

"Essential Qualifications of Candidates for Undergraduate Admission and Progression"

Successful completion of this baccalaureate nursing program has prepared graduates for the RN licensure exam and practice as registered nurses. The education of nursing students entails an assimilation of knowledge, clinical skill expertise, and critical thinking abilities relying and depending upon acquired judgement. These abilities are developed by the variety of learning opportunities throughout the nursing curriculum.

During this course of study, students interact closely with peers, clients, faculty and other health professionals. They practice in a variety of situations, which involve a unique combination of cognitive, psychomotor, sensory, physical and social abilities to adequately perform the required duties.

In order to complete this rigorous course of study, and to practice effectively and competently as a professional baccalaureate-prepared nurse, one must demonstrate competence in many areas. Therefore, certain essential abilities are necessary of the candidate for admission into the nursing major. These include, but are not limited to:

Gross Motor Skills

- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., hang an IV bag)
- Reach below waist (e.g., plug electrical equipment into wall outlets)

Fine Motor Skills

- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, needle cover)
- Write with pen or pencil
- Key/type (e.g., word process)
- Pinch/pick/work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., use an eye dropper)

Physical Endurance

- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., perform CPR)
- Maintain physical tolerance (e.g., work entire shift)

Physical Strength

- Push and pull 25 pounds (e.g., position a client)
- Support 25 pounds of weight (e.g., ambulate a client)
- Lift 25 pounds (e.g., pick up a child, transfer a client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 50 pounds (e.g., carts, equipment)
- Defend self against combative client
- Carry equipment/supplies
- Use upper body strength (e.g., perform CPR, physically restrain a client)
- Squeeze with hands (e.g., operate fire extinguisher, use ambu bag)

Mobility

- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., physically respond to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

Hearing

- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., heart & lung sounds, BP, assess placement of tubes)
- Hear in situations when not able to read lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells, infusion pumps)

Visual

- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, body fluids)
- Distinguish color intensity (e.g., flushed skin, skin paleness)

Tactile

- Feel vibrations (e.g., palpate pulses)
- Detect temperature (e.g., skin, solutions)
- Feel differences in surface characteristics (e.g., skin turgor, rashes)
- Feel differences in sizes, shapes (e.g., palpate veins, identify body landmarks)
- Detect environmental temperatures (e.g., check for drafts)

Smell

- Detect odors from client (e.g., foul smelling drainage, alcohol breath)
- Detect smoke
- Detect gases or noxious smells

Reading

- Read and understand written documents (e.g., policies, protocols)

Arithmetic Competence

- Read and understand columns of writing (e.g., flow sheets, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Tell time (e.g., military and standard)
- Measure time (e.g., count duration of contractions)
- Count rates (e.g., drips/minute and pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales)
- Add, subtract, multiply, and/or divide whole numbers
- Compute fractions (e.g., medication dosages)
- Use a calculator
- Write numbers in records

Emotional Stability

- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing, environment/stress
- Deal with the unexpected (e.g., change in client's status, crisis)
- Focus attention on task
- Monitor own emotions
- Perform multiple responsibilities concurrently
- Handle strong emotions (e.g., joy, grief)

Analytical Thinking

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long term memory
- Use short term memory

Critical Thinking

- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills

- Negotiate interpersonal conflict
- Respect differences in clients
- Establish rapport with clients
- Establish rapport with co-workers

Communication Skills

- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report on client's condition to others)
- Interact with others (e.g., health care workers)
- Speak on the telephone
- Influence people
- Direct activities of others
- Convey information through writing (e.g., progress notes)
- Listen
- Demonstrate a passing score on the Test of English as a Foreign Language (TOEFL) and the International English Language Testing System (IELTS) to meet the requirements of Minnesota Statute 148.211. (Pertains to International Students)

Source: National Council of State Boards of Nursing Inc. The entire document can be accessed in the Nursing Resource Center at <http://www.ncsbn.org>. 1-312-787-6555.

Reasonable Accommodations for Disabilities

1. Upon admission, a student who seeks accommodations in regards to a disability must disclose the disability on the health form and identify any essential qualifications the student is not able to perform.
2. A candidate must be able to perform all essential functions of the student nurse either with or without reasonable accommodations. This may be tested by a formal "Functional Capabilities Assessment," however all costs of this assessment are incurred by the student regardless of outcome.
3. It is the student's responsibility to be aware of and comply with the campus policies specific to accommodation of student's with disabilities. These are defined in the Concordia College Student Handbook.