

## **Roberts Wesleyan College School of Nursing - Technical Standards Policy and Procedure**

Rationale: The faculty provides the following policy and procedure to identify the skills required to complete the appropriate level of nursing. All individuals who study in any nursing program at Roberts Wesleyan College must be able to meet both the academic and technical standards, with or without reasonable accommodations. While it is understood that students continually develop their abilities, these standards are crucial to the student's success. Psychomotor competencies are subject to change at any time. The faculty believes that individuals with disabilities, as defined by the Americans with Disabilities Act, may be able to study and practice nursing using reasonable accommodations. For further information regarding services and resources for students with disabilities and/or to request accommodations, please contact the Coordinator of Services for Students with Disabilities in the Learning Center (585-594-6270).

Policy and procedure: All students seeking admission to any nursing program will review the technical standards and sign the agreement form. The signed Technical Standards Agreement Form is part of the set of documents required before your admission to any nursing program.

If you have questions about the accommodation process at Roberts Wesleyan College, you can contact the Coordinator of Services for Students with Disabilities at (585) 594- 6494.

### **Technical Standards**

#### **Sensory and Observation**

Students must be able to acquire information presented through demonstrations and experiences in the basic and behavioral sciences. Observation includes visual, auditory, and tactical abilities. Students are required to

- have sufficient use of senses to perform a physical examination directly.
- be able to interpret visual cues in patients accurately, acquire information from presentations, demonstrations, and observations, images, papers, videos, films, slides, and other media.
- be able to interpret verbal communication to identify and respond to a patient's health status.
- be able to interpret verbal communication to provide care in collaboration with other providers.
- be able to perform inspection, palpation, percussion, and auscultation.

#### **Communication**

Students are required to communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals verbally and in writing. Students are required to comprehend and communicate information on the patient's status with accuracy and in a timely manner to the patient and their families and members of the healthcare team. This may also rely on the student's ability to promptly make a correct judgment in seeking supervision and/or consultation. Requirements include the ability to:

- communicate verbally and in writing with maximum accuracy, clarity, efficiency, and effectiveness.

- convey or exchange accurate information in a clear and efficient manner that permits the development of health history, problem identification, explanation of alternative solutions, and provision of health education and directions during treatment and post-treatment.
- perceive and interpret nonverbal communication.

## **Cognitive**

Students need the ability to measure, calculate, reason, analyze, integrate, synthesize, and problem solve in the context of their level of practice. Students need to be able to evaluate and apply information and engage in critical thinking in the classroom and clinical settings. Students are expected to be able to access and seek support where appropriate and apply constructive feedback by adopting appropriate modifications in their behavior. Cognitive requirements include the ability to:

- demonstrate intellectual, cognitive, and conceptual abilities to provide safe patient care.
- read and comprehend written material in a timely manner.
- learn to analyze, synthesize, problem-solve, and reach diagnostic and therapeutic judgments.
- respond to precise, quick, and appropriate action in emergencies.
- learn routine laboratory tests, diagnostic, and therapeutic procedures.

## **Behavioral and Emotional**

Students need to possess the qualities, skills, and experience necessary for effective relationships in diverse academic, cultural, and work/study environments. This includes emotional health as required to exercise sound judgment and fully utilize intellectual abilities. Emotional stability is required to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. Students need to understand that their values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others and use that knowledge in interpersonal communications. Students must be willing and able to examine and change their behavior when it interferes with productive individual or team relationships. Behavioral skills include the ability to:

- relate reasonably to patients and establish a sensitive, professional, and effective relationship with patients.
- create and maintain mature, sensitive, and effective relationships with patients, other students, faculty, staff, and other professionals under all circumstances, including highly stressful situations.
- complete all responsibilities attendant to the diagnosis and care of patients, families, and populations.
- communicate the results of the examination to the patient and to their colleagues with accuracy, clarity, and efficiency.
- display flexibility and function in environments inherent with uncertainties in clinical problems and situations.
- consistently provide care to patients in rapidly changing, stressful, and demanding environments.
- exhibit emotional stability that enables full utilization of abilities to engage in safe care to patients and participate effectively with peers, faculty, and other health care professionals.
- demonstrate compassion, integrity, concern for others, and effective interpersonal skills.

## Professional Conduct

Attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, respect, accountability, and tolerance are required. Students are expected to have the ability to work collaboratively with all members of an interprofessional healthcare team. Reasoning and ethical practice are requirements of students. Students are required to learn and abide by the professional standards of practice defined by the discipline. It is essential for students to

- be able to engage in patient care delivery in all settings to patients with various medical conditions; to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally challenged persons, medically compromised patients, and vulnerable adults.
- display good judgment in the assessment and treatment of patients.
- be able to display accurate judgment in the assessment and treatment of patients. This includes the ability to recognize limitations in their knowledge, skills, and abilities and to seek appropriate assistance as indicated.

## Psychomotor Skills

Students must be able to attend to psychomotor tasks at the appropriate level per course and program outcomes and competencies for all assigned periods of the lab and clinical practice.

- Students are expected to provide safe patient care while meeting expected time frames.
- Students are expected to meet the physical demands of providing care.
- Students are required to have sufficient gross and fine motor abilities to provide appropriate and effective care.
- Students are expected to perform specific procedures and interventions to provide safe and effective care.
- Students are expected to integrate strategies and safety practices to reduce the risk of harm to patients, themselves, and others.

## Signature Page

*I hereby attest that I have read and understand the technical standards necessary for successful program completion. I further attest that I am able to meet these technical standards, with or without reasonable accommodations, consistent with the Americans with Disabilities Act Amendment (ADAA 2008).*

*Sign here:*

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*Student signature*

*Date*