



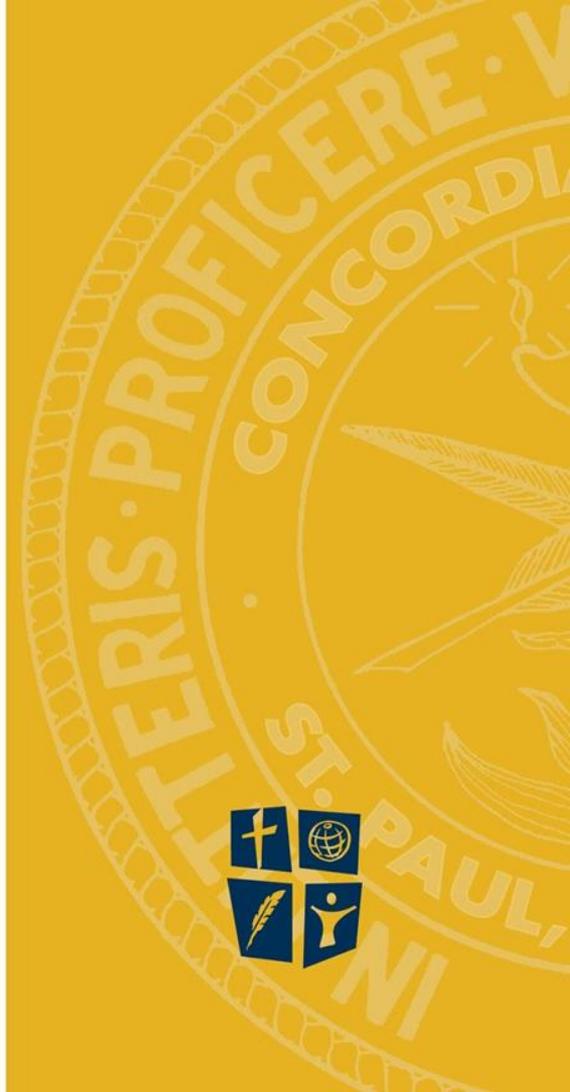
Concordia  
UNIVERSITY • SAINT PAUL

NWONL CNO/Dean Rounding  
May 19, 2021

Topic #1: Annual TB Testing  
Hollie Caldwell, PhD, RN

# Situation:

- Current practice in clinical consortium is to require annual TB testing for nursing students
- Not in alignment with 2019 CDC guidelines for healthcare professionals



# Background: CDC Guidance (2019):

- CDC updated 2005 recommendation for [TB screening of healthcare providers](#):
  - [Tuberculosis Screening, Testing, and Treatment of U.S. Health Care Personnel: Recommendations from the National Tuberculosis Controllers Association and CDC, 2019 Weekly / May 17, 2019 / 68\(19\);439–443](#)
  - All U.S. health care personnel should be screened for TB upon hire (i.e., preplacement).
  - Annual TB testing of health care personnel is not recommended unless there is a known exposure
- [Supporting resources](#) and tools including [Frequently Asked Questions](#) and a [Baseline Individual TB Risk Assessment Form](#)

# Background: Current OHA Requirements:

- Standardized, universal set of administrative requirements for health profession students in Oregon enacted July 1, 2014, resulting in [Division 30](#)
- [Oregon Administrative Rules 409-030-0200](#)
- Tuberculosis Screening
  - (1) A student must obtain and provide documentation for TB screening consistent with the requirements for immunization in [OAR 409-030-0180](#).
  - (2) TB screening must be conducted in a manner consistent with the CDC guidelines or other state or federal health authority guidelines prior to the start date of the initial clinical placement.



# TB Risk in Oregon:

OR TB program:

- 1) identify and treat TB disease;
- 2) identify, evaluate, and treat newly infected contacts to infectious TB cases;
- 3) screen high-risk populations for TB infection.

- 4) 67 TB cases in OR/1.6/100,000 down 5% from 2019
- 5) US incidence rate 2020 = 2.2/100,000

Tuberculosis disease case rates in the U.S. and Oregon, 1985–2015



Figure 1

# Background: ACEMAPP

- Providence: [School of Nursing Clinical Requirements Policy](#)
  1. Annual testing requirement not stated
  2. Looks like TB testing required initially & then TB risk assessment

	Nursing Handbook Acknowledgment	✓
	POCT Glucometer Competency Checklist	—
---	Physical	✓
	Professional Liability Insurance with exp.	✓
	Providence Health & Services Orientation Checklist	—
---	TB: 2-Step/QG or Annual TB Review of Symptoms & CX	✓
---	Tetanus, Diphtheria and Pertussis (TDAP)	✓
---	Varicella (Chicken Pox)	✓
	Washington State Patrol Background Check	—



## Assessment:

- Current practice of annual TB testing of nursing students is not in alignment with current CDC guidance or OHA requirements
- Perhaps misinterpretation?
- Unduly burdensome for students
  - expense, time, not required of healthcare workers, inappropriate use of healthcare resources
- TB incidence rate in OR is below national rate of 2.2



## Recommendation:

- Align ACEMAPP requirements with current evidence from CDC
- Work with clinical consortium stakeholders to require TB testing and screening IAW 2019 CDC guidelines

## Upon starting program: Baseline TB Screening & Testing IAW CDC (2019)

- A baseline individual [TB Risk Assessment](#)
  1. Results should inform interpretation of results
  2. Prior positive not retested, just risk & screen
- [TB symptom](#) evaluation,
- A [TB test](#) (e.g., TB blood test or a TB skin test), and
- Additional evaluation for TB disease as needed.

## Annual Screening, Testing, & Education IAW CDC (2019)

- Annual TB testing of health care personnel not recommended unless known exposure
- Consider annual TB screening for certain groups at increased occupational risk for TB exposure
- All health care personnel need TB education annually on risk factors, the signs and symptoms of TB disease, & TB infection control policies and procedures



CONCORDIA ST. PAUL

NWONL CNO/Dean Rounding

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Topic #2: Nursing students with disabilities

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# Situation:

- Many nursing programs have adopted healthcare employer Essential Functions as part of admission standards
- Questions remain about abilities of nursing students with disabilities to function safely in clinical settings
- There is a need to better understand Technical Standards in nursing education
- Diversity and inclusion efforts include varying abilities



# Background:

- [Rehabilitation Act of 1973](#)
- [1979 supreme court decision](#) ruled that individual with disabilities could be required to meet technical standards
- [1990 ADA](#) is passed
- Guidelines for Using Results of Functional Abilities Studies and Other Resources” (NCSBN, 1999)
  - [Validation study, 16 functional abilities](#)
  - Adopted by nursing programs as admission criteria
- [Rehabilitation Act, Section 504](#) defines:
  - Technical Standards – non-academic skills or experiences a student must have to complete the educational program
  - Essential Functions – specific to Employment
- 2006 removal of 1999 NCSBN Guidelines from website
- [2008 ADA AAA](#) – Amendment Act passed – 7% Rule



# Background:

- Over 25% of Americans have a disability
  - 5.9% hearing
  - 13.7% mobility
  - 10.8% cognition
  - 4.6% vision (CDC, 2020)
- Around 17% undergraduates have disability ([Zehner, 2018](#))
- Aging nursing workforce & shortage
  - [accommodations for aging](#)



# Assessment:

- Increased focus on diversity and inclusion brings to light value of nurses with disabilities
- Nursing programs may not understand Essential Functions for employment versus Technical Standards stated in Section 504
- Nursing programs should consider adopting Technical Standards that are not discriminatory
- An aging workforce in the time of shortage
- Technology & universal design



# Recommendation:

- Nursing education programs and nursing clinical practice need to work together to facilitate the education of nurses with disabilities by removing barriers related to clinical placement
- Nursing programs – Review Technical Standards for intent of Section 504
- Move focus from how (physical attributes) to what
- CNOs – How would your staff respond to a student with oxygen or a wheelchair?



# Resources:

- [Accommodation and Compliance Series by Disability](#)
- [ADA and Higher Education](#)
- [National Organization for Nurses with Disabilities](#)
- Video from NOND [Open the Door, Get 'Em a Locker: Educating Nursing Students with Disabilities](#)
- [White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs for the California Committee on Employment of People with Disabilities \(CCEPD\)](#)
- [Global commitments to disability inclusion in health professions](#)



# References:

1. Americans with Disabilities Act of 1990, 42 U.S.C. § 12101 (1990).
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4. National Council of State Boards of Nursing Practice & Education Committee (1999). Guidelines for using results of functional abilities studies and other resources. Chicago, IL: National Council of State Boards of Nursing.
5. Zehner, A. (2018). Campus climate for students with disabilities. In K. M. Soria (ed.), *Campus Climate at US Research Universities*, (pp.125-149). Switzerland: Palgrave Macmillan. [https://doi.org/10.1007/978-3-319-94836-2\\_6](https://doi.org/10.1007/978-3-319-94836-2_6)



# Questions & Next Steps:

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