

# VERMONT TECH NURSING

## Nursing Student Essential Functions

### **Introduction**

The Vermont Technical College Department of Nursing is committed to a policy of equal educational opportunity, and welcomes individuals with diverse backgrounds and abilities. The department therefore prohibits discrimination, including discrimination on the basis of disability. At the same time, all students in nursing programs must be able to perform the essential clinical as well as academic requirements, as the overall curricular objectives are to prepare students to actually practice in their chosen fields. The purpose of this document is to ensure that all students entering a nursing program know and understand the requirements, and can make informed decisions regarding their pursuit of this profession. Nursing students must be able to meet these standards either with or without reasonable accommodations. This document is subject to modification from time to time.

### **Basic Requirements**

The nature of the professions for which students in our department are being prepared necessitates the following requirements: the capacity to observe and communicate; sufficient gross and fine motor ability to perform physical assessment examinations and basic laboratory and clinical procedures; physical strength, dexterity, agility, and endurance; emotional stability to exercise good judgment and to work effectively in stressful situations; and intellectual ability to synthesize data and solve problems using appropriate clinical judgement. If a student cannot perform each function in the manner described below, they will not necessarily be excluded from participating in the program, but will need to be able to perform all essential functions with or without reasonable accommodation that is acceptable in a health care environment. The availability of certain accommodations may be beyond the department's control.

### **College Support Offices**

Students with documented disabilities are eligible for reasonable accommodations which are arranged through a Learning Specialist. Students with learning, physical, or psychological disabilities are encouraged to identify their disability to a Learning Specialist as early in the semester as possible, as the provision of accommodations may affect your academic performance.

## **Essential Functions**

### **Cognitive Functions – The student must be able to thoroughly, efficiently, and reliably:**

1. recall, interpret, extrapolate, and apply information from a variety of sources, including reading material, lecture, discussion, patient observation, assessment, and evaluation;
2. determine what data are needed to solve problems; and
3. analyze, evaluate, and create information using a variety of sources, including, for example, reading material, lecture, discussion, and patient evaluation/assessment.

**Affective Functions – The student must be able to:**

1. establish professional, trusting, empathetic relationships with a variety of individuals;
2. demonstrate respect and engage in non-judgmental interactions regardless of, for example, an individual's age, gender, race, socio-economic status, religion, life-style, and/or culture;
3. work effectively in groups;
4. meet externally established deadlines;
5. be an active and engaged learner in classroom, lab, and clinical settings;
6. attend to cognitive, communication, and psychomotor tasks for as long as three hours at a time within the academic environment, and as long as ten hours at a time within the clinical environment;
7. identify sources of stress and develop effective coping behaviors; and
8. recognize and respond appropriately to potentially hazardous situations.

**Communication Functions – The student must be able to:**

1. attend selectively and in a controlled and respectful manner to various types of communication, including the spoken and written word and non-verbal communication;
2. relay information in oral and written form effectively, accurately, reliably, thoroughly and intelligibly to individuals and groups, using the English language;
3. read English (typed and hand-written).

**Psychomotor Functions – The student must be able to:**

1. accurately and reliably inspect and observe the skin, facial expression, anatomical structures, posture and movement of others;
2. assess blood pressure, and lung and heart sounds;
3. accurately and reliably read equipment dials and monitors;
4. palpate pulses,
5. negotiate level surfaces, ramps and stairs to assist patients and classmates appropriately;
6. react and effectively respond quickly to sudden or unexpected movements of patients/classmates;
7. maintain activity throughout the work day for up to 12 hours;
8. transport self/patients from one room to another, from any combination of chair to bed to stretcher to standing, transport self from community to community, to and from agencies;
9. put on and take off clothing, including gowns, masks and gloves;
10. effectively perform CPR;
11. exhibit sufficient manual dexterity and hand-eye coordination to effectively manipulate therapeutic or diagnostic materials or equipment and functions including but not limited to:
  - medication administration by mouth, injection, topically, and rectally
  - dressing changes, ostomy care, etc.
  - sterile procedures such as catheterization, suctioning, etc.
12. use adequate visual and tactile senses, exhibit the ability to perform all of the treatment procedures necessary to provide comprehensive nursing care, including palpation, auscultation, percussion and inspection.

**NOTE:** Students must read, sign and return page 3 for their file.

**Nursing Student Essential Functions**

I have read the information pertaining to the Nursing Student Essential Functions. I understand that I am expected to be able to accomplish, with or without reasonable accommodations, the essential functions of the program to which I have been accepted. **I understand my rights with respect to such accommodations, and that if I seek such accommodations; it is my responsibility to disclose the disabilities for which I am seeking accommodations to the Center for Academic Success by contacting Robin Goodall, Learning Specialist at (802) 728-1278 or e-mail [rgoodall@vtc.edu](mailto:rgoodall@vtc.edu). Further information on student support services may be found in the Student Handbook on the Vermont Tech website.** I understand that once the Learning Specialist notifies the faculty of my need for accommodations, the nursing program in which I am enrolled will provide reasonable accommodations in the classroom and laboratory setting. In addition, efforts will be made to arrange clinical experiences where appropriate accommodations can be made; however, the availability of certain accommodations may be beyond the department's control.

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Print Name

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Student Signature

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Date