

Essential Functions Required of Students for Admission and Progression in a Health Sciences Program

Applicants and students should be able to perform these essential functions or with reasonable accommodations, such as the help of compensatory techniques and/or assistive devices, be able to demonstrate ability to become proficient in these essential functions.

| Essential Function | Technical Standard | Some Examples of Necessary Activities (not all inclusive) | Yes | No |
|---|--|--|-----|----|
| Critical Thinking | Critical thinking ability sufficient for clinical judgment | Identify cause-effect relationships in clinical situations; evaluate patient or instrument responses; synthesize data; draw sound conclusions. | | |
| Interpersonal Skills | Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds | Establish rapport with patients and colleagues. Use therapeutic communication (attending, clarifying, coaching, facilitating, teaching). Function (consult, negotiate, share) as a part of a team. | | |
| Communication Ability | Communication abilities sufficient for effective interaction with others in spoken and written English | Explain treatment procedures; initiate health teaching; document and interpret instructions. Listen attentively. | | |
| Mobility | Physical abilities sufficient to move from room to room and maneuver in small spaces; full range of motion; manual and finger dexterity; and hand-eye coordination | Move around in patients' rooms, work spaces and treatment areas. Stand/Walk for extensive periods of time. | | |
| Motor Skills | Gross and fine motor abilities sufficient to provide safe and effective patient care and operate equipment | Calibrate and use equipment; transfer and position patients; lift 50 pounds. | | |
| Adequate Height | Ability to reach and operate overhead equipment | Turn wall mounted monitors/gauges on and off. | | |
| Hearing Ability | Auditory ability sufficient to monitor and assess health needs | Hear monitor alarms, emergency signals, auscultatory sounds, cries for help. | | |
| Visual Ability | Visual ability (corrected 20/40) sufficient for observation and assessment. | Observe patient/responses, secretions, color. Read manometer, thermometer, chart, computer screen, digital printouts, label and gauges. | | |
| Tactile Ability | Tactile ability sufficient for physical assessment | Perform palpation, functions of physical examination and/or those related to therapeutic intervention; e.g., insertion of IV catheter. | | |
| Olfactory Ability | Olfactory senses (smell) sufficient for maintaining environmental and patient safety | Distinguish smells which are contributory to assessing and/or maintaining the patient's health status or environmental safety (fire). | | |
| Professional Attitude and Demeanor | Ability to present professional appearance and implement measures to maintain own physical and mental health, and emotional stability | Work under stressful conditions and irregular hours. Be exposed to communicable diseases and contaminated body fluids. React calmly in emergency situations. Demonstrate flexibility. Show concern for others. | | |

Note: Students requiring reasonable accommodations may contact the Office of Counseling and Career Development Services, Counselor for Students with Disabilities, at 574-6131.

Adapted from: Red Alert: The Americans with Disabilities Act Implications for Nursing Education (March, 1993).

I certify that I have read and understand the above essential functions and that I meet each of them, with or without reasonable accommodation. I understand that a two-step PPD test and mandatory immunizations (no exclusions) are required for enrollment in a Health Sciences program. Each immunization or titer must have a specific date and results verified by a healthcare provider.

Signature _____

Date _____

Print Name _____