



Our Lady of Lourdes School of Nursing

Fitness for Duty for Nursing Practice

Our Lady of Lourdes School of Nursing has a duty to maintain a safe environment for its nursing students and the patients cared for by students. In doing so, both the applicant to the School and the enrolled student must meet certain physical and mental fitness criteria. Students must be able to fulfill at all times the essential components of the nursing program, including the technical standards identified below as defined by the U. S. Department of Labor:

Technical standards are all nonacademic criteria that are essential to participate in the program. These standards may include but are not limited to the following:

1. Communication skills, such as reading, writing, and speaking English in order to elicit and/or convey information, communicate changes in patient status, educate others, and interact with health team members in the clinical area as well as in educational settings.
For example, the student should be able to:
 - a. Display ability to explain treatments, procedures, and
 - b. Initiate health teaching; accurately and legibly document and interpret nursing actions and patient responses;
 - c. Communicate information effectively and in a professional manner with other personnel and departments; and
 - d. Read and evaluate written orders, care plans and treatment requests, as well as follow written and verbal directions.

2. Sensory skills, including being able to use the senses of vision, hearing, touch and smell to observe, assess and evaluate outcomes effectively (near and at a distance), in the classroom, lab and clinical settings. For example, the student should be able to:
 - a. Display ability to observe patients for changes in condition, e.g. changes in skin color:
 - b. See objects up to 20 inches away, e.g. computer screens
 - c. Hear normal speaking level sounds, e.g. person to person reports
 - d. Hear monitor alarms, emergency signals, call bells and cries for help
 - e. Display ability to participate in group discussions and phone conversations
 - f. Perform functions of physical assessment and/or skills related to therapeutic interventions
 - g. Distinguish temperature changes in patients
 - h. Display ability to sufficiently use fine motor skills to perform specific procedures and interventions.

3. Mobility skills, including the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in clinical and classroom settings. For example, the student should be able to:
 - a. Display ability to physically maneuver in patient rooms, work spaces, and treatment areas
 - b. Perform CPR
 - c. Display ability to lift and carry medical equipment, supplies, medications and charts. Average lifting requirement is 10-50 pounds, varying weights are encountered when lifting and transferring patients. Stand and maintain balance, move quickly in response to emergencies, climb stools and stairs, push and pull
 - d. Pounds when repositioning patients, reach above shoulders and reach below waist.
 - e. Stand and maintain balance, respond to emergencies, climb stairs and use stools when necessary, move and transport patients, and reach above the shoulders and below the waist
 - f. Calibrate and properly use equipment.



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4. Psychosocial skills, including the ability to adapt to changing and/or stressful conditions and to interact with others in a caring and professional manner in classroom and clinical environments. Emotional stability is necessary to handle emergency situations and to establish and maintain therapeutic relationships. For example, the student should be able to:
 - a. Establish rapport with patients/families and colleagues
 - b. Display ability to resolve conflicts, handle crises, be culturally sensitive, convey professional behaviors, demonstrate good judgment, complete responsibilities and adapt to changing environments; and
 - c. Display ability to accept constructive criticism and respond appropriately.
5. Critical thinking skills, including the ability to develop and refine problem-solving skills and incorporate new information into practice and theory. For example, the student should be able to measure, calculate, reason, synthesize and apply subjective and objective data in theoretical and practice situations.

When there is a concern that a student is unable to meet the above technical standards or otherwise poses a risk of harm to self, patients, or others in the environment, the faculty member or responsible clinical person should remove the student from the clinical area.

A candidate for admission or an enrolled student who requests an accommodation under this policy, due to a disability, must contact Camden County College's Disability Services Department. Camden County College's Disability Services Department (the Program for the Academically Challenged Student (PACS) is the support service for students with disabilities. In order to receive academic accommodation, students are required to submit thorough and appropriate documentation validating their disability and the need for an accommodation.

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting. A school plan such as an individualized education plan (I.E.P.) or a 504 plan is insufficient documentation, but should be included as part of a more comprehensive assessment battery.

Students with learning disabilities who are requesting academic accommodations from the Director of the Office of Disabilities Support Services at Camden County College are required to submit the following documentation:

1. The documentation must include a diagnosis of Learning Disability and the rationale for this diagnosis.
2. Diagnosis should be made by a licensed or certified professional and/or someone trained in psycho/educational assessment.
3. Evaluation information should be current (within last three years & relevant to the setting).
4. Assessment battery must include a cognitive evaluation (WAIS-III or WJ-R) and achievement battery along with the following information:
 - The name(s) of the assessment instrument(s) used (typically aptitude, achievement, information processing and behavioral checklists, e.g. Connors)
 - A clear statement of the disability, including diagnosis and prognoses.
 - A summary of evaluation procedures as well as diagnostic tests/evaluation results used to make the diagnosis. Quantitative & qualitative information supporting the diagnosis
 - Medical information should include a statement of the functional limitations the disability has on learning or other major life activities.
 - The areas of educational impact
 - Recommendations for prescriptive treatments, environmental management and reasonable accommodations
 - Additional observations or recommendations that would assist in meeting the individual needs of the student





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- The names, titles, addresses, telephone and fax numbers of the evaluators as well as the date(s) of testing
- Each recommended academic accommodation should be accompanied by an explanation of its relevance to the disability that is diagnosed as well as supporting data from the evaluation.
- In addition, specific recommendations for accommodations (with explanation of how the need is substantiated through testing) will be helpful in meeting the individual needs of the student when providing educational accommodations.

The School is not required to lower or make substantial modifications to the essential requirements of the program. In addition, it is not required to make modifications that would fundamentally alter the nature of the School's program or result in undue financial or administrative burdens to the program. Accommodations in the classroom may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. These classroom adjustments may include, but are not limited to, permission to tape record classes; additional time for assignments and examinations; large print examinations and texts; note takers; readers; course information and reading lists in advance of classes; a private area to take tests and a faculty requirement to wear a microphone. Accommodation in the classroom is distinct and separate from an accommodation in a clinical setting. The student needs to communicate the allowed academic accommodations with the faculty and any other agencies and units to which the student is assigned each semester. Reasonable academic accommodations must be put in writing, signed by the student and appropriate Camden County College administrative personnel and communicated to the School of Nursing.

Clinical academic accommodation may include, but is not limited to, modifications for disabilities, such as for tasks related to observation and alternative equipment, or techniques for students with hearing impairment.

The student with a temporary disability must have in writing, from the appropriate professional, a description of the temporary disability, the length of time the disability will need to be addressed, restrictions to the student's clinical or classroom activities, and a list of academic adjustments. If the academic accommodations are reasonable and approved, the allowed academic accommodations must be communicated to the faculty and any other agencies or units to which the student is assigned.

I have read this form and understand the contents.

Applicant's Signature _____

Date _____

RETURN THIS FORM WITH YOUR APPLICATION

