

ADA POLICY

Victoria College (VC) is committed to assisting students as completely as possible. VC provides equal opportunities for students with disabilities and ensures access to a wide variety of resources and programs.

VC complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, the Allied Health Division strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them.

This requirement does not mean that the College will fundamentally alter a program, service, or activity, or that would result in an undue financial or administrative burden. The College will make reasonable modifications for qualified individuals/students with a disability as defined by law and in the College Board of Trustees (“Board”) Policies. VC strives to ensure that appropriate testing accommodations are provided for students who have registered with:

The Victoria College ADA Coordinator
Ms. Karen Friedel
361-572-6411

Student confidentiality is high priority for VC and the College complies with the Family Education Rights and Privacy Act (“FERPA”). Guidelines and safeguards are put in place to protect the privacy of all documentation concerning disabilities.

CORE PERFORMANCE STANDARDS

The Nursing Program at Victoria College has minimal physical competencies which must be met. These are reasonable and common functions found in nursing. If an applicant or student is unable to meet all of the outlined standards, he or she may withdraw from the Nursing Program. The student must independently demonstrate the following minimal abilities:

1. Perform complex psychomotor and physical tasks with or without accommodations or which include, but are not limited to:
 - a. Standing for long periods of time (8 to 12 hours/day)
 - b. Lifting 30 pounds
 - c. Performing one and two person transfers
 - d. Turning and ambulating another person
 - e. Visually discriminating between different colored objects
 - f. Manipulating equipment and performing patient care procedures (i.e., starting IV’s, dressing changes, managing medical equipment).
 - g. Discriminating between auditory stimuli

2. Communicate English effectively in both oral and written forms.
3. Utilize intellectual abilities, exercise good judgment and complete tasks within the required time limits.
4. Demonstrate the emotional health required for full utilization of intellectual abilities and exercise of good judgment.
5. Show integrity, concern for others, use interpersonal skills, interest and motivation.

The Professional Nurse Role, requires a licensee to exhibit a multitude of knowledge, skills, and abilities in order to provide safe and effective patient care (National Council of State Boards of Nursing, Inc., 1992). It is the Nursing Department's responsibility to ensure that this requirement is met before a graduate is certified. Core Performance Standards (CPS) are the required basic cognitive, psychomotor, and affective activities that are essential to successful completion of the nursing program and are categorized as communication, cognitive, and motor and sensory skills. Students enrolled in the nursing program at VC must be able to perform the following CPS with or without reasonable accommodations.

Core Performance Standards for Program Academic Progress

Applicants and students, with or without reasonable accommodations, must be able to:

1. Gain knowledge from learning experiences relevant to program objectives, including but not limited such means as:
 - a. Attending scheduled class lectures, laboratory and simulation sections, etc.
 - b. Satisfying specific course/program objectives specified in course syllabi.
 - c. Completing certificate/degree plans and other student progress records as required by the program and college.
2. Demonstrate critical thinking skills deemed appropriate for the academic level and discipline content, including such means as:
 - a. Successfully completing the nursing degree plan.
 - b. Comprehending appropriate professional literature.
 - c. Integrating professional literature and evidence based practices.
 - d. Articulating information specific to the academic major.
 - e. Demonstrating critical thinking/clinical reasoning and cognitive abilities sufficient for problem solving and clinical judgment.
3. Demonstrate eligibility to assume a professional role at program completion, including such means as:
 - a. *Meeting all matriculation requirements specific to the nursing program.
 - b. *Interacting in a productive manner with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.
 - c. *Demonstrating communication skills sufficient for interaction with others in verbal and written form. (Communication is understandable to others).

- d. *Demonstrating mobility sufficient to move independently from room to room and maneuver in small spaces.
- e. *Demonstrating motor skills sufficient to provide safe and effective nursing care within reasonable and necessary time limits.
- f. *Demonstrating auditory and smelling ability sufficient to provide safe and effective nursing care.
- g. *Demonstrating visual ability sufficient for observation and assessment necessary for nursing care.
- h. *Demonstrating tactile abilities sufficient for physical assessment and therapeutic interventions within reasonable and necessary time limits.
- i. *Completing certification/licensure requirements if needed for employment.
 - Elements specific to nursing

Conduct Within the Department of Nursing

All applicants and students, with or without reasonable accommodations, must be able to:

1. Demonstrate competencies through evaluation procedures adopted by the Nursing Program.
2. Demonstrate behaviors appropriate to study at the post-secondary level, including such means as:
 - a. Abiding by the current College policies for student conduct
 - b. Interacting appropriately with peers, faculty, and the professional community
 - c. Obtaining and Maintain Core Performance Standards
 - d. Meeting all course objectives within the specified program time frames
3. Demonstrate safe and effective nursing interventions in a judicious and timely manner

COMMUNICATION:

Applicants and students must communicate effectively and sensitively with patients/clients and their families as well as other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their area of study. Expression of ideas and feelings must be clear and appropriate. Applicants and students must demonstrate a willingness and ability to give and receive feedback. Communication examples include complete verbal and written command of the English language in order to explain procedures to patients, give oral reports (e.g., report on patient's condition to others), interact with others (e.g., health care workers, faculty), speak on the telephone, direct activities of others, convey information through writing (e.g., progress/nursing notes), read and comprehend printed materials and documents, document clearly and correctly on patient's medical record, and transmit information through written documents that use proper grammar, syntax, spelling, and punctuation in a timely manner.

ELEMENT	DESCRIPTION	EXAMPLES
Communication	Communication abilities sufficient for interaction with others in verbal	Explain treatment procedures, initiate health teaching, document

	and written form. Communication is understandable to others	and interpret nursing actions and patient/client responses.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds	Establish rapport and maintain professional demeanor with patient/client, family, and colleagues.

COGNITIVE:

Creative problem-solving and clinical reasoning require certain intellectual abilities. Applicants and students must be able to reason, analyze, integrate, synthesize, prioritize and evaluate in the context of the nursing activities of the program and area of study. In addition, applicants and students must be able to comprehend three dimensional relationships and understand spatial relationships (i.e., X-Rays, CT Scans, concept maps).

ELEMENT	DESCRIPTION	EXAMPLE
Critical Thinking, Cognitive Ability	Critical thinking sufficient for clinical judgment	Ability to handle multiple tasks and problem solve simultaneously, identify cause-effect relationships in clinical situations, utilize the nursing process in developing nursing care plans, and perform dosage calculations in a time frame to deliver safe care.

MOTOR AND SENSORY SKILLS:

Applicants and students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen program of study.

EXAMPLE	DESCRIPTION	EXAMPLE
Motor skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Motor skills of lifting, carrying, pushing and pulling of objects up to 30 pounds. Physical ability of bending, stooping 1 inch from the floor and of reaching overhead to retrieve or place on patient/clients shelves; to intermittently push objects over 100 pounds; stand/walk 8-12 hours.

OBSERVATION:

Visual to accurately observe items both close at hand and at a distance in order to learn skills and to gather data (e.g., observe an instructor’s movements, a patient’s gait or nonverbal response, draw up correct quantity of medication into a syringe, read very fine print on medication labels, monitor ECG/Fetal Monitor strips and equipment calibrations, etc.). Applicants and students must possess functional use of the senses that permit such observation, including being able to accurately visualize a computer screen (e.g., access a patient’s electronic medical record, ascertain patient’s vital sign information from the patient monitor, perform all nursing exams on

computer, etc.).

ELEMENT	DESCRIPTION	EXAMPLE
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Assess and observe patient/client responses; able to identify and distinguish colors and shades of the same color.

TACTILE:

Applicants and students need to have sufficient tactile ability to perform physical assessments, examinations, and procedures, palpate pulses, palpate veins, identify body landmarks, skin turgor, rashes, and vibrations, feel differences in size, shapes, detect temperature, feel differences in surface characteristics, and detect environmental temperature.

ELEMENT	DESCRIPTION	EXAMPLE
Tactile	Tactile ability sufficient for physical assessment.	Finger dexterity to perform palpation and percussion functions of physical assessment and/or those related to therapeutic intervention, e.g., insertion of a catheter. Perceives attributes of object such as size, shape, temperature, or texture.

HEARING:

Applicants and students need to have sufficient ability to accurately hear normal speaking levels of sounds, hear faint voices and body sounds (e.g., blood pressure sounds, assessment placement of tubes), hear in situations when not able to see and read lips (e.g., wearing a mask), hear auditory alarms (e.g., monitors, fire alarms, call bells), and hear sufficiently enough to assess changes in heart, breath, abdominal, and vascular sounds.

ELEMENT	DESCRIPTION	EXAMPLE
Hearing	Auditory ability sufficient to provide safe and effective nursing care.	Hears, with and without background noises, monitor alarms, emergency signals, auscultatory sounds, and cries for help.

SMELL:

Applicants and students need to have sufficient ability to smell and detect odors from patients/clients (e.g., foul smelling drainage, alcohol breath, etc.), detect smoke, detect gases or noxious smells, and detect odors exhibited by the body or body fluids which may be indicative of disease processes.

PSYCHOMOTOR SKILLS:

Applicants and students need to have sufficient motor capacities and mobility to execute the various tasks and

physical maneuvers to fulfill the professional roles toward which each program educates. For example, they must be able to move within confined spaces (e.g., accompany immobile patients or hospital beds in elevators), sit and maintain balance, stand and maintain balance, reach above shoulders (e.g., IV poles), reach below the waist (e.g., plug electrical devices into low wall outlets), perform cardiopulmonary resuscitation (e.g., move above patient to compress chest and sustain repetitive movements), squat (e.g., empty Foley catheters and other drains), move quickly (e.g., respond to a code or other emergency), climb (e.g., ladders/stools/stairs), push/pull (e.g. transport a stretcher, transfer a patient), lift at least 30 pounds, and complete assigned clinical practice and duties within a safe time period.

ELEMENT	DESCRIPTION	EXAMPLE
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's rooms, work spaces, and treatment areas and can administer cardiopulmonary procedures. Able to coordinate eyes and hands/fingers rapidly and accurately in making precise movements with speed when providing patient care.

Freedom from Discrimination, Harassment, and Retaliation

The College District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law.

Retaliation against anyone involved in the complaint process is a violation of College policy and is prohibited.