

Core Performance Standards

| Issue | Standard | Examples of necessary activities (not all-inclusive) |
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| Critical thinking | Critical-thinking ability sufficient for clinical judgment | Identify cause/effect relationships in clinical situations, develop nursing care plans, and calculate medication dosages and IV solution rates |
| Interpersonal | Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds | Establish rapport with patients/clients and colleagues |
| Communication | Communication abilities sufficient for verbal and written interaction with others | Explain treatment procedures, initiate health teaching, and document and interpret nursing actions and patient/client responses |
| Mobility | Physical abilities sufficient for movement from room to room and in small spaces | Move independently in and around patient care areas, work spaces and treatment areas, stand for prolonged hours, administer cardiopulmonary procedures |
| Motor skills | Gross and fine motor abilities sufficient for providing safe, effective nursing care | Calibrate and use equipment; position patients/clients, open and close containers, manipulate small objects |
| Hearing | Auditory ability sufficient for accurately monitoring and assessing health needs | Hear monitor alarms, emergency signals, auscultatory sounds and cries for help, respond to patient with or without view of patient's face |
| Visual | Visual ability sufficient for observation and assessment necessary in nursing care | Observe patient/client responses, identify changes in skin color, see patient care records |
| Tactile | Tactile ability sufficient for physical assessment | Perform palpation, functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter) |

Adapted from SREB Council on Collegiate Education for Nursing Task Force Publication (Reapproved 2004) source: <http://www.sreb.org/index.html> Students admitted to the nursing program must be able to meet the Southern Regional Education Board's (SREB) Council on Collegiate Education for Nursing's (2004) core performance standards for admission and progression. A student applying to the nursing program with an identified or perceived disability should contact Academic Support Services. Students who are not able to demonstrate ability to meet the above functional abilities and performance standards may not be able to meet learning objectives related to the clinical component of nursing courses and may be denied progression in the program. In addition, graduates of the BSN program unable to meet the required functional abilities and performance standards may be denied licensure by a state board of nursing.