional Abilities Criteria* as presented with or without
(initials/date) accommodation.

_____ I was provided with information concerning accommodations or special services
(initials/date) if needed at this time.

Name of Student (**Please Print**)

Student ID

Student Signature

Date

Instructor Signature

Date

Updated August 29, 2017

Janet K. Baumann, Medical Assistant Program Director