



Nursing Assistant Training Technical Standards

Many allied health programs have essential technical standards that include physical abilities and behavioral characteristics necessary for successful completion of the program, with or without reasonable accommodations. Technical standards are non-academic requirements of the program that you must be able to master to participate successfully in the program. You should carefully review the technical standards for the individual program and ask questions if you are not familiar with the activities or functions listed. You must decide if you have any limitations that may restrict or interfere with satisfactory performance of any of the requirements. It is ultimately your responsibility to meet these technical standards. You should consult with the allied health coordinator to discuss any individual situation if you may not be able to meet these essential performance requirements. You may also contact Disability Support Services for more information on reasonable accommodations.

All individuals, including persons with disabilities, who wish to participate in the nursing assistant program, must be able to perform specific technical functions with or without reasonable accommodation.

In order to meet the requirements for admission, perform the skills/duties of a nursing assistant, and assume the responsibilities of a direct care provider the student must:

- Be at least 18 years old.
- Possess a minimum of a high school diploma or a GED.
- Review the program technical standards and ask questions if unfamiliar with the required activities or functions.
- Decide if he or she has any limitations that may restrict or interfere with the satisfactory performance of any of the requirements.
- Successfully complete an assessment (ACR) offered at the Test Center that validates competency in reading at the 9th grade level.
- Successfully complete an assessment (ACA) offered at the Test Center that validates competency in math at the 8th grade level.
- Indicate willingness to practice direct care skills in a laboratory setting by role-playing both the nursing assistant and the patient/resident.
- Recognize the potential for exposure to bloodborne pathogens and potentially hazardous materials.

Any individual who is unable to meet the following technical standards will be unable to participate in the program.

- **Visual**—Able to observe, monitor, and/or assess patient/resident, and read fine print on monitors, devices and gauges.
 1. Read written instructions.
 2. Acquire information from documents such as charts, computer images, and other modes of delivery.
 3. See and discriminate between varieties of visual equipment alarms.

4. Observe demonstrations and patients/residents close up and at a distance to learn skills and gather patient/resident data such as, but not limited to, observing a patient/resident's facial expressions, gait, appearance, posture, and other non-verbal cues.
- **Hearing**— Able to hear and understand faculty, staff, peers, patients/residents, families, and healthcare workers; interpret conversations; and assess/monitor patients/residents.
 1. Communicate and interact with faculty, staff, peers, patients/residents, families, and healthcare workers from a variety of cultural backgrounds.
 2. Follow verbal instructions.
 3. Use a stethoscope to hear blood pressure and heart sounds.
 4. Detect and discriminate between sounds of normal conversation.
 5. Hear sounds of a variety of equipment alarms including, but not limited to, bed/chair alarms and signaling devices (call bells).
 - **Smell**—Able to tolerate unpleasant odors related to human waste, secretions, infections, etc.
 - **Mobility**—Possess the mobility and strength to support and move patients/residents.
 1. Move quickly from place to place and perform direct care.
 2. Support and transfer patients/residents safely from bed to wheelchair, and modify patient/resident position in bed.
 3. Lift 50 lbs. to waist level unassisted.
 4. Stand/sit for extended periods and walk long distances.
 5. Reach above shoulder height to manipulate equipment.
 6. Reach below waist level to manipulate equipment.
 - **Motor Skills (fine and gross)**—Perform multiple motor tasks simultaneously. Possess fine and gross motor skills sufficient to handle equipment and provide safe and effective patient/resident care; keen sense of touch; awareness of self in relationship to surroundings, steady arm and hand movements while manipulating objects or assisting patients/residents.
 1. Perform CPR and other basic life support functions.
 2. Operate and manipulate equipment such as, but not limited to mechanical lifts, wheelchairs, and stretchers.
 3. Push/pull beds; transport patients/residents.
 4. Lift and move residents safely.
 5. Chart/write in medical records and record patient/resident data.
 - **Tactile**— Possess a keen sense of touch and the ability to interpret tactile sensations to perceive information such as, but not limited to texture, mobility, firmness, strength, and temperature.
 1. Distinguish pulse rate, rhythm, and strength by palpation.
 2. Detect changes in skin temperature and integrity.
 - **Communication**— Able to communicate in English, both orally and in writing, with faculty, staff, peers, clients, families, and healthcare workers.
 1. Speak English in a clear and easily understood manner.
 2. Write in a manner that is legible.
 3. Use correct grammar, punctuation, and spelling.
 4. Read and comprehend written material in English at a minimum of the 9th grade level.

5. Observe non-verbal communication.
- **Intellectual and Cognitive Abilities**— Able to learn, measure, calculate, reason, analyze, integrate, synthesize, and use data/information.
 1. Interpret, problem solve, and demonstrate critical thinking.
 2. Perform mathematical calculations at a minimum of the 8th grade level.
 3. Convert numerical data from one measurement system to another.
 4. Respond to emergencies by processing information consistently, accurately, and quickly.
 5. Possess the ability to self-evaluate.
 - **Behavioral and Social Attributes**— Possess the emotional health required to use intellectual abilities fully such as exercising good judgment, promptly completing all responsibilities associated with patient/resident care, and developing mature, sensitive, and effective relationships with faculty, staff, peers, patients/residents, families, and healthcare workers.
 1. Tolerate physically taxing workloads and function effectively under stress.
 2. Maintain composure while continuing to function appropriately and professionally in myriad situations.
 3. Adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients/residents.
 4. Demonstrate team playing, compassion, integrity, concern for others, interpersonal skills, interest, and motivation during the education process.
 5. Recognize emergencies and be able to take the appropriate action.
 6. Accept constructive criticism and respond appropriately by modifying behavior.
 - **Ethical Standards**— Demonstrate professional demeanor and behavior. Perform in an ethical manner in all dealings with faculty, staff, peers, patients/residents, families, and healthcare workers regardless of race, color, religion, sex, national origin, age, status as an individual with a disability, veteran, sexual orientation, marital status, or any other status protected by law.
 - **Legal Standards**— Submit to a criminal background check and/or drug testing as required by policies of the college, clinical facility, and/or regulatory agency. The student is responsible for any cost.