

Essential Functions: Observation (Sensory Modalities)

Candidates 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.). Candidates must possess functional use of the senses that permit such observation. See Institutional Handbook of Operating Procedures (IHOP) at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
<p><u>Tactile:</u></p> <ul style="list-style-type: none"> • Feel vibrations • Feel differences in sizes, shapes • Detect temperature • Feel differences in surface characteristics • Detect environmental temperature 	<p><u>Tactile ability sufficient to perform physical assessments, examinations and procedures</u></p> <ul style="list-style-type: none"> • palpate pulses • palpate vein • identify body landmarks • skin turgor, rashes • skin temperature • check for drafts
<p><u>Visual:</u></p> <ul style="list-style-type: none"> • 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 • Use peripheral vision • Distinguish color (e.g. color codes on supplies, charts, bed) • Distinguish color intensity (e.g. flushed skin, skin paleness) 	<p><u>Visual acuity sufficient to:</u></p> <ul style="list-style-type: none"> • 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
<p><u>Hearing:</u></p> <ul style="list-style-type: none"> • 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) 	<p><u>Hearing acuity sufficient to:</u></p> <ul style="list-style-type: none"> • Assess changes in heart, breath, abdominal, vascular sounds. • Take blood pressure
<p><u>Smell:</u></p> <ul style="list-style-type: none"> • Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) • Detect smoke • Detect gases or noxious smells 	<p><u>Smell sufficient to</u></p> <ul style="list-style-type: none"> • Detect odors exhibited by body fluids which may be indicative of disease processes

(Yocom, 1996)

Essential Functions: Communication

Candidates must be able to communicate effectively and efficiently. Candidates must be able to process and comprehend written material. See (IHOP) at

http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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

(Yocom, 1996)

Essential Functions: Psychomotor Skills

Candidates 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 functions sufficient to fulfill the professional roles toward which each program educates. See (IHOP) at

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School of Nursing Essential Functions	Clinical Examples
<p><i>Gross motor skills</i></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Administer medication via all routes including intravenous therapy. • Institute appropriate nursing interventions to stabilize a patient's condition and/or prevent complications.
<p><i>Fine motor skills</i></p> <ul style="list-style-type: none"> • Pick up objects with hands • 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) 	<ul style="list-style-type: none"> • Able to coordinate eyes and hands/fingers with speed and accuracy in making precise movements 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, pulse oximetry, and three-lead electrocardiogram. • Insert catheters • Pick up or grasp small objects • Transmit information via electronic means
<p><i>Physical endurance</i></p> <ul style="list-style-type: none"> • Stand (e.g., at client side during surgical or therapeutic procedure) 	<ul style="list-style-type: none"> • Perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and

<ul style="list-style-type: none"> • Sustain repetitive movements (e.g., CPR) • Maintain physical tolerance (e.g., work entire shift) 	<ul style="list-style-type: none"> • manually ventilate patient) • Stand/walk to complete clinical day (e.g. 8/12 hour shift) • Complete assigned clinical practice within an acceptable time period
<p><i>Mobility</i></p> <ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly (e.g., response to an emergency) • Climb (e.g., ladders/stools/stairs) • Walk 	<ul style="list-style-type: none"> • Maneuver in small spaces* • Move independently from room to room • Twist, bend, stoop engage in procedures and direct patient care • <p>*While health care agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.</p>

(Yocom, 1996)

Essential Functions: Intellectual and Cognitive Abilities

Candidates must be able to measure, calculate, reason, analyze, synthesize, integrate, remember and apply 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 relationships of structures. See IHOP at http://www.utmb.edu/policies_and_procedures/IHOP/Student/IHOP%20-%2007.01.01%20-%20Students%20with%20Disabilities.pdf (Policy 7.1.1 Students with Disabilities).

School of Nursing Essential Functions	Clinical Examples
<p><i>Reading</i></p> <ul style="list-style-type: none"> • Read and understand written documents 	<ul style="list-style-type: none"> • Read and understand English printed documents (e.g. policies, protocols, standards of care) • Read measurement marks
<p><i>Arithmetic Competence</i></p> <ul style="list-style-type: none"> • Read and understand columns of writing (e.g., flow sheet, charts) • 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 	<ul style="list-style-type: none"> • Use measurement tools recognized as central to the care of patients/clients. • Perform dosage calculations in a time frame to deliver safe care
<p><i>Analytical Thinking</i></p> <ul style="list-style-type: none"> • Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solve • Prioritize tasks • Use long term memory • Use short term memory 	<ul style="list-style-type: none"> • Handle multiple tasks and problem solve simultaneously. • Assimilate and apply knowledge acquired from multiple learning experiences • Seek supervision and consultation in a timely manner

<p><i>Critical Thinking</i></p> <ul style="list-style-type: none"> • Identify cause-effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information 	<ul style="list-style-type: none"> • Analyze assessment data in determining nursing diagnoses. • Prioritize tasks • Comprehend and apply abstract concepts
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(Yocom, 1996)

Essential Functions: Professional and Social Attributes

Candidates must exercise good judgment and promptly complete all responsibilities required of their respective 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 requisites for all programs. See (IHOP) at

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School of Nursing Essential Functions	Clinical Examples
<p><i>Interpersonal Skills</i></p> <ul style="list-style-type: none"> • Negotiate interpersonal conflict • Respect differences in clients • Establish rapport with clients • Establish rapport with co-workers 	<ul style="list-style-type: none"> • Show respect for the diversity 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
<p><i>Emotional Stability</i></p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

(Yocom, 1996)

Essential Functions: Application of Legal/Ethical Principles and Professional Standards

A candidate must demonstrate professional attitudes and behaviors and must perform in an ethical manner in dealing with others. All programs require personal integrity and the adherence to standards that reflect the values and functions of the profession. Many programs also require the honoring of codes of ethics. See (IHOP) at

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School of Nursing Essential Functions	Clinical Examples
<ul style="list-style-type: none"> • Demonstrate the application of the professional nursing Code of Ethics to clinical practice; • Apply an ethical decision making process, based upon recognized biomedical principles, in their practice • Adhere to the practice standards of the nursing 	<ul style="list-style-type: none"> • Abide by professional standards of practice • Demonstrate ethical and professional attitudes and conduct. • Assist individuals and families in making end-of-life decision • Participate in ethics committee activities relative

<p>profession</p> <ul style="list-style-type: none"> • Adhere to the legal/ ethical standards set forth by the Board of Nurse Examiners for the State of Texas • Apply negotiation and mediation skills in ethical decision making • Reflect the values of the profession in their practice • Demonstrate accountability for one's own practice • Take action to protect the public from the unsafe, illegal or unethical practice of others • Participate in the legal/regulatory/social policy processes that influence health care and nursing practice • Act as a moral agent in the practice of nursing. 	<p>to patients/clients receiving nursing care.</p> <ul style="list-style-type: none"> • Participate in peer review • Testify before legislative/regulatory bodies such as the Board of Nurse Examiners. • Advocate for the welfare of individuals and groups • Practice in a manner that preserves/protects client autonomy, dignity and rights. • Act as a nurse advocate • Maintain client confidentiality
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