

Accelerated Nursing Program

Technical Standards



In accordance with the Americans with Disabilities Act, Concordia College and the Nursing Program are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. The Nursing Program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program.

Becoming a nurse requires the completion of a professional education program that is rigorous - both physically and intellectually. The curriculum requires students to engage in diverse and complex experiences essential to the acquisition and practice of essential nursing skills and functions. In addition, the educational program requires assimilation of knowledge, acquisition of skills and development of judgement and critical thinking abilities through client care experiences. The achievement of these skills and functions are necessary for the graduate nurse to provide safe, effective, competent, and compassionate care.

The faculty have determined that certain technical standards are requisite for admission, progression and successful completion of the nursing program. Therefore, a student interested in enrolling in the nursing program should be able to fully perform the technical standards essential for the completion of the nursing program. This list is illustrative only and is not a comprehensive inventory of all functions and tasks that may need to be performed. Students who seek accommodations prior to or immediately after enrolling in the nursing program must also request an assessment for the types of reasonable accommodations needed for the classroom and clinical components of the nursing program. If limitations in abilities are identified, the student is responsible for consulting with a qualified health care provider for further evaluation. If a limitation is verified by the health care provider, the student must present the suggested accommodations in writing to the Nursing Department Chair for consideration. In consultation with the Director of Counseling and Disability Services, the Nursing Department faculty will determine which accommodations are reasonable, available and appropriate.

Resources |

AACN. *The Essentials of Baccalaureate Education for Professional Nursing Practice*, American Association of Colleges of Nursing (AACN), Editor 2008: Washington, DC

Marks, B, & Ailey, S. (2014). *White Paper on Inclusion of Students with Disabilities in Nursing Education Programs and Technical Standards for the California Committee on Employment of People with Disabilities (CCEPD)*. Retrieved from <http://www.aacnursing.org/Portals/42/AcademicNursing/Tool%20Kits/Student-Disabilities-White-Paper.pdf?ver=2017-05-17-153941-627>

Requirement	Standards	Examples
Acquiring fundamental knowledge	<ol style="list-style-type: none"> Ability to learn in the classroom and clinical settings Ability to find reputable sources of knowledge and acquire the knowledge Ability to use creative and adaptive thinking 	<ul style="list-style-type: none"> Acquire, conceptualize and use evidence-based information from demonstrations and experiences, including but not limited to lecture, group seminars, small group activities and physical demonstrations Develop solutions and responses beyond rote or rule-based Use long and short-term memory Effectively read, write, comprehend, and speak the English language
Developing communication skills	<ol style="list-style-type: none"> Use of professional communication abilities for sensitive and effective interactions with others, including but not limited to clients, families, faculty, colleagues, communities, and health care team members. Ability to make sense of the information gathered from communication Ability to use social intelligence 	<ul style="list-style-type: none"> Accurately elicit and interpret information from a variety of sources to adequately and accurately evaluate a situation Accurately convey information and interpretation of information using more than one means of communication to others Accurately interpret verbal and non-verbal communication with others Effectively communicate with sensitivity with other students, faculty, clients, families and health team members Accept and integrate constructive criticism in the classroom and clinical settings Develop mature and effective relationships with others Establish trust and rapport with others Use appropriate grammar, vocabulary and syntax Initiate and evaluate health teaching Demonstrate accurate nursing documentation

Requirement	Standards	Examples
Interpreting data	<ol style="list-style-type: none"> 1. Ability to make accurate observations of client conditions and responses to the health status and illness condition 2. Ability to assess and monitor health needs 3. Ability to process information from tactile, auditory, visual, and gustatory sources 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment techniques such as assessing respiratory and cardiac/circulatory function, neurological status, etc. • Obtain and interpret information from diagnostic studies • Obtain and interpret information from the client and their environment • Hear high/low frequency verbal calls for assistance, alarms of equipment and overhead warning and pages • Hear auscultatory sounds using diagnostic equipment such as a stethoscope • Hear in situations not able to read lips (when wearing a mask) • Communicate over the telephone • See drainage on dressings and in collective devices and note characteristics of body fluids including odors, visual characteristics up to 20 inches away • Observe and interpret client behavior at a distance of 20 feet away and close at hand (up to 20 inches away) • Utilize depth perception (e.g. injections and assessments) • Read for prolonged periods of time either hardcopy or on computer screen with font as small as 6 point • Ability to detect smoke and odors
Integrating knowledge to establish clinical judgement	<ol style="list-style-type: none"> 1. Critical thinking, problem solving and decision making ability necessary to care for clients, families, and communities 2. Intellectual and conceptual abilities to accomplish program competencies 	<ul style="list-style-type: none"> • Complete or interpret an assessment of a client, family and/or community and develop, implement, evaluate and reformulate the plan of care • Literacy in and ability to understand concepts across disciplines • Identify cause and effect relationships with clinical data • Perform math calculations requisite to safe dosage calculations and medication administration • Read, synthesize, analyze, evaluate, and integrate materials in the classroom and the clinical setting
Incorporating appropriate professional behaviors	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability and motivation 2. Acquire interpersonal skills for professional interactions with others 3. Acquire the skills necessary for promoting change for quality health care 	<ul style="list-style-type: none"> • Maintain effective relationships with others, including clients, families and health team members • Make appropriate judgements for safe and quality care • Function effectively under stress and adapt to changing environments • Prioritize competing demands in the classroom and clinical settings • Demonstrate professionalism in interactions with others • Deliver compassionate care to all client populations • Demonstrate integrity, honesty, responsibility and tolerance • Work productively • Exhibit empathy for the situations and circumstances of others
Providing safe and effective nursing care	<ol style="list-style-type: none"> 1. Ability to physically respond to client care needs 2. Provide safe and effective nursing care 3. Ability to use gross and fine motor skills 4. Ability to demonstrate eye-to-hand coordination 	<ul style="list-style-type: none"> • Demonstrate endurance to provide effective and safe nursing care • Function in an emergency situation without hindering the ability of other members of the health care team to provide prompt care • Safely assist a client in turning, moving, or standing without injury to client or self • Reach across a chair or a bed • Calibrate and use health care equipment below the knee, at waist or chest and above one's shoulders • Perform nursing interventions (treatments and procedures) without extraneous movement, contamination or destruction of a sterile field • Use hands, wrists and arms to apply pressure up to 10 pounds to bleeding sites or when performing CPR or ambuing • Perform bimanual palpation • Assess texture and vibration of skin surface characteristics, shape and size. • Detect temperature of client and environment • Sit, stand, stoop, squat and move about in confined client environments • Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment • Prepare and administer medications including correct use of small calibrated syringes • Grasp or squeeze with pincher action small items including medications or bulb syringe • Defend self against a combative client