Essential Functions for the Nurse Assistant (CNA)

Gross Motor Skills
- Move within confined spaces, twist, bend, stoop, squat
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliances into wall outlets)
- Fine Motor Skills
- Pick up objects with hands
- Grasp small objects with hand (e.g., pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., bulb of B/P cuff)

Physical Endurance
- Stand (e.g., at client side during therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Physical Strength
- 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 (e.g., lifts, carrying food trays)
- Move heavy objects weighing from 11 to 50 pounds
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher)
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs), walk

Visual
- See objects up to 20 inches away (e.g., information on a computer screen, skin condition)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception and peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)
Tactile
- Feel vibrations (e.g., pulse)
- Detect temperature
- Feel the difference in surface characteristics (e.g., skin rashes)
- Detect environmental temperature

Smell
- Detect odors from patients
- Detect smoke, gas, or noxious odors

Hearing
- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

Reading
- Read and interpret care plans, assignments, etc.
- Read and understand written documents
- Read very fine or small print

Mathematics
- Read and understand columns of writing (e.g., flow sheets)
- Read digital displays and graphic printouts
- Read graphs (e.g., vital sign sheets)
- Tell time and measure time (e.g., duration)
- Counts rates (e.g., pulses, breathing rate)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., scales), convert to and from metric measurements
- Able to perform basic math functions: add, subtract, multiply, divide
- Compute fractions
- Use calculator
- Record numbers (e.g., chart observed parameters)

Emotional Stability
- Establish therapeutic boundaries
- Provide clients and family members with appropriate emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., crisis, combative/aggressive clients)
- Focus attention on task despite distractions
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., grief, working with dementia clients)
- Show appropriate compassion through communications
Analytical Thinking
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks

Critical Thinking Skills
- Identify cause-effect relationship
- Assist with planning/controlling activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills
- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

Communication Skills
- Explain procedures
- Give oral reports (e.g., report on client’s condition to nurse)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Convey information through writing (e.g., charting ADLs)

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