



Essential Functions for Nurse Aide



| Essential Function Criteria | Definition of Essential Function |
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| Gross Motor Skills | Ability to move within confined spaces, sit and maintain balance, stand and maintain balance, reach above shoulders, reach below waist (e.g., plug electrical appliance into wall outlets). |
| Fine Motor Skills | Be able to pick up objects with hands, grasp small objects with hands, write with pen or pencil, key/type (e.g., use a computer), pinch/pick or otherwise work with fingers, twist (e.g., turn objects/knobs using hands), squeeze with finger. |
| Physical Endurance | Be able to stand, sustain repetitive movements (e.g., CPR), maintain physical tolerance (e.g., work entire shift). |
| Physical Strength | Ability to push and pull 25 pounds (e.g., position clients), support 25 pounds of weight (e.g., ambulate client), lift 25 pounds (e.g., pick up a child, transfer client), 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 (e.g., performs CPR, physically restrain a client), squeeze with hands (e.g., operate fire extinguisher). |
| Mobility | Ability to twist, bend, stoop/squat, move quickly (e.g., response to an emergency), climb (e.g., ladders/stools/stairs), walk. |
| Hearing | Ability to hear normal speaking level sounds (e.g., person-to-person report), faint voices, faint body sounds (e.g., blood pressure sounds), hear in situations when not able to see lips (e.g., when masks are used), and auditory alarms (e.g., fire alarms, call bells). |
| Visual | Ability to see objects up to 20 inches away (e.g., information on a computer screen, skin conditions), objects up to 20 feet away (e.g., client in a room), objects more than 20 feet away (e.g., client at end of hall), use depth perception, use peripheral vision, distinguish color (e.g., color codes on supplies, charts, bed), distinguish color intensity (e.g., flushed skin, skin paleness). |
| Tactile | Ability to feel vibrations (e.g., palpate pulses), detect temperature (e.g., skin, solutions), feel differences in surface characteristics (e.g., rashes), feel differences in sizes, shapes, detect environmental temperature (e.g., check for drafts). |
| Smell | Ability to detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.), detect smoke, detect gases or noxious smells. |
| Reading | Ability to read and understand written documents (e.g., policies, protocols). |

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| Arithmetic Competence | Ability to read digital displays, read graphs (e.g., vital sign sheets), tell time, count rates (e.g., pulse), use measuring tools (e.g. thermometer), read measurement marks (e.g., scales), add, subtract, multiply, and/or divide whole numbers, use a calculator, write numbers in records. |
| Emotional Stability | Be able to establish therapeutic boundaries, provide client with emotional support, adapt to changing environment/stress, deal with the unexpected (e.g., client going bad, crisis), focus attention on task, monitor own emotions, perform multiple responsibilities concurrently, handle strong emotions (e.g., grief). |
| Analytical Thinking | Ability to transfer knowledge from one situation to another, process information, problem solve, prioritize tasks, use long term memory, use short term memory. |
| Critical Thinking | Ability to synthesize knowledge and skills. |
| Interpersonal Skills | Ability to negotiate interpersonal conflict, respect differences in clients, establish rapport with clients, establish rapport with co-workers. |
| Communication Skills | Ability to explain procedures, give oral reports (e.g., report on client's condition to others), interact with others (e.g., health care workers), speak on the telephone, influence people, convey information through writing (e.g., charting). |