

**Lakeshore Technical College
Medical Assistant 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 Medical Assistant 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 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 Medical Assistant 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
Functional Abilities and Representative Activities for:
Medical Assistant Program

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|----------------------------|---|
| Gross Motor Skills: | Move within confined spaces Maintain balance in multiple positions Reach above shoulders (e.g., upper cabinets) Reach below waist (e.g., plug electrical appliance into wall outlet) Reach out front |
| Fine Motor Skills: | Pick up objects with hands Grasp small objects with hands (e.g., capillary tubes, 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 fingers (e.g., eye dropper) |
| Physical Endurance: | Stand (e.g., at client side during surgical or therapeutic procedure) Sustain repetitive movements (e.g., CPR, keyboarding) Maintain physical tolerance (e.g., work on your feet a minimum of 8 hours) |
| 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) 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 stairs Walk |
| Hearing: | Hear normal speaking-level sounds (e.g., interview patients, respond to telephone calls) Hear faint voices Hear faint body sounds (e.g., blood pressure sounds, apical pulse) Hear in situations when not able to see lips (e.g., when masks are used, transcription) Hear auditory alarms (e.g., monitors, fire alarms) |

| | |
|-----------------------------|--|
| Visual: | <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> |
| Tactile: | <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> |
| Smell: | <p>Detect odors (e.g., foul smelling drainage, alcohol breath, smoke, gasses or noxious smells)</p> |
| Environment: | <p>Tolerate exposure to allergens (e.g., latex gloves, chemical substances)</p> <p>Tolerate strong soaps</p> <p>Tolerate strong odors</p> |
| Reading: | <p>Read and understand written documents (e.g., charts, graphs)</p> <p>Read digital displays</p> |
| Math: | <p>Comprehend and interpret graphic trends</p> <p>Calibrate equipment</p> <p>Convert numbers to and from metric, apothecaries', and American systems (e.g., dosages)</p> <p>Tell time</p> <p>Measure time (e.g. CPR, specimen processing)</p> <p>Count rates (e.g., pulse)</p> <p>Read and interpret measurement marks (e.g., measurement tapes scales, Snellen chart)</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> |
| Emotional Stability: | <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> |

Perform multiple responsibilities concurrently
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 actions
Use long-term memory
Use short-term memory

**Critical
Thinking:**

Identify cause-effect relationships
Make decisions based on new information
Synthesize knowledge and skills
Sequence 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
Listen/comprehend spoken/written word
Speak English
Write English
Collaborate with others (e.g., health care workers, peers)
Manage information