

**MINIMUM TECHNICAL STANDARDS FOR**

**ADMISSIONS, CONTINUATION AND GRADUATION**

**RN to BSN PROGRAM**

The goal of the RN to BSN Program is to build upon nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve patient health outcomes for individuals, families, groups, communities, and populations across the lifespan and across the continuum of care. Certain functional abilities are essential for the delivery of safe and effective nursing care during the clinical practicum. Therefore, the faculty has determined that specific technical standards are requisite for admission, progression, and graduation from the RN to BSN Program.

Technical standards refer to the physical and mental abilities, skills, attitudes, and behaviors that comprise cognitive, psychomotor, and affective domains of health care practice. A student is required to maintain proficiency across all three domains of the technical standards to achieve satisfactory completion of the curriculum and uphold the qualities consistent with the profession of nursing.

Ability to meet these Technical Standards is required for admission and must also be maintained throughout the student’s progression in the program. In the event that a student is unable to fulfill these technical standards, with or without reasonable accommodation, then the student may be asked to leave the program. \*

Admission will be offered contingent on either a signed statement from the applicant that he/she can meet the program’s technical standards without accommodations, or a signed statement from the applicant stating the belief that he/she can meet the technical standards if reasonable accommodations are provided. The Learning Skills Center\*\* will evaluate a student who states that he/she could meet the program’s technical standards with accommodations and confirm that the stated condition qualifies as a disability under applicable laws. The Learning Skills Center and the RN to BSN Program will jointly decide which accommodations are suitable or possible without fundamentally altering technical standards established by the program. An offer of admission may be withdrawn and/or a student may be dismissed for any of the following reasons: It becomes apparent that the student cannot meet technical standards, even with reasonable accommodations; the needed accommodations are not reasonable because they would cause undue hardship to the College; granting the accommodations would compromise technical standards, jeopardize patient/client safety or alter the educational process of the student or the institutions, including all coursework and internships deemed essential to graduation.

Students and candidates for admission to the RN to BSN program are required to verify that they understand and meet these technical standards.

\*Affiliated clinical sites may not be able to offer the same reasonable accommodations that are made available by the Murphy Deming College of Health Sciences.

\*\*Students who have questions regarding reasonable accommodations should contact the Learning Skills Center (540.887.7250) www.marybaldwin.edu/learning-skills

**Cognitive Domain Standards**

The student should possess the needed cognitive abilities to successfully:

* Integrate information from courses in the basic, clinical, and behavioral sciences in order to effectively problem solve during the patient/ client management process.
* Demonstrate progression from the basic skills of memorization, comprehension, and application to the skills of analysis, synthesis, and evaluation.
* Calculate, as well as use, data collected to formulate and test hypotheses.
* Perform critical reasoning to include appropriate screening, assessing, planning, providing care strategies, and formulate client and family centered education, and discharge preparations within a variety of settings and specified timelines.
* Communicate proficiently in English in both written and oral forms in a timely manner under high-paced, stressful environments.
* Demonstrate the ability to multi-task and address complex needs or solve dynamic problems.
* Demonstrate computer competence in the use of word processing, media software, databases and search engines.
* Demonstrate the ability to teach others prevention, health maintenance, restorative, and compensation skills.

**Psychomotor Domain Standards**

The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform essential job functions as a professional Registered Nurse. Essential psychomotor abilities include the following:

* Perform manual dexterity tasks (gross and fine motor skills) sufficient to complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other manually-based laboratory and diagnostic procedures.
* Coordinate gross and fine motor movements to treat patients in emergency situations. Emergency situations include any circumstance requiring immediate remedy.
* Use sufficient sensory systems to safely perceive and interpret physiological phenomena. Necessary skills in the area of sensation include, but are not limited to, the following:
  + Hearing: auditory acuity to hear and interpret verbal communication, auscultatory sounds (using a stethoscope), and various equipment signals.
  + Vision: visual acuity to observe changes in patient condition, see drainage or accurate fluid levels, read and distinguish colors to correctly interpret data from gauges (such as a sphygmomanometer), handwritten or electronic orders and records, and monitors, and accurate documentation of patient data.
  + Smell: olfactory ability to detect strong odors or indicators of environmental dangers and monitor and assess health needs.
  + Touch: tactile ability to perform palpation and other functions during physical examination, assess temperature, texture, size, shape, and vibration, differentiate changes in sensation, manipulate equipment to perform therapeutic tasks (such as I.V. or urinary catheter insertion, dressings, medication administration, and specimen collection).
  + Mobility: be able to walk or stand for prolonged periods of time, bend, squat, or kneel to assist in lifting, moving, and transferring patients, and perform CPR.

**Affective Domain Standards**

The student must possess the needed affective abilities to successfully understand and model the characteristics defined by the “Professional Behaviors” (May et. al. 2009) to entry-level expectations in order to reflect the values of professional practice. These behaviors include:

1. Critical Thinking
2. Communication
3. Problem Solving
4. Interpersonal Skills
5. Responsibility
6. Professionalism
7. Use of Constructive Feedback
8. Effective Use of Time and Resources
9. Stress Management
10. Commitment to Learning

* Display appropriate language, attire, and mannerisms in all professional environments.
* Value the role of sociocultural, socioeconomic, spirituality, diversity factors, and lifestyle choices when interacting with others.
* Demonstrate the following required health promotion practices:
* Good health practices and hygiene for safe interaction with others
* Maintenance of updated immunization records for safety.
* Maintenance of update certifications in CPR and First Aid within appropriate timelines.
* Awareness of personal issues and reporting of issues that would interfere with the ability to competently care for others.