



UVA

SCHOOL of NURSING

## **UVA School of Nursing Technical Standards on Admission, Progression, and Graduation**

Consistent with our mission, vision, and values, the University of Virginia School of Nursing (SON) is committed to the full and equitable inclusion of all students. We are committed to developing all students into nurse leaders, researchers, and clinicians including students with disabilities or temporary medical or related conditions and adopting innovative technology that reduces educational and clinical barriers.

Nursing requires a broad combination of physical and psychosocial skills to provide safe and effective patient care within the healthcare systems of our communities. UVA School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a variety of technical standards required in completing their nursing curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of this nursing program. The standards alone are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. These standards have been reviewed and approved by the School of Nursing Office of Admissions and Student Services and SON academic leadership, as well as relevant parties at the University of Virginia, including the Office for Equal Opportunity and Civil Rights, and are reviewed for currency and re-confirmed on an annual basis. Students are required to attest to these standards at the time they accept an offer to matriculate into a School of Nursing program and when needed throughout their program of study.

UVA School of Nursing wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), as amended) and all students can study and practice nursing with or without reasonable accommodations. Our program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) as amended. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. The decision regarding appropriate accommodation(s) will be based on the specifics of each case. Students who seek reasonable accommodations for disabilities must contact the University's Student Disability Access Center (SDAC) as soon as possible upon matriculation in the program or upon onset of disability. If a student's ability to meet technical standards changes during their program, the student must register with SDAC as soon as possible for an evaluation of what reasonable accommodations might be necessary. SDAC will determine a student's eligibility and recommend appropriate accommodations and

services, through an interactive process with the student and the School of Nursing. SDAC is located on the first floor of the [Student Health and Wellness Building](#).

### **Technical Standards for Admission, Progression, and Graduation**

The curricula leading to degrees in Nursing from the UVA School of Nursing require students to engage in diverse and complex experiences directed at the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to perform these functions effectively. In addition to being essential to the successful completion of the requirements of a nursing degree, these skills and functions are necessary to ensure the health and safety of patients, fellow students, faculty and other health care providers.

The following technical standards describe the non-academic qualifications, required in addition to academic qualifications, which are considered essential for entrance to, continuation in, and graduation from a UVA Nursing degree program. Candidates for nursing degrees, with the exception noted for selected graduate programs, must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.

*Selected Graduate Programs.* In graduate programs without clinical components, or involving no direct patient care, the Progression Review Committee governing the specific degree program may modify the standards if they pertain to clinical practice.

#### **Standards:**

##### **A. Observation**

- Sufficient ability to obtain information from demonstrations and experiments in the basic sciences.
- Sufficient ability to perform health assessments and interventions.
  - observe diagnostic specimens
  - obtain information from digital, analog, and waveform representation of physiologic phenomena to determine a patient's condition (these skills typically require the use of vision, hearing, and touch or the functional equivalent)

##### *Examples of relevant activities:*

1. Ability to detect changes in skin color or condition.
2. Ability to detect a heartbeat.
3. Ability to respond to alarms generated by mechanical systems used to monitor patient physiological status.
4. Perceive pain, pressure, temperature, position, vibration, and movement that contribute to the gathering of needed information to evaluate and assess patient situations.

##### **B. Motor**

- Ability to provide general care and treatment to patients in varied health care settings.

- Ability to carry out nursing procedures and provide routine and emergency care and treatment to patients.
- Execute motor movements required to provide general care to patients and provide or direct the provision of emergency treatment of patients. Such actions require some degree of coordination of gross and fine muscular movements, balance, and equilibrium.
- Frequently perform motor activities including, but not limited to, walking, lifting patients, bending, standing and sitting actions repeatedly during clinical experiences. Clinical experiences often last up to 12 hours in duration.

*Examples of relevant activities:*

1. Assess information by palpation, auscultation, percussion and other diagnostic maneuvers.
2. Stamina sufficient to complete assigned periods of clinical practice.
3. Ability to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
4. Assist with patient positioning, transferring or transporting patients.

**C. Behavioral, Communication, and Emotional Abilities**

- Ability to interact with colleagues, staff and patients with honesty, integrity, and non-discrimination.
- Capacity for the development of a mature, sensitive and effective therapeutic relationship with patients and others on the health care team.
- Ability to work constructively in stressful and changing environments, with the ability to modify affect and behavior in response to stressful conditions and fatigue.
- Accept feedback, suggestions, and criticism in a constructive manner.
- Communicate with, and care for, in a non-judgmental way, persons who differ from oneself and one's beliefs in a variety of ways
- Demonstrate self-awareness and self-analysis of one's emotional state and reactions.

*Examples of relevant activities:*

1. Emotional skills sufficient to remain calm in emergency situations.
2. Interpersonal skills sufficient to communicate effectively with patients and families of diverse backgrounds and experiences, including but not limited to religious, cultural and social backgrounds.
3. Behavioral skills sufficient to demonstrate the exercise of good judgment and prompt completion of all responsibility's attendant to the diagnosis and care of patients.
4. Sufficient ability to communicate with other members of the health care team\* and to fully engage and, at times, coordinate health care team discussions of patient care.
5. Use and understand standard professional nursing and medical terminology when communication with patients, families, and members of the health care team and when documenting on a patient's health record (written and electronic).

**D. Cognitive, Conceptual, and Quantitative Abilities**

- Ability to read and understand written documents\* and solve problems involving measurement, calculation, reasoning, analysis and synthesis.
- Ability to gather data; develop a plan of action; establish priorities; and monitor treatment plans and modalities in a timely manner.
- Participate consistently in learning experiences and as a member of health care teams to achieve a coherent and coordinated curricular experience.
- Acquire and develop clinical reasoning and judgment skills.

- Retrieve and critically appraise evidence-based information to determine optimal plans of care that promote positive patient outcomes.
- Demonstrate freedom from impairment due to alcohol or other drugs.

*Examples of relevant activities:*

1. Cognitive skills sufficient to calculate appropriate medication dosage given specific patient parameters.
2. Quantitative ability sufficient to collect data, prioritize needs and anticipate reactions.

**Progression Review Committee (PRC)**- The PRC consists of a Chair, voting members of faculty, and ex-officio members including Assistant Dean of OASS, Associate Dean of Strategic Wellness and Opportunity, Associate Dean of Academic Operations, and the Director of Degree Program Administration. The PRC is charged with, among other responsibilities, determining whether students meet the UVA School of Nursing Technical Standards.

When there is a question of a student's ability to meet the Technical Standards, SDAC shall be consulted to help determine if a reasonable accommodation is possible to ameliorate disability-related barriers to meeting these Technical Standards. Note that accommodations cannot eliminate essential program elements. Certain accommodations may not be deemed reasonable, such as requests for an auxiliary aid or intermediary that provides a selective function, cognitive support, or nursing knowledge. Aids and intermediaries may not supplement clinical and ethical judgment.

\*In the English language