



MURPHY DEMING COLLEGE OF HEALTH SCIENCES

School of Nursing Technical Standards

The faculty of the School of Nursing endorses the guidelines of the Southern Regional Education Board (SREB) Council for the Collegiate Education for Nursing Education¹ and adopts the following Technical Standards (Standards). The Standards are the essential eligibility requirements for the School of Nursing and set forth the crucial cognitive, sensory, affective, and psychomotor requirements that must be met throughout enrollment in an undergraduate or graduate program.

Each Standard lists examples of activities that nursing students are required to perform successfully to function in a variety of nursing roles safely, and the Standards are reflected in the course objectives for the undergraduate and graduate programs of study. Each student must be able to perform independently, with or without reasonable accommodations, each of the essential performance requirements as outlined in the Standards to fully participate in and complete an undergraduate or graduate nursing program. The examples provided are not exhaustive of all the activities nursing students must perform to meet the standards successfully.

Admission to the School of Nursing is not based on the Standards. Rather, the Standards assist applicants and students in determining whether accommodations are needed and constitute an objective measure for making informed decisions about whether they can meet the essential performance requirements for the School of Nursing. The ability to satisfy the critical performance requirements outlined in the Standards does not guarantee that the student who receives accommodations will meet licensure, certification, and/or employment requirements in the nursing profession or specialty upon graduation.

Mary Baldwin University, per the Americans with Disabilities Act and the University's guiding principles, provides classroom and academic accommodations to students with documented disabilities. Students are responsible for providing documentation of the Disability to the Office of Accessibility Services. Whether the requested accommodation is reasonable will be determined individually in consultation with the Office of Accessibility Services and Faculty.

¹Southern Regional Education Board. (2008). Americans with Disabilities Act: Revised Implications for Nursing Education Programs. Retrieved July 20, 2021 from [The Americans with Disabilities Act - Southern Regional Education Board \(sreb.org\)](https://www.sreb.org/)

<p>Standards</p>	<p>Essential Performance Requirements:</p> <p>The student is required to successfully perform the following activities in order to safely function in a variety of nursing roles and to participate in and successfully complete and undergraduate or graduate nursing program.</p>	<p>Examples:</p> <p>(This list is not all-inclusive):</p>
<p>Interpersonal, Behavioral, and Emotional Attributes</p>	<p>Demonstrate interpersonal skills, professional behaviors, and emotional health required for full utilization of the student's intellectual abilities, the exercise of good judgment, the timely completion of all responsibilities in the classroom and clinical settings, safe patient care, and the development of mature, sensitive, and effective relationships with patients and other members of the health care team.</p>	<p>The student must accept the role of adult learner functioning under supervision in the classroom and clinical practicum settings and must seek assistance when appropriate.</p> <p>The student must establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.</p> <p>The student must demonstrate emotional and mental stability, flexibility, integrity, motivation, self-direction, accountability, compassion, caring, empathy, and effective interpersonal behaviors in the classroom and in the delivery of safe patient care in a variety of clinical settings.</p> <p>The student must be able to function effectively under stress, manage time, adapt to changing environments, display</p>

		<p>flexibility, accept and integrate constructive criticism given in the classroom and clinical settings, effectively interact in the clinical setting with other members of the healthcare team, and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.</p> <p>The student must be able to effectively collaborate with patients and other team members of the healthcare team and to project a positive image of the nursing profession.</p>
<p>Communication</p>	<p>Demonstrate the ability to receive information from and send the information to others using standard English in verbal, nonverbal, written and electronic formats.</p>	<p>The student must have the ability to elicit information, to communicate accurately, rapidly, and clearly with patient's, patients' families, and members of the work team, to describe observations, and to perceive nonverbal communications from patients and others.</p> <p>The student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in healthcare settings where written and electronic medical records, verbal presentations, and patient counseling and instruction and instruction</p>

		<p>are integral to effective medical practice and patient care.</p> <p>The student must communicate effectively verbally, nonverbally, electronically, and in writing with instructors and other students in the classroom.</p> <p>The student must explain treatments and procedures, document and interpret nursing actions and patient responses, and effectively communicate with faculty and other healthcare team members in a legible, concise, accurate, timely, and professional manner.</p>
<p>Mobility and Motor Skills</p>	<p>Demonstrate mobility, physical health stamina, coordinated gross and fine motor abilities, and manual dexterity required to provide safe and effective care for prolonged periods of time, to move around the physical environment, to maneuver in small spaces, and to perform complex technical skills.</p>	<p>The student must perform gross and fine motor movements with sufficient coordination to perform complete physical examinations using the techniques of inspection, palpation, percussion, vibration, and auscultation, and any other diagnostic maneuvers.</p> <p>The student must use upper and lower body strength as required to safely and timely move and position patients and equipment as needed, to operate complex equipment and instruments, and to perform patient care and complex procedures for prolonged periods of time.</p> <p>The student must develop the psychomotor skills needed to safely perform or assist with procedures, treatments, and the administration of medications using a variety of routes and techniques as required.</p>

		<p>The student must develop the psychomotor skills needed to manage and operate diagnostic safely and therapeutic medical equipment required for patients' general and emergent care.</p> <p>The student must maintain consciousness and equilibrium, postural control, neuromuscular control, and eye-to-hand coordination as required for satisfactory and safe performance in classroom and clinical settings.</p> <p>The student must maintain physical and mental stamina to meet the demands associated with extended periods of sitting, standings, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings. The student must use coordinated mobility to move in and about patient rooms, work spaces, and treatment areas, to administer CPR procedures, to move, lift, position and transport patients without causing harm, undue pain or discomfort to self or patient, to transport and use a variety of equipment in a safe and timely manner, to calibrate, use, and manipulate instruments and equipment in a safe, timely, and effective manner.</p>
Sensory Perception and Observation	Demonstrate functional use of the senses of vision, touch, hearing, taste, and smell and the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement.	<p>The student must interpret, integrate, analyze, and synthesize data from the senses consistently and accurately to gather significant information needed to evaluate patients and interventions effectively.</p> <p>The student must see both close and distant visual information, discern three-dimensional and spatial relationships; visually interpret</p>

		<p>electronic monitor data; hear high and low pitched sounds; make accurate auditory interpretations of electronic monitor sounds and alarms, emergency signals, cries for help, soft sounds, and the spoken word; smell noxious fumes and distinguish specific smells; assess changes in color, texture, and temperature; perform health assessment and physical examination techniques such as percussion, palpation, vibration, and auscultation; and observe patients' physical and emotional responses.</p>
<p>Critical Thinking, Cognitive, and Intellectual Capacities</p>	<p>Demonstrate the intellectual and cognitive ability to gather, comprehend, assimilate, organize, analyze, synthesize, integrate, and apply information, concepts, and theories necessary for problem solving, decision making, and sound clinical judgement in the classroom setting and the delivery of patient care.</p>	<p>The student must recognize relationships between concepts and phenomena in the classroom setting and in the delivery of safe patient care.</p> <p>The student must develop, implement, prioritize, and evaluate plans of care for a variety in an array of clinical settings.</p> <p>The student must develop and refine skills necessary for problem-solving and safe patient care, such as the skills required to identify cause and effect relationships, to comprehend three- dimensional relationships, to understand the spatial relationships of structures, to measure, calculate, reason, analyze, and synthesize objective and subjective data, to make timely decisions that reflect consistent and thoughtful deliberation and sound clinical judgement, to organize information and prioritize actions.</p> <p>The student must read and comprehend medical literature and maintain current knowledge related to nursing practice.</p>

		<p>The student must incorporate new information from peers, teachers, and the medical literature to formulate sound judgment in patient assessment and diagnostic and therapeutic planning.</p> <p>The student must understand, synthesize, and interpret complex data and information related to patient care.</p> <p>The student must quickly and accurately understand and interpret complex information from multiple sources.</p> <p>The student must learn, integrate, and apply new information.</p> <p>The student must safely and timely perform multiple tasks as needed. The student must focus, engage, and attend to a specific task for prolonged periods of time without being easily distracted. The student must focus in the midst of heightened external sensory stimuli. The student must safely and timely complete tasks.</p> <p>The student must participate in classroom discussions, seminars, and clinical conferences with faculty, peers, and other health professionals.</p> <p>The student must transfer information learned in the classroom to the clinical setting.</p> <p>The student must successfully complete all assignments in a professional and timely manner, including oral, electronic, written, and skills-based examinations.</p>
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<p>Ethical and Legal</p>	<p>Demonstrate the ability to practice within legal, ethical, and regulatory frameworks of the profession and to uphold honesty and personal integrity while carrying out activities in the classroom and clinical settings.</p>	<p>The student must adhere to the professional standards of nursing practice at all times, which includes, but is not limited to, applicable laws, rules, policies, standards, and guidelines governing professional nursing practice.</p> <p>The student must act as a patient advocate at all times when planning and implementing care.</p> <p>The student must report unethical or dangerous behavior that could affect the patient or the community.</p> <p>The student must refrain from plagiarism, cheating on exams, withholding required information, disclosing unauthorized information, or falsifying documents.</p>
<p>Technology Utilization</p>	<p>Demonstrate the ability to utilize technology for the purpose of scientific inquiry, documentation of healthcare data, and the delivery of safe patient care.</p>	<p>The student must conduct web-based searches for the purpose of scholarly inquiry aimed at improving or delivering safe patient care.</p> <p>The student must access, participate in, and successfully complete web-based assignments.</p> <p>The student must timely and accurately access, document, and communicate health information using electronic health information technology systems.</p> <p>The student must safely apply therapeutic and diagnostic technology as required for the delivery of safe and effective patient care.</p>

Mary Baldwin University
Murphy Deming College of Health Sciences
School of Nursing

Technical Standards Receipt and Acknowledgment

I, _____, acknowledge that I have received and read a copy of the School of Nursing's Technical Standards.

I understand:

A student must be able to perform independently, with or without reasonable Accommodations, each of the essential performance requirements as stated in the Mary Baldwin School of Nursing's Technical Standards to safely function in a variety of nursing roles and to fully participate in and complete an undergraduate or graduate nursing program.

The decision on whether a requested accommodation is reasonable will be made by an individual in consultation with the Office of Accessibility Services and Faculty. The ability to meet the essential performance requirements stated in the School of Nursing's Technical Standards does not guarantee that a student who receives an accommodation will satisfy the requirements for licensure, certification, and/or employment in the nursing profession or specialty upon graduation.

Signature _____

Print Name: _____

Date: _____