



Name _____ Date of Birth _____

Address: _____ Phone (H) _____ (C) _____

Entering: Fall 2021 Spring 2022 (circle one) Program: VN RN RCP (circle one)

STUDENTS ARE NOT PERMITTED IN CLINICAL COURSES UNTIL REQUIREMENTS ARE MET.

<p>IMMUNIZATIONS: <i>Completed, signed, and dated by the health care provider.</i></p> <p>1. Tetanus/diphtheria/pertussis (Tdap): Date: ____/____/____</p> <p>2. Varicella Blood Titer: ____/____/____ <i>or</i> Varicella Date dose 1: ____/____/____ Varicella Date dose 2: ____/____/____</p> <p>3. MMR Titer: ____/____/____ <i>or</i> MMR Date dose 1: ____/____/____ MMR Date dose 2: ____/____/____</p> <p>4. Hepatitis B Date dose 1: ____/____/____ Hepatitis B Date dose 2: ____/____/____ Hepatitis B Date dose 3: ____/____/____ Hepatitis** Blood Titer <i>Antibody to Hepatitis B surface antigen (anti-HBs) required 1-2 months after 3rd dose:</i> Result: _____</p> <p><i>Proof of immunization obviates need for blood titer.</i></p>	<p>TUBERCULOSIS SCREENING Two step TST (PPD) and CXR, if indicated: <i>Completed, signed, and dated by the health care provider.</i> 2nd PPD should be placed 1-3 weeks after the 1st PPD.</p> <p>#1 PPD placed: ____/____/____ PPD read: ____/____/____ mm (neg/pos)</p> <p>#2 PPD placed: ____/____/____ PPD read: ____/____/____ mm (neg/pos) <i>or</i> Quantiferon-Gold TB Blood Test* Date: ____/____/____ Results: _____</p> <p><i>*Quantiferon blood test (QFT-G) may be substituted for the two-step PPD.</i></p> <p>If current PPD is positive, or history is positive PPD or Quantiferon, include</p> <p>a. Copy of Chest x-ray report Date: _____</p> <p>b. Tuberculosis Questionnaire <i>Repeat Chest X-Rays are necessary only if the student displays signs/symptoms of TB or on recommendation by HCP.</i></p>
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Printed Name/ Professional Title: _____ Date: ____/____/____
Month/Day/Year

Signature: _____

Agency (printed): _____ Phone: _____

**Antibody blood titer to Hepatitis B surface antigen (anti-HBs) 1-2 months after the 3rd Hep B immunization is required. See <https://www.immunize.org/askexperts/> (dated 11/19).

* PPD for healthcare personnel in Mtry County is a two-step process for the *first or expired* PPD, then annually.



Name: _____ Date of birth _____

Address: _____ Phone (H) _____ (C) _____

Entering: Fall 2021 Spring 2022 (circle one) Program: ADN VN RCP (circle one)

PHYSICAL EXAMINATION: *Completed, signed, and dated by a healthcare practitioner.*

I have obtained a health history, performing a physical examination, and reviewed the student's immunization status and required laboratory tests. In my opinion, the student is able to participate fully in the Hartnell College nursing or respiratory care academic and clinical coursework. The student meets the requirements listed on the attached Hartnell College Technical Standard Statement.

YES _____

If NOT fully able to participate, please comment on activity/sensory limitations:

PROVIDER INFORMATION:

Name/Professional title: _____
(please print)

Signature: _____

Date of exam: _____ / _____ / _____
(Month/Day/Year)

Phone Number: (_____) _____

Agency: _____

Address: _____



ADA Compliance Statement

Nursing and Allied Health provides reasonable accommodations for students with disability needs. The faculty and staff do not discriminate against individuals and comply with the 1990 Americans with Disabilities Act (ADA), the ADA Amendments Act of 2008, and section 504 of the Rehabilitation Act of 1973. In addition, the faculty and staff are sensitive to student rights, including privacy and confidentiality.

Disability is defined as (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 impairment. Disabilities include, but are not limited to physical, visual, hearing, medical and long-term disabilities, mental health disorders (anxiety), attention deficit disorders (ADD) or attention deficit/hyperactivity disorders (ADHD), or other learning disabilities.

Individuals requesting reasonable accommodations are required to self-disclose to the Department of Supportive Programs and Services (DSPS). The student may request an appointment for a learning disability assessment by calling the DSPS office at 831-755-6760. Additional information may be found at <http://www.hartnell.edu/departments-supportive-programs-services-dsps>. Students, who require adaptive equipment to perform in acute and/or community-based settings within the technical standards outlined, are accommodated to the extent possible and in accordance with clinical and community agency policies, procedures, and regulations.

For the purposes of NAH, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the requirements as described in the Technical Standards.

Technical Standards

Hartnell College has a responsibility to educate competent practitioners to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. Academic and technical standards must be met by students to successfully progress and graduate.

Faculty and staff strive to ensure access to facilities, programs, and services to all students, including students with self-disclosed disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008). Hartnell College provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. 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. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition.

Nursing and Allied Health provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum.

These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements for graduation. The standards are not requirements of admission into the programs and the examples are not all-inclusive.

- Individuals interested in applying for admission to NAH should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the curriculum.
- Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.
- To qualify for admission, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. Information regarding services and resources to students with disabilities and/or to request accommodations may be obtained from DSPS.



Requirements	Technical Standards	Examples
Acquiring fundamental knowledge	<ul style="list-style-type: none"> • Ability to learn in all educational settings • Ability to find sources of knowledge and acquire the knowledge • Ability to be a life-long learner • Apply novel and adaptive thinking 	<ul style="list-style-type: none"> • Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations • Develop health care solutions and responses beyond that which is rote or rule-based
Developing communication skills	<ul style="list-style-type: none"> • Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities) • Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members) • Sense-making of information gathered from communication • Social intelligence 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted, and/or electronic) to patients and the health care team • Effectively communicate in teams • Determine a deeper meaning or significance in what is being expressed • Connect with others to sense and stimulate reactions and desired interactions
Interpreting data	<ul style="list-style-type: none"> • Ability to observe patient conditions and responses to health and illness • Ability to assess and monitor health needs • Computational thinking • Cognitive load management 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of clients • Obtain and interpret information from assessment of a client's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to clinical action • Translate data into abstract concepts and to understand data-based reasoning

Requirements	Technical Standards	Examples
Incorporating appropriate professional attitudes and behaviors into nursing practice	<ul style="list-style-type: none"> • Concern for others, integrity, ethical conduct, accountability, interest and motivation • Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities • Acquire interpersonal skills for professional interactions with members of 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with clients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care



	<p>the health care team including patients, their supports, other health care professionals and team members</p> <ul style="list-style-type: none"> • Acquire the skills necessary for promoting change for necessary quality health care • Cross-cultural competency • Virtual collaboration 	<ul style="list-style-type: none"> • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with clients, intra- and inter-professional teams • Operate in different cultural settings (including disability culture) • Work productively, drive engagement, and demonstrate presence as a member of a virtual team
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References

Americans with Disabilities (2008). *Americans with disabilities amendments act and accommodations*. Retrieved from <http://www.nond.org/resources/ADAAA-and-Accommodations.pdf>

Marks, B. & Ailey, S. A. (2014). *White paper on inclusion of students with disabilities in nursing educational programs*. Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD). Retrieved from <http://www.nond.org/resources/White-Paper-Student-Disabilities.pdf>

Marks, B & Ailey, S. A. (2014) *White paper on inclusion of students with disabilities in nursing educational programs: Modeling technical standards*. Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD). Retrieved from http://www.nond.org/resources/Model_Technical_Standards_2014.pdf

McGregor, S. L. T. (2015). The Nicolescuian and Zurich approaches to transdisciplinarity. *Integral Leadership Review*, 15(2). Retrieved from <http://jrp.icaap.org/index.php/jrp/article/view/510/412>