



Performance Standards

These standards set forth cognitive, sensory, affective and psychomotor performance requirements for applicants to the nursing program as well as those enrolled in the program. These standards are required abilities and activities nursing students are expected to possess in order to perform essential functions required of the program. Applicants and students who cannot meet one or more of the standards will be considered on an individual basis in terms of whether reasonable modification/accommodation can be made. (Southern Regional Education Board [SREB]-The Americans with Disabilities Act: Implications for Nursing Education, 2015)

In order to successfully complete the nursing program, an applicant/student must be able to do the following:

1. Critical Thinking- ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation. Examples of Tasks (not all inclusive):
 - a. Prioritize information and identify cause-effect relationships in the clinical setting
 - b. Analyze assessment findings and use findings to plan and implement care
 - c. Evaluate plan of care and make revisions as appropriate
 - d. Make decisions using logic, creativity and reasoning to make sound clinical judgments based on standards of nursing care
 - e. Demonstrate arithmetic ability to correctly compute dosages, tell time, and use measuring tools
 - f. Managing multiple priorities
2. Professional Relationships- interpersonal skills sufficient for professional interactions with diverse population of individuals, families, and groups.

Examples of Tasks (not all inclusive):

- a. Respect differences among clients and exhibit an attitude accepting of clients as individuals
- b. Establish rapport in order to communicate effectively with clients, families, significant others, and health team members work effectively in small groups as a team member and a team leader

- c. Recognize crises and institute appropriate interventions to help resolve adverse situations
 - d. Peer accountability
3. Communication- Abilities sufficient to interact appropriately with individuals, families, and groups of people from a variety of backgrounds.
Examples of Tasks (not all inclusive):
 - a. Speak coherently to clients, families, and other staff members
 - b. Clearly explain treatment procedures and initiate health teaching for clients, families, or groups based on assessed needs, available resources, age, lifestyle, and cultural considerations
 - c. Provide clear, understandable written client documentation based upon proper use of the English language
 - d. Convey critical information to other caregivers through graphic, print, and/or electronic media in an accurate, timely, and comprehensible manner
 - e. Maintain therapeutic relationships with clients and colleagues
 - f. Respect the rights of others and socio-cultural differences in clients, families, and groups
4. Mobility/Activity Tolerance- Physical ability sufficient to move about on a nursing unit, clients' rooms, and provide nursing care.
Examples of Tasks (not all inclusive):
 - a. Physical mobility and strength sufficient to propel wheelchairs, stretchers, etc. through doorways and close fitting areas alone or with assistance
 - b. Stand, walk up to 75% of 8 to 12 hour shifts
 - c. Stoop, bend, squat, reach overhead as required to reach equipment and provide nursing care
 - d. Lift a minimum of 15 pounds of weight
 - e. Use correct body mechanics
 - f. Respond quickly in emergencies
 - g. Provide for activities of daily living (bed bath, oral hygiene, dressing, etc.)
 - h. Perform CPR satisfactorily and respond quickly in an emergency situation
5. Motor Skills- Gross and fine motor skills sufficient to respond promptly in providing safe and effective care.
Examples of Tasks (not all inclusive):
 - a. Demonstrate physical dexterity and coordination in delivery of care, treatment, and medications
 - b. Hold skin taut with one hand while inserting needle in skin or vein with other hand and perform other procedures requiring the use of 2 hands
 - c. Pick up, grasp, and effectively manipulate small objects such as dials, syringes, switches
 - d. Calibrate and use equipment
 - e. Maintain sterile technique when performing sterile procedure

- f. Perform CPR
6. Hearing- Auditory ability necessary to monitor and assess the client and the environment.
Examples of Tasks (not all inclusive):
 - a. Hear monitors, alarms, emergency signals, lung/heart sounds, bowel sounds, and cries for help, telephone, intercom interactions, and public address systems (codes)
 - b. Perceive and receive verbal communications from clients, families, and health team members
 7. Visual- Visual acuity necessary in the observation and assessment of the client and environment in providing nursing care.
Examples of Tasks (not all inclusive):
 - a. Read written words and information on paper and computer screens, small print, gauges, measuring cups, syringes, and other equipment
 - b. Discriminate colors; changes in color, size and continuity of body parts
 - c. Discriminate alterations in normal body activities such as breathing patterns and level of consciousness
 - d. Observe hazards in environment (water spills, safety rails, restraints) and harmful situations
 8. Tactile Sense- Tactile ability sufficient for physical assessment.
Examples of Tasks (not all inclusive):
 - a. Perform physical assessment: palpate pulses, feel for heat or cold, tap body surfaces
 9. Environmental- Ability to tolerate environmental stressor.
Examples of Tasks (not all inclusive):
 - a. Adapt to rotating shifts
 - b. Work with chemical compounds and tolerate exposure to odors, blood/body fluids
 - c. Gown, glove, and mask appropriately
 - d. Tolerate wearing gloves and other protective devices
 10. Accountability and Responsibility- Cognitive/emotional abilities necessary to demonstrate responsibility and accountability in providing safe nursing care.
 - a. Ability to understand and abide by legal and ethical standards
 - b. Shows a caring attitude toward others
 - c. Demonstrate an attitude of honesty and openness throughout the learning process
 - d. Ability to comprehend, understand, and abide by established policies and procedures
 - e. Ability to monitor own emotions
 - f. Be flexible and adaptive