

The University of Tennessee at Chattanooga  
School of Nursing

**ADA Compliance Statement**

In compliance with the 1990 Americans with Disabilities Act (ADA), the School of Nursing does not discriminate against qualified individuals with disabilities.

Disability is defined in the Act as a (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such an impairment.

For the purposes of nursing program compliance, a “qualified individual with a disability” is one who, with or without reasonable accommodation or modification, meets the essential requirements for participation in the program.

The nursing faculty endorses the recommendations of the Southern Council on Collegiate Education for Nursing (SCCEN) and adopts the “Core Performance Standards” for use by the program (see attached). Each standard has examples of activities that nursing students are required to perform successfully to complete the program. Each standard is reflected in the course objectives.

Admission to the program is not based on the core performance standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide objective measures upon which students and faculty base informed decisions regarding whether students will be able to meet requirements. Every applicant and student receives a copy of the standards.

If a student believes that he or she cannot meet one or more of the standards without accommodations or modifications, the nursing program will determine, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made.

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall <http://www.utc.edu/Administration/DisabilityResourceCenter/>.

**University of Tennessee at Chattanooga**  
**School of Nursing**  
**Core Performance Standards**

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The following Core Performance Standards identify essential eligibility requirements for participation in the nursing program.

<b>ISSUE</b>	<b>AS EVIDENCED BY:</b>
<p><b>Critical Thinking Ability</b></p> <p><b>STANDARD</b> Critical thinking ability sufficient for clinical judgment.</p>	<ul style="list-style-type: none"> <li>• Identify cause/effect relationships in clinical situations</li> <li>• Develop nursing care plans, evaluate the plan of care and revise as appropriate</li> <li>• Analyze and use assessment findings to plan and implement care for clients and families</li> <li>• Use relevant data to support the decision making process</li> <li>• Identify priorities of care based analysis of data</li> <li>• Manage multiple priorities in stressful situations</li> <li>• Respond instantly to emergency situations</li> <li>• Exhibit arithmetic competence that would allow the student to read, understand and perform calculations for computing dosages</li> <li>• Solve problems and make valid rational decisions using logic, creativity, and reasoning</li> <li>• Remember multiple messages and information and communicate to all interdisciplinary team members and family/client where consented.</li> </ul>
<p><b>Interpersonal Skills</b></p> <p><b>STANDARD</b> Interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</p>	<ul style="list-style-type: none"> <li>• Establish rapport (relationship) with clients/colleagues.</li> <li>• Maintain therapeutic relationships with clients and colleagues.</li> <li>• Respect cultural diversity and the rights of others.</li> <li>• Work effectively in small groups as a team member and as a team leader</li> <li>• Practice verbal and non-verbal therapeutic communication</li> <li>• Recognize adverse events and attempt to resolve for both client and colleague.</li> </ul>
<p><b>Communication Ability</b></p> <p><b>STANDARD</b> Communication abilities sufficient for interaction in verbal, written, electronic format.</p>	<ul style="list-style-type: none"> <li>• Write and speak English effectively so as to be understood by general public.</li> <li>• Communicate therapeutically with clients, families, and groups in a variety of settings.</li> <li>• Document client data and nursing care completely and accurately use correct medical terminology.</li> <li>• Obtain health history information from client/family.</li> <li>• Interpret nonverbal cues and behaviors.</li> <li>• Provide health teaching information for clients, families, and/or groups based on assessed needs, available resources, age, lifestyle and cultural considerations.</li> </ul>
<p><b>Gross and Fine Motor Skills</b></p> <p><b>STANDARD</b> Gross and fine motor skills sufficient to provide safe and effective nursing care.</p>	<ul style="list-style-type: none"> <li>• Perform physical activities necessary to do basic fundamental nursing skills such as putting on sterile gloves, donning mask and gown, operating a manual and/or electronic blood pressure cuff, sterile technique and other essential fundamental nursing skills.</li> <li>• Perform correct hand washing technique and behaviors.</li> <li>• Provide or assist with activities of daily living such as bed bath, hygiene, toileting, positioning clients, making an occupied and unoccupied bed.</li> <li>• Manipulate instruments, supplies, and equipment with speed, dexterity, precision, and adequate eye-hand coordination.</li> <li>• Correctly administer oral, and parenteral medications to maintain client safety.</li> <li>• Perform electronic keyboarding/documentation and/or extensive writing with a pen and/or pencil.</li> <li>• Maintain and safely operate orthopedic device such as traction equipment, casts, and assistive devices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Perform cardiopulmonary resuscitation procedures maintaining health teams and client safety.</li> <li>• Calibrate and use equipment (i.e. syringes, vials, ampoules and medication packages, manual blood pressure cuff, don sterile gloves, etc.). Grasp small objects with hands (e.g. IV tubing, pencil). Pinch/pick or otherwise work with fingers (e.g. manipulate a syringe, eye dropper, etc.). Twist (turn objects/knobs using hands).</li> </ul>
<p><b>Visual Ability</b></p> <p><b>STANDARD</b> Visual ability sufficient for observation and assessment necessary for safe client care.</p>	<ul style="list-style-type: none"> <li>• Perform basic nursing skills such as insertion of a catheter, insertion of an IV, counting respirations, preparing and administering medications.</li> <li>• Observe client responses (level of consciousness, respirations patterns) and recognize subtle physical changes.</li> <li>• Read small print, gauges, thermometers, measuring cups, syringes, and other equipment.</li> <li>• Discriminate colors, changes in color, size, and continuity of body part.</li> <li>• Accurately identify, prepare, and administer medications.</li> <li>• Identify hazards in the environment (safety rails, restraints, water spills and harmful situations).</li> <li>• Correctly visualize written words and information on paper and on a computer screen.</li> </ul>
<p><b>Tactile Ability</b></p> <p><b>STANDARD</b> Tactile ability sufficient for physical assessment</p>	<ul style="list-style-type: none"> <li>• Correctly perform palpation, functions of physical examination and/or those related to therapeutic intervention.</li> <li>• Don and wear gloves and other protective devices while accurately performing physical assessment.</li> <li>• Correctly perform skills that require tactile sensation.</li> <li>• Accurately palpate for pulses, temperature, texture, hardness or softness, landmarks, etc.</li> </ul>
<p><b>Emotional Stability</b></p> <p><b>STANDARD</b> Emotional stability sufficient to tolerate rapidly changing conditions and environmental stress</p>	<ul style="list-style-type: none"> <li>• Establish therapeutic interpersonal boundaries.</li> <li>• Provide clients with emotional support.</li> <li>• Adapt to changing environment and stress while maintaining professional conduct and standards without displaying hostility, agitation, rudeness or belligerence.</li> <li>• Poses no threat to self or others.</li> <li>• Perform potentially stressful tasks concurrently.</li> </ul>
<p><b>Professional Behavior</b></p> <p><b>STANDARD</b> Student nurses are expected to respect the nursing profession to which they aspire and perform and behave in a respectful, ethical and professional manner with others in class, and lab. or clinical.</p>	<ul style="list-style-type: none"> <li>• Adapted from guidelines from American Nurses Association (2012):</li> <li>• Interacts respectfully with peers, superiors and patients</li> <li>• Strives to provide quality care to patients</li> <li>• Applies knowledge and learning in nursing situations</li> <li>• Reflects on own behavior and practice performance with patients, engages in self-evaluation</li> <li>• Is able to interact with peers and colleagues appropriately.</li> <li>• Is able to collaborate with patients, family and others in nursing situations</li> <li>• Integrates ethical behavior in nursing practice</li> <li>• Performs activities safely, so as not to injure or harm others</li> <li>• Recognizes that as a student they represent the nursing profession, and must behave accordingly</li> <li>• Respects and adheres to the policies and procedures of the Department of Nursing and clinical agencies.</li> </ul>

Source: Southern Council on Collegiate Education for Nursing (2013) and Armstrong Atlantic State University (2012).

For more information visit the SREB website at [www.sreb.org/page/1390/the\\_americans\\_with\\_disabilities\\_act.html](http://www.sreb.org/page/1390/the_americans_with_disabilities_act.html).

Reviewed by Academic Affairs Committee, 04/23/13

Reviewed by School of Nursing Faculty Committee, 5/6/13