

ITAWAMBA COMMUNITY COLLEGE

Health Science Programs

Core Performance Standards For Admission and Progression

Introduction

In compliance with the Americans with Disabilities Act of 1990, the Health Science Programs at Itawamba Community College have adopted a policy on admission and retention of students with disabilities. The ICC Health Science program faculty and Advisory Committees have adopted these Core Performance Standards as appropriate for ICC students. The list of standards along with their examples and tasks is intended to aid students and faculty in determining a student's potential for being successful. The primary objective of the policy is to protect the student with a disability from discrimination, while protecting the consumer public by graduating students competent to perform physical skills common to health occupations.

The health science programs at Itawamba Community College do not discriminate against students with disabilities. As part of the application process, candidates for admission will self-assess their ability to meet program objectives and will sign a statement attesting to their ability to perform, with reasonable accommodations as necessary, the Core Performance Standards required. All students are expected to meet the same criteria for progression in the program of study. Upon successful completion of the program, all graduates should meet entry-level requirements for employment in a health care setting as defined by the specific program evaluative criteria.

Procedures

1. Review the program *Core Performance Standards for Admission and Progression* listed on the online application.
2. Through the process of self-assessment, candidates will determine if they will be able to meet the requirements listed in the *Core Performance Standards for Admission and Progression*.
3. On the *Core Performance Self-Assessment & Accommodation Progression* form, list any reasonable accommodations. If none, leave blank.
4. Complete the *Core Performance Self-Assessment & Accommodation Progression* form by indicating (clicking the appropriate box) if you: 1) will be able to meet the standards, 2) will be able to meet the standards with reasonable requirements, or 3) will not be able to meet the requirements.
5. Click the appropriate boxes to submit the form.
6. Determination of the need and feasibility of reasonable accommodations will be made by the program faculty, the Dean of Health Science of Instruction, and the Vice President of Student Services.
7. If a student is determined to be unable to perform the essential functions of a health science student, he/she may be dismissed from the program after all reasonable accommodations have been provided. Essential functions include but are not limited to those tasks that have been identified as related to the *Core Performance Standards for Admission and Progression*, as well as theory and lab requirements of each health science course.

ICC HEALTH SCIENCE PROGRAMS
CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

Issue	Standard	Examples of Activities (not inclusive)	Examples of Tasks
Critical Thinking	Critical thinking ability sufficient for clinical judgment	<ul style="list-style-type: none"> Recognizes physiological changes in patient status and acts appropriately. Modifies treatment within the plan of care. 	<ul style="list-style-type: none"> Utilize patient assessment techniques to modify treatments and/or procedures within the plan of care.
Interpersonal Skills	Interpersonal skills sufficient to interact with co-workers, health care team members, patients and families from a variety of social, emotional, cultural, educational, religious, and ethnic backgrounds.	<ul style="list-style-type: none"> Establishes rapport with colleagues, other health care providers, patients and families. 	<ul style="list-style-type: none"> Communicate in a meaningful manner with patients, families, and health care colleagues.
Communication Skills	Communication skills sufficient for interaction with others verbally, non- verbally and by writing.	<ul style="list-style-type: none"> Explains treatment and/or procedures. Conducts effective patient education. Documents patient assessment, diagnostic procedures, treatment and patient response. 	<ul style="list-style-type: none"> Demonstrate documentation procedures and verbal staff communications concerning patients.
Mobility	Physical ability to move from one area of the facility to another and maneuver in a small space.	<ul style="list-style-type: none"> Moves from one patient room to another. Administer treatments and/or procedures in small areas. Travels from one area of the facility such as the ER Department to the ICU 	<ul style="list-style-type: none"> Demonstrate the ability to walk and carry/ transport patients and equipment.
Motor Skills	Gross and fine motor skills sufficient to administer or perform treatments or procedures safely and effectively.	<ul style="list-style-type: none"> Performs and teaches dependent and assistive patient transfers. Positions patient appropriately for procedures and/or treatment. Manipulates various diagnostic and/or therapeutic machines and devices 	<ul style="list-style-type: none"> Utilizes equipment. Demonstrate the ability to perform therapy and/or diagnostic procedures.
Hearing	Auditory ability sufficient to monitor patient needs	<ul style="list-style-type: none"> Listens to heart and lung sounds with a stethoscope Monitors blood pressure with a stethoscope and sphygmomanometer. Hears patient calls for assistance. 	<ul style="list-style-type: none"> Demonstrate proper method for blood pressure monitoring.
Visual	Visual activity sufficient for observation and assessment essential to therapeutic intervention or performance of diagnostic procedures.	<ul style="list-style-type: none"> Observes patient responses to treatment. Sees machine settings and reads dials and gauges. Detects physical abnormalities in the patient's breathing, walking, and posture. 	<ul style="list-style-type: none"> Identify patient. Verify machine settings.
Tactile	Tactile ability sufficient for patient assessment	<ul style="list-style-type: none"> Palpates muscles and other anatomical structures to define abnormalities and/or identify landmarks. Detect and count a pulse rate. 	<ul style="list-style-type: none"> Demonstrate ability to palpate the radial artery.
Olfactory	Olfactory ability sufficient for patient assessment.	<ul style="list-style-type: none"> Determines presence of typical odors Identifies odors related to wounds indicative of infection. 	<ul style="list-style-type: none"> Identifies commonly recognized odors.