

## ***PHYSICAL AND COGNITIVE EXPECTATIONS OF A STUDENT NURSE***

Nursing is a discipline where cognitive, sensory, affective, and psychomotor performance is required. For the purposes of nursing program compliance with the 1990 Americans with Disability Act, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements and the Physical and Emotional Standards\* for participation in the nursing programs.

If the student or faculty member believes that the student cannot meet nursing program requirements without accommodations or modifications, the nursing faculty, in consultation with the college disability director, will determine on an individual basis, whether or not the necessary accommodations can be reasonably made.

*\*Standards developed by the Board of Directors of the Southern Council on Collegiate Education for Nursing in association with the N.C. Conference of Associate Degree Nursing Directors and the N.C. Community College System staff.*

### ***Legal Limitations of Licensure***

*Nursing applicants should be aware that the application for licensure at the completion of the program might be denied or restricted by the North Carolina Board of Nursing for the following reasons:*

- The student practiced fraud or deceit in attempting to procure a license to practice nursing.
- The student has been convicted of a misdemeanor/felony (excluding minor traffic violations).
- The student is mentally or physically incompetent or uses any drug that interferes with ability to practice nursing.
- The student engages in conduct, which endangers the public health.

### **Technical Standards (Functional Abilities Essential for Nursing Practice)**

The purpose of the CCC&TI Associate Degree Nurse Program is to educate graduates who meet program outcomes while providing safe, effective client care as outlined by the definition of nursing provided in the North Carolina Nurse Practice Act (August, 2009). Students will receive classroom and clinical instruction in multiple areas of nursing (Medical/Surgical, Maternal/ Child, Pediatrics, Mental Health, etc.) and will be required to assimilate knowledge, skill acquisition, and development of nursing judgment as they demonstrate competency in each area of nursing.

To effectively provide safe and effective client care, the student must be able to demonstrate, with or without reasonable accommodation, certain abilities in order to satisfactorily complete aspects of the program curriculum and clinical agency requirements. These abilities include physical, cognitive, and behavioral attributes. Admission, progression, and completion of the ADN program are contingent upon one's ability to satisfactorily demonstrate these essential nursing functions.

The following essential functions/standards are deemed necessary by the CCC&TI ADN Program in order to provide safe and effective nursing care. The ADN Program reserves the right to amend these essential functions as deemed necessary according to changes in clinical agency or the North Carolina Board of Nursing guidelines. If a student or applicant feels that these standards cannot be met without accommodations or modifications, the college must determine on an individual basis, whether the necessary accommodations can be reasonably made. Requests for accommodations should be directed to Disability Services at:

Caldwell Campus Disability Services  
Telephone: 828-726-2746

Watauga Campus Disability Services  
Telephone: 828-297-3811 ext. 5263

**Technical Standards  
(Functional Abilities Essential for Nursing Practice)**

Functional Ability	Standard	Examples of Required Activities
<b>Observational Skills</b>		
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care	<input type="checkbox"/> See objects near and up to 20 feet away <input type="checkbox"/> Read and interpret the electronic medical record and/or associated paper medical records <input type="checkbox"/> Visual acuity to accurately read calibrations on 1 mL syringes, equipment, and fluid collection devices <input type="checkbox"/> Assess and discriminate changes in skin color (cyanosis, pallor, etc.)
Hearing	Auditory ability sufficient for physical monitoring and assessment of client health care needs	<input type="checkbox"/> Hear normal speaking level sounds <input type="checkbox"/> Hear auscultated sounds <input type="checkbox"/> Hear auditory alarms (monitors, fire alarms, call bells, etc.) <input type="checkbox"/> Hear cries for help
Smell	Olfactory ability sufficient to detect significant environmental and client odors	<input type="checkbox"/> Detect odors from client (foul smelling drainage, alcohol breath, etc.) <input type="checkbox"/> Detect smoke <input type="checkbox"/> Detect gases and noxious smells (spoiled food)
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs	<input type="checkbox"/> Feel vibrations (pulses) <input type="checkbox"/> Feel/discern differences in surface characteristics (skin turgor, rashes, etc.) <input type="checkbox"/> Feel/discern differences in sizes, shapes (identify anatomical landmarks) <input type="checkbox"/> Detect changes in skin temperature <input type="checkbox"/> Detect unsafe temperature levels in heat-producing devices in client care (water, heating pads, etc.) <input type="checkbox"/> Detect anatomical abnormalities such as subcutaneous crepitus, edema, etc.) <input type="checkbox"/> Palpate veins for cannulation
<b>Communication</b>		
Communication	Communication skills sufficient to communicate in oral and written English with accuracy, clarity, and efficiency with clients, families, other members of the health care team, peers, and instructors. Skills include non-verbal communication such as interpreting facial expressions, affect, and body language	<input type="checkbox"/> Effectively engage in two-way communication, both verbally and in writing in order to give/follow verbal directions, participate in health care team discussions related to client care, and convey information to clients, families, and other members of the health care team for teaching and counseling purposes <input type="checkbox"/> Convey client information in an accurate, effective, and timely manner <input type="checkbox"/> Elicit and record information related to health history, current health status, and responses to treatment from clients or family members

		<input type="checkbox"/> Recognize and record critical client information to appropriate caregivers <input type="checkbox"/> Discern and interpret nonverbal Communication
<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
<b>Motor Function</b>		
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective client care activities	<input type="checkbox"/> Move within confined spaces such as treatment rooms or operating suite without contaminating or disrupting client care areas <input type="checkbox"/> Assist with safe turning and lifting of clients <input type="checkbox"/> Administer CPR and maintain current certification
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	<input type="checkbox"/> Pick up, safely grasp, and manipulate small objects with fingers such as syringes, vials, medications, etc. <input type="checkbox"/> Perform skills with small diameter catheters such as tracheostomy suctioning, urinary catheter and enteral tube insertion
<b>Physical Abilities</b>		
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to a 12-hour clinical shift while standing, sitting, moving, lifting, and bending to safely perform client care activities	<input type="checkbox"/> Walk/stand for extended periods of time <input type="checkbox"/> Safely turn, position, and transfer clients <input type="checkbox"/> Manually resuscitate clients in emergency situations
Physical Strength	Physical strength sufficient to perform full range of required client care activities	<input type="checkbox"/> Push and pull objects > 100 pounds <input type="checkbox"/> Frequently lift/move objects weighing a minimum of 35-50 pounds <input type="checkbox"/> Manually resuscitate clients in emergency situations
Mobility	Physical mobility sufficient to: <ul style="list-style-type: none"> <li>a. move from room to room and maneuver in small spaces;</li> <li>b. safely engage in full range of motion to bend/ twist, stoop/ squat, reach above shoulders and below waist;</li> <li>c. move quickly in emergency situations;</li> <li>d. have manual and finger dexterity along with appropriate hand-eye coordination to perform nursing activities</li> </ul>	<input type="checkbox"/> Move around in work area and treatment areas <input type="checkbox"/> Position oneself in the environment to render care without obstructing the position of other team members or equipment <input type="checkbox"/> Safely control the fall of a client by slowly lowering the client <input type="checkbox"/> Safely transfer, position, and ambulate clients using appropriate assistive devices
<b>Behavioral and Social</b>		

Flexibility	Adapt to Nursing Department course scheduling policies	<input type="checkbox"/> Available to work the hours of an assigned schedule which could include any shift and day of the week <input type="checkbox"/> Adapt to changes/requests for change to schedule based on clinical agency needs
<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility/accountability for own actions	<input type="checkbox"/> Safely and effectively performs nursing care and adapts appropriately during multiple interruptions and rapidly changing environments <input type="checkbox"/> Safely and effectively handles multiple tasks concurrently <input type="checkbox"/> Demonstrates prompt and safe completion of all client care responsibilities <input type="checkbox"/> Demonstrates emotional skills to remain calm and maintain professional decorum in emergency/stressful situations <input type="checkbox"/> Does not pose a threat to self of others <input type="checkbox"/> Demonstrate a mentally healthy attitude that is age appropriate in relationship to the client and environment <input type="checkbox"/> Anticipate and intervene in situations which may compromise safety <input type="checkbox"/> Perform assigned responsibilities without negative influences of chemicals, both prescription and non-prescription
Professional Attitudes and Inter-Personal Skills	Professional and Interpersonal skills sufficient to: a. present professional appearance and demeanor; b. demonstrate ability to communicate with clients/families, supervisors/instructors, and co-workers/peers to achieve a positive and safe work environment; c. follow instructions and safety protocols;	<input type="checkbox"/> Establish rapport with clients, instructors, and colleagues <input type="checkbox"/> Respect and care for persons whose appearance, condition, beliefs, and values may be in conflict with personal beliefs/values <input type="checkbox"/> Convey a caring, respectful, sensitive, tactful, compassionate, empathetic, and tolerant attitude toward others <input type="checkbox"/> Deliver nursing care regardless of client race, ethnicity, age, gender, religion, sexual orientation, or diagnosis <input type="checkbox"/> Conduct self in a composed, respectful manner in all situations and with all persons

	d. display honesty and integrity beyond reproach	<input type="checkbox"/> Work effectively with teams and work groups, both in groups and independently <input type="checkbox"/> Establish and maintain therapeutic boundaries
		<input type="checkbox"/> Exhibit ethical behaviors and exercise correct judgment <input type="checkbox"/> Seek supervision and consultation in a timely manner <input type="checkbox"/> Report promptly to clinical and remain on the unit for the entire allotted time <input type="checkbox"/> Perform nursing care in an appropriate time frame
<b>Functional Ability</b>	<b>Standard</b>	<b>Examples of Required Activities</b>
Intellectual, Conceptual, and Quantitative Abilities		
Cognitive/Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to read, write, and comprehend documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis	<input type="checkbox"/> Calculate appropriate medication dosage given specific client parameters <input type="checkbox"/> Collect, analyze and synthesize data necessary to develop an appropriate client plan of care and make informed clinical judgments <input type="checkbox"/> Collect data, prioritize needs and anticipate reactions <input type="checkbox"/> Transfer knowledge from one situation to another <input type="checkbox"/> Accurately process information on medication containers, providers orders, equipment calibrations, policy and procedure manuals, and medical records
Conceptual/Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships	<input type="checkbox"/> Comprehend spatial relationships in order to properly administer injections, start intravenous lines, and assess wound of varying depths
Clinical Reasoning	Ability to reason across time about a client's changing condition	<input type="checkbox"/> Evaluate client or instrument responses, synthesize data, and draw sound conclusions based on evidence/data