

REASONABLE ACCOMMODATIONS FOR QUALIFIED INDIVIDUALS WITH DISABILITIES IN CLINICAL COURSES

** Adapted from the model technical standards in Marks and Ailey, White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities (CCEPD), and the web-published technical standards of the University of Pennsylvania School of Nursing and the New York University College of Nursing.

The Connell School of Nursing is committed to providing educational opportunities to otherwise qualified students with disabilities and/or learning differences. Such students will be provided with opportunities equal to those provided to non-disabled students to achieve desired educational outcomes. A “qualified individual” with a disability is one who, with or without reasonable accommodations, meets the Connell School of Nursing’s academic requirements and Technical Standards. Students with disabilities are not required to disclose their disability to the Connell School of Nursing. However, students wishing to request reasonable accommodations must register with Boston College’s Connors Family Learning Center (CFLC) and/or Disability Services Office (DSO) to initiate the process.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act define a person with a disability as someone who: (1) has a physical or mental impairment that substantially limits one or more major life activities; OR (2) has a record of such an impairment; OR (3) is regarded as having such an impairment. Students are encouraged to meet with a CFLC and DSO representative when unsure if a condition qualifies as a disability. Please note that limitations created by short-term illnesses are not normally covered by these guidelines.

The CFLC or DSO determine qualified disability status and assist students in obtaining appropriate accommodations and services. Decisions regarding reasonable accommodations are made on a case by case basis taking into consideration each student’s disability-related needs, disability documentation and program requirements. While the process for requesting reasonable accommodations may be started at any time, reasonable accommodations may not be implemented retroactively. It is therefore important that students allow ample time for their accommodation requests to be processed. While the Connell School of Nursing will make every effort to work with students with disabilities to accommodate their learning difference or disability-related needs, CSON is not required to provide accommodations that fundamentally alter or waive essential program requirements.

This information is intended to facilitate discussions between the Undergraduate Program Office and other school officials, faculty, and students. The list below presents the capabilities believed to be necessary to participate and succeed in clinical education at CSON with or without reasonable accommodations. If you believe you may have a qualifying disability or that you require reasonable accommodations to meet any of these technical standards, you may contact the DSO, CFLC, or the Associate Dean for further information. Clinical or lab faculty may also come forward to the Undergraduate Program Office to voice concerns regarding a student’s ability to meet one or more of the standards to the Associate Dean who will then evaluate the situation and follow-up with the student and others as appropriate.

Technical Standards Competency Domains

Domain	Standards	Examples
Communication	<ol style="list-style-type: none"> 1. Able to communicate sensitively and effectively in interactions with clients (patients/persons, families and/or communities) 2. Able to communicate effectively with the healthcare team (patients, their supports, other professional and non-professional team members). 	<ul style="list-style-type: none"> • Accurately and clearly conveys information to and interprets information from patients and the health care team in spoken and written English. • Accurately elicits and interprets information from medical history and other data sources to adequately and effectively evaluate a client's or patient's condition. • Uses and comprehends standard professional nursing and medical terminology when using and/or documenting in a patient's print or electronic record. • Conveys appropriate information to patients and the health care team and teaches, directs and counsels a wide variety of individuals
Psychomotor	<ol style="list-style-type: none"> 1. Able to move in and around care settings, handle equipment safely and participate in the physical care of patients in clinical placement settings 	<ul style="list-style-type: none"> • Possesses sufficient proprioception (position, pressure, movement, stereognosis, and vibration), physical strength and mobility to carry out physical assessments and other nursing procedures • Demonstrates sufficient manual dexterity and fine and gross muscular coordination to provide safe general care and specific treatments • Demonstrates an appropriate and timely response to emergency situations, including any circumstance requiring immediate and rapid resolution. • Navigates patients' rooms, work spaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or in emergency situations. • Has the endurance to complete all required tasks during a clinical practice day of a customary or contracted length
Data gathering and interpretation	<ol style="list-style-type: none"> 1. Able to observe patient conditions and responses to health and illness 2. Able to assess and monitor health needs 	<ul style="list-style-type: none"> • Accurately obtains and interprets information from comprehensive assessment of patient status and responses such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Accurately obtains and interprets

		<p>information regarding a patient's environment</p> <ul style="list-style-type: none"> • Synthesizes objective and subjective findings and diagnostic studies in order to formulate nursing diagnoses
Critical thinking	<ol style="list-style-type: none"> 1. Able to think critically, solve problems and make decisions needed to care for persons, families and/or communities across the health continuum in various settings 2. Able to accomplish the learning objectives of each course in their specific program as well as the terminal objectives of the program by the time of graduation 	<ul style="list-style-type: none"> • Synthesizes and critically interprets data on ongoing basis to carry out the nursing process (i.e. assessment, diagnosis, goals, plan of care, and evaluation) • Retrieves and critically appraises reference material to use in a patient's nursing plan of care • Uses information from written documents, demonstrations, and patient records to carry out the phases of the nursing process • Accurately follows course syllabi, assignment directions, patient care protocols and corrective learning plans developed by faculty or health care agency staff
Behavior and social interaction	<ol style="list-style-type: none"> 1. Able to demonstrate concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Possesses interpersonal skills necessary for interactions with diverse populations of individuals, families and communities in the course of the clinical education program 3. Possesses interpersonal skills for professional interactions with members of the healthcare team in the course of the clinical education program 	<ul style="list-style-type: none"> • Conforms to all requirements set forth by the Connell School of Nursing's health care agency's affiliation agreements as well as any additional regulations and practices specific to a particular clinical settings. • Conforms to Connell School of Nursing attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning session. • Maintains effective, appropriate, and empathic communication and relationships with clients/patients, students, faculty, staff and other professionals under all circumstances. • Makes appropriate judgments regarding safe, confidential, and respectful care and interactions with patients. • Functions calmly and effectively under stress and adapts to changing environments inherent in clinical practice. • Integrates constructive criticism from instructors and clinical agency personnel into performance • Correctly judges when a nursing intervention requires additional assistance from clinical faculty or clinical agency staff

