

NURSING TECHNICAL AND PROFESSIONAL STANDARDS

The technical and professional standards for nursing are the non-academic skills including the physical, cognitive and behavioral standards required for satisfactory completion of the nursing program. These standards are not a requirement of admission into the program. However, individuals interested in applying for admission to the nursing program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the nursing program. The skills and abilities essential to provide safe and effective nursing care are varied and complex. The purpose of this document is to assure that the students who are interested in the nursing program know and understand the requirements, and can make informed decisions regarding the pursuit of this profession.

The following technical standards with examples of learning activities reflect the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program which has a comprehensive clinical component. Students admitted to the nursing program are expected to be able to complete curriculum requirements which include physical, cognitive and behavioral competencies that are essential to the functions of the entry level professional nurse. These competencies are considered to be the minimum and essential skills necessary to fulfill the role of nursing. These abilities are encountered in unique combinations in the provision of safe and effective nursing care. Satisfactory course/clinical evaluations and progression in the program are dependent on the student's ability to demonstrate the physical, cognitive and behavioral standards with or without reasonable accommodations.

Physical/Motor:

- Coordinate fine and gross motor movements.
- Coordinate hand/eye movements.
- Function with both hands free for performing psychomotor tasks.
- Maneuver in small areas.
- Attend to cognitive and psychomotor tasks for up to 7-12 hours.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Transfer patients/clients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering client to the floor.
- Perform cardiopulmonary resuscitation (CPR)
- Lift or move (turn, position) patients
- Reach to shoulder or higher level to place or access equipment such as intravenous fluid bags, bend or squat to access equipment below bed level.
- Carry equipment and supplies to the client bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications maintaining sterile technique.
- Complete assigned periods of clinical practice (7-12 hour shifts, days, evenings, or nights).

Physical/Sensory:

- Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.
- Collect information through observation, listening, touching, and smelling.
- Use and interpret information from physical assessments.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Detect changes in skin color or condition. (pale, ashen, gray, or bluish)
- Draw up a prescribed quantity of medication into a syringe.
- Detect sounds related to bodily functions using a stethoscope.
- Detect audible alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in patient care.

- Communicate with patient and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect changes in skin temperature.
- Detect anatomical abnormalities such as edema.
- Feel vibrations such as an arterial pulse.

Cognitive:

- Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
- Measure, calculate, reason, analyze and synthesize data.
- Problem-solve and think critically in order to apply knowledge and skill.
- Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
- Relay information in oral and written form effectively, accurately, reliably, and intelligibly to individuals and groups, using the English language.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Read and comprehend medical orders and patient information found in the medical record.
- Sequence or cluster data to determine patient needs.
- Analyze information in order to prioritize and implement nursing care.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Report verbally and in writing patient data to members of the healthcare team.
- Perform math computations for medication dosage calculations both with and without a calculator.

Behavioral:

- Demonstrate emotional stability to function effectively under stress and adapt to changing environments.
- Maintain effective, mature, and sensitive relationships with others.
- Examine and modify one's own behavior when it interferes with others or the learning environment.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, tolerance and responsibility and accountability for actions.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Exercise judgment
- Manage time appropriately to carry out the usual patient care assignment for a particular point in the program within the allotted clinical time
- Work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict if it arises; maintain effective and harmonious relationships with members of the healthcare team.

If a student determines that she or he is unable to do any of the skills listed and has a documented disability, then the student is responsible for contacting Disability Support Services at 443-412-2402 to discuss the need for reasonable accommodations. Reasonable accommodations to qualified students with a disability may include but are not limited to, academic adjustments or auxiliary aids. Accommodations that fundamentally alter the nature of the academic program or could jeopardize the health and safety of others are not considered reasonable accommodations. All information shared with Disability Support Services will be held in confidence.

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