

MiraCosta College RN, LVN, CNA & MA.

Healthcare Career Self-Assessment Tool: Technical Standards/Essential Functions

This list outlines the technical standards/essential functions for students to successfully complete the requirements of nursing and allied health programs in classroom and clinical settings. These standards are not conditions of admission but are essential for students to deliver safe and effective patient care.

Prospective nursing and allied health students should review these standards carefully to make an informed decision about program enrollment. It's important to note that failure to meet these standards may prevent students from meeting course objectives and progressing in the program. Furthermore, the inability to perform these standards may pose a risk of harm to patients under their care.

The MiraCosta College district, and each individual who represents the district, shall provide access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, pregnancy, physical or mental disability, or veteran status, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. In addition to the aforementioned legally protected characteristics, the district also has an interest in nondiscrimination based on additional factors such as accent, citizenship status, economic status, and ethnic group identification even though students or employees could not make a legal claim of discrimination based on these factors (BP 3410; AP 3410).

Technical Standards (Essential Functions)	Description	Examples
Cognitive Ability	<ul style="list-style-type: none">• Demonstrate critical thinking and clinical reasoning abilities necessary for collecting, analyzing, and integrating information and knowledge to make safe clinical judgments that promote positive patient outcomes.• Exhibit ability to respond appropriately to emergencies.• Possess math skills to perform calculations and analyses required for clinical practice.	<ul style="list-style-type: none">• Identify cause/effect relationships in clinical situations.• Develop, implement, and evaluate effectiveness of plans of care.• Organize and prioritize tasks.• Transfer knowledge from one situation to another.• Demonstrate problem solving abilities (measure, calculate, reason, prioritize, and synthesize data) sufficient for clinical judgment.• Read, integrate, and analyze written, verbal, and observed data regarding patient care.• Understand the rationale for, and comply with professional standards of practice, school/facility policies and procedures, and healthcare legislation.

		<ul style="list-style-type: none"> • Follow a process from start to finish utilizing sequential steps and established policies and procedures. • Identify and seek assistance when a clinical situation requires a higher level of expertise/experience. • Accurately add, subtract, multiply, divide and record numbers correctly. • Correctly calculate medication dosages (PO, IM, IVP, IVPB) and intravenous solution rates within a safe and realistic time frame.
Communication Ability	<ul style="list-style-type: none"> • Demonstrate the necessary skills to effectively communicate with others through verbal, nonverbal, electronic, and written forms. • Demonstrate ability to speak, read, comprehend, and write English at a level that meets the need for effective communication with instructors, peers, coworkers, clients/families, and other health care providers. • Demonstrate ability to appropriately adjust non-verbal and verbal language to meet the needs of clients, families, and colleagues from diverse cultural and linguistic backgrounds. 	<ul style="list-style-type: none"> • Communicate effectively with clients, families, and other members of the healthcare team. • Provide patient teaching. • Understand communicated patient information. • Provide ongoing verbal report. • Document accurate patient information. • Maintain patient confidentiality in spoken and written communications. • Function effectively under supervision.
Interpersonal/ Intrapersonal Skills and Behavior	<ul style="list-style-type: none"> • Possess adequate emotional well-being to effectively utilize intellectual capabilities, make sound decisions in high-pressure situations, and demonstrate the flexibility needed to adapt to constantly changing circumstances. • Exhibit awareness of, and ability to, work with diverse populations. 	<ul style="list-style-type: none"> • Maintain composure in clinical and classroom environments. • Respond professionally and appropriately to emergency situations. • Demonstrate a compassionate and caring attitude. • Demonstrate respect for individual differences.
Sensory/Observation	<ul style="list-style-type: none"> • Demonstrate ability to acquire information through use of the senses (visual, hearing, tactile, olfactory) sufficient for observing and assessing clients and their environment. 	Visual <ul style="list-style-type: none"> • Observation of patient responses (at a distance/close at hand) and their environment. • Demonstrate visual acuity sufficient to observe, monitor, and assess equipment, clients, and their environment.

		<ul style="list-style-type: none"> • Assess and accurately measure drainage and bodily fluids. • Detect fire and initiate emergency measures. • Read medication labels and draw up and read syringe volumes accurately. • Tell time using second-hand clocks. <p>Hearing</p> <ul style="list-style-type: none"> • Respond to monitor alarms, emergency signals, overhead pages, call lights, or cries for help in a rapid and effective manner. <p>Tactile</p> <ul style="list-style-type: none"> • Demonstrate tactile ability sufficient for patient care, physical assessment, and intervention. • Demonstrate tactile ability and dexterity sufficient for the use of small instruments. • Demonstrate tactile ability to interpret characteristics such as sharpness, texture, temperature, and bodily fluids. • Perform functions of physical exam and therapeutic interventions such as insertion of a catheter. • Demonstrate ability to put on and remove gloves, gown, shoe covers, mask, protective eyewear, and head covering. <p>Olfactory</p> <ul style="list-style-type: none"> • Detect malodorous or unusual odors from bodily fluids, wounds, and food. • Distinguish smells which contribute to assessing and/or maintaining the patient's health status and environment (fire, noxious fumes, etc.). • Tolerate exposure to various chemical odors.
Motor Skills	<ul style="list-style-type: none"> • Demonstrate sufficient physical abilities and strength to perform clinical, administrative, and emergency procedures. • Demonstrate gross and fine motor abilities sufficient to provide safe and effective patient care in all health 	<ul style="list-style-type: none"> • Demonstrate ability to freely walk, stand, sit, squat, balance, climb, reach, grip, lift, pull/push, and move quickly as needed in the performance of clinical duties. • Possess motor skills necessary for assessment and therapeutic procedures such as inspection,

	care settings, including the ability to respond promptly to unexpected situations.	<p>palpation, percussion, auscultation, and other diagnostic maneuvers and procedures.</p> <ul style="list-style-type: none"> • Demonstrate ability to effectively use appropriate ergonomic techniques (good body mechanics). • Assist with patient transfers such as moving in and out of beds or chairs, when necessary. • Lift up to 50 pounds without assistance and exert up to 100 pounds force for push/pull. • Demonstrate ability to maneuver in small spaces (walk, stand, and bend over). • Quickly intervene for a patient's health and safety, including the ability to perform Cardiopulmonary Resuscitation (CPR), if needed. • Manipulate, use, and clean small objects and equipment. • Travel to and from academic and clinical sites
Physical Endurance	<ul style="list-style-type: none"> • Demonstrate ability to complete patient care assignments in a timely manner. • Demonstrate sufficient physical endurance to complete required clinical shifts and assigned tasks. • Demonstrate sufficient physical endurance to attend, participate, and complete class periods (e.g., lecture, skill lab activities) and school functions. 	<ul style="list-style-type: none"> • Demonstrate ability to work 6- to 12-hour shifts on AM or PM clinical rotations. • Demonstrate ability to attend 2-6 hours of lecture. • Demonstrate ability to practice skills and nursing interventions in the simulation/skills lab for 8-16 hours/week
Environmental Tolerance	<ul style="list-style-type: none"> • Demonstrate ability to work effectively in the healthcare environment. • Demonstrate sensitivity and ability to protect self and others from environmental risks and hazards. • Demonstrate awareness and tolerance to allergens in healthcare settings. These include but are not limited to latex, medication (topical and ingestible), chemicals, and other substances. 	<ul style="list-style-type: none"> • Demonstrate ability to tolerate prolonged periods of time amidst artificial lighting, air conditioning, dust and odors, residue from cleaning products, noise, congested workplace, and bodily fluids. • Perform Universal Precautions to work safely in an environment that includes infectious pathogens. • Tolerate noise. • Show awareness of, and sensitivity to, environmental allergens that affect patient comfort and wellness. • Perform frequent evaluation and correction of facility for vapors/fumes, excessive noise, and facility cleanliness in the performance of patient care.

		<ul style="list-style-type: none">• Wear gloves, mask, head covering, protective eyewear and gown for extended periods of time in clinical and classroom settings.
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*Proposed new policy on accommodations in the clinical setting.

Accommodations in the Clinical Environment

Policy:

Students must discuss accommodations they are requesting in the clinical setting with a Student Accessibility Services (SAS) counselor. Student Accessibility Services will engage in an interactive process with the student and collaborate with faculty regarding clinical accommodations. SAS counselors will communicate with the student and clinical instructor to assist with implementation of the accommodation, if needed.

Procedure:

If SAS has approved a proposed accommodation which the clinical placement cannot implement, the Nursing and Allied Health Department shall do one or more of the following:

1. Work with the clinical agency to implement the accommodation or negotiate implementation of an equally effective alternative.
2. Place the student in another agency that is equally effective for the student.