

**CSUSB Department of Nursing**  
**Central/Essential Functions Statement**  
(Posted – 7/14/14)

The CSUSB Department of Nursing (DON) will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities consistent with Title II of the Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act of 1973. Such accommodations must balance several competing interests:

- i. The rights of applicants and students
- ii. The safety of students, their co-workers and patients
- iii. The significant clinical component of the DON curricula
- iv. The requirements imposed on the DON by the Commission on Collegiate Nursing Education, the accreditation body, and by clinical agency agreements allowing the School to place students in various health care organizations for clinical education.
- v. The conditions for licensure (BRN) of DON graduates.

These competing interests and the nature of nursing educational activities may prevent some prospective students with disabilities and current students with disabilities from qualifying for enrollment or continued enrollment and may limit access to the academic program of the Department of Nursing. All students will be considered on an individual and ongoing basis as requirements may vary as they progress through the program or begin new clinical placements. Areas of consideration may include but are not limited to:

1. Essential physical/neurological functions

Nursing students must be able to accurately observe close at hand and at a distance to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or verbal response, a chemical reaction, a microscopic image, etc.). Students must possess functional use of the senses that permit such observation.

Essential Functions Clinical Examples

- Tactile:
  - Feel vibrations
  - Feel differences in sizes, shapes
  - Detect temperature
  - Feel differences in surface characteristics
  - Detect environmental temperature
- Tactile ability sufficient to perform physical assessments, examinations and procedures:
  - Palpate pulses, detect fremitus

- Palpate vein
  - Identify body landmarks
  - Skin turgor, rashes
  - Skin temperature
  - Check for drafts
  - Detect deviations in skin temperature, solutions, and environment.
- Visual:
    - See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
    - 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 to distinguish elevation
    - Use peripheral vision
    - Distinguish color (e.g. color codes on supplies, charts, bed)
    - Distinguish color intensity (e.g. flushed skin, skin paleness)
  - Visual acuity sufficient to:
    - Observe changes in skin condition including distinguishing change in skin integrity, breathing patterns (including absence of respiratory movement), and color intensity such as the ability to identify cyanosis.
    - Identification of allergic responses such as skin rashes.
    - Access patient information on computer screens.
    - Read very fine print on medication labels, monitor strips, equipment calibrations
    - Draw up correct quantity of medication into syringe
    - Read accurately IV infusion pump screens, LED output on electronic devices and monitors
    - Distinguish tissue swelling, IV infiltration
  - Hearing:
    - Hear normal speaking level sounds (e.g. person-to-person report)
    - Hear faint voices
    - Hear faint body sounds (e.g., blood pressure sounds, assessment 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)
    - Perceive origin of sound
    - Assess changes in heart, breath, and abdominal, vascular sounds.
    - Take blood pressure
    - Recognize electronic device alarms
    - Monitor multiple patients in an ICU



- Smell:
  - Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
  - Detect smoke
  - Detect gases or noxious smells
  - Detect odors exhibited by body fluids which may be indicative of disease processes

## 2. Essential motor skills

Nursing students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor capabilities and mobility to execute the various tasks and physical maneuvers that are required within each program. Candidates must be able to display motor function sufficient to fulfill the professional roles toward which each program educates.

### Essential Functions Clinical Examples

- Gross Motor Skills:
  - Move within confined spaces
  - Sit and maintain balance
  - Stand and maintain balance
  - Reach above shoulders (e.g. IV poles)
  - Reach below waist (e.g., plug electrical appliance into wall outlets)
  - Stoop and squat
  - Administer medication via all routes including intravenous therapy.
  - Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications.
- Fine Motor Skills:
  - Pick up objects with hands
  - Coordinate eyes and hands/fingers with speed and accuracy in making precise movements
  - Grasp small objects with hands (e.g., IV tubing, pencil)
  - Write with pen or pencil
  - Key/type (e.g., use a computer)
  - Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
  - Squeeze with fingers (e.g. eye dropper)
  - Adjust environment when providing patient care
  - Calibrate equipment

- Draw up solution/medication in a syringe
- Twist objects with hands
- Take vital signs, including blood pressure, pulse, temperature, respiratory rates
- Use pulse oximeter, and electrocardiogram.
- Insert catheters
- Pick up or grasp small objects used in patient care, use eye dropper
- Transmit information via electronic means
  
- Physical Endurance:
  - Stand (e.g., at client side during surgical or therapeutic procedure)
  - Sustain repetitive movements
  - Maintain physical tolerance for entire work shift
  - Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and manually ventilate patient) Stand/walk to complete clinical day (e.g. 8/12 hour shift)
  - Complete assigned clinical practice within an acceptable time period
  
- 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., IV poles)
  - Use upper body strength (e.g., perform CPR, physically restrain a client)
  - Squeeze with hands (e.g., operate fire extinguisher)
  - Position patients
  - Use transfer techniques in moving and lifting patient in all age groups and weights.
  - Assist with ambulation.
  
- Mobility:
  - Twist
  - Bend
  - Stoop/squat
  - Move quickly (e.g., response to an emergency)
  - Climb (e.g., ladders/stools/stairs)
  - Walk
  - Maneuver in small spaces\*
  - Move independently from room to room
  - Twist, bend, stoop, engage in procedures and direct patient care

\*While healthcare agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move

### 3. Essential communication skills

Nursing students must be able to communicate effectively and efficiently. Students must be able to process and comprehend written and verbal material.

#### Essential Functions Clinical Examples

##### Teach (e.g. client/family about health care)

- 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
- Direct activities of others
- Convey information through writing (e.g., progress notes)
- Communicate with patients/clients, family members and health care providers regarding the individual's plan of care.
- Read and comprehend printed materials and documents.
- Document clearly and correctly on patient's medical record for legal documentation.
- Transmit information through written documents that use good grammar, syntax, spelling, and punctuation.
- Access laboratory data via automated information system.
- Clarify the meaning of non-verbal communication.
- Use physical touch as a therapeutic non-verbal intervention.
- Present oral reports
- Clarify physician orders

### 4. Essential judgment skills

Nursing students must exercise good judgment and promptly complete all responsibilities required of each program. They must develop mature, sensitive, and effective professional relationships with others. They must be able to tolerate taxing workloads and function effectively under stress. They must be able to adapt to changing Environments, display flexibility and function in the face of uncertainties and ambiguities. Concern for others, interpersonal competence and motivation are requisite for all programs.

### Essential Functions Clinical Examples

- Interpersonal abilities essential to interact with individuals, families, and groups from diverse social, emotional, cultural and intellectual backgrounds
- Make judgments based on scientific knowledge and thorough assessment of individual patient situations
- Practice in a manner that is non-judgmental and non-discriminatory
- Function as a contributing member of an interdisciplinary team
- Recognize that decision making occurs in an environment of uncertainty and ambiguities
- Demonstrate capacity to make sound decisions when under stress
- Deliver nursing care within accepted timeframe allowing others to complete their responsibilities to patients
- Create climate in which patients feel comfortable and able to make informed decisions about their health care
- Practice safe care in high stress and/or ambiguous environments such as ICU, Emergency Department, mental health facilities and the community

### S. Essential intellectual and cognitive skills

Nursing students must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply and evaluate information. Creative problem solving and clinical reasoning require all of these intellectual abilities. In addition, many candidates must be able to comprehend three-dimensional relationships and understand the spatial relationship of structure.

### Essential Functions Clinical Examples

- Reading:
  - Read and understand written documents
  - Read and understand English printed documents (e.g. policies, protocols, standards of care)
  - Read measurement marks
  - Read and understand columns of writing (e.g., flow sheet, charts)

#### Math:

- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)

- Use measuring tools (e.g., thermometer)
  - Read measurement marks (e.g., measurement tapes, scales, etc.)
  - Add, subtract, multiply, and/or divide whole numbers
  - Compute fractions (e.g., medication dosages)
  - Use a calculator
  - Write numbers in records
  - Use measurement tools recognized as central to the care of patients/clients.
  - Perform dosage calculations in a time frame to deliver safe care
  - Assess and monitor patient status
- Analytical Thinking:
    - Transfer knowledge from one situation to another
    - Process information
    - Evaluate outcomes
    - Problem solve
    - Prioritize tasks
    - Use long term memory
    - Use short term memory
    - Handle multiple tasks and problem solve simultaneously.
    - Assimilate and apply knowledge acquired from multiple learning experiences
    - Seek supervision and consultation in a timely manner
- Critical Thinking:
    - Identify cause-effect relationships
    - Plan/control activities for others
    - Synthesize knowledge and skills
    - Sequence information
    - Analyze assessment data in determining nursing diagnoses.
    - Prioritize tasks
    - Comprehend and apply abstract concepts

## 6. Essential emotional coping skills

Nursing students must have the emotional health to fully use their intellectual ability, exercise good judgment and complete all responsibilities requisite to the delivery of patient care. Students must be able to develop mature, sensitive and effective relationships with patients and colleagues and be adaptable, flexible and able to function in the face of uncertainty.

### Essential Functions Clinical Examples

- Interpersonal Skills:
  - Negotiate interpersonal conflict
  - Respect differences in clients



- Establish rapport with clients
- Establish rapport with co-workers
- Show respect for the differences in patients/clients and co-workers.
- Function as a member of an interdisciplinary team (e.g. consult, negotiate, share)
  - Establish rapport with patients/clients
  - Participate in partnered and group efforts in classroom and clinical learning activities.
  - Practice in a manner that is non-judgmental and non-discriminatory.
  - Interact with individuals, families, and groups from a variety of social,cultural,and intellectual backgrounds
- Emotional Stability:
  - Establish therapeutic boundaries
  - Provide client with emotion support
  - Adapt to changing environment/stress
  - Deal with the unexpected (e.g., client going bad, crisis)
  - Focus attention on tasks
  - Monitor own emotions
  - Perform multiple responsibilities concurrently
  - Handle strong emotions (e.g., grief)
  - Function effectively under stress
  - Assume responsibility/accountability for own actions
  - Provide patient/family with emotional support
  - Adapt effectively to changing environments and increasing tension levels in a variety of situations (e.g. learning, patient care, emergencies)

Approved 12/6/13