

**JAX STATE SCHOOL OF NURSING**  
**Policy & Procedures Manual**

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**Nursing Technical Standards for Students and Faculty**

The Nursing programs at Jacksonville State University have a responsibility to educate competent nurses to care for their patients with critical judgement, broadly based knowledge, and well-honed technical skills. JSU's Nursing program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs. Students, faculty, adjunct faculty and clinical associates participating in the Nursing program at Jacksonville State University must be able to perform critical technical functions with or without reasonable accommodations.

Technical Standards: JSU's nursing programs provide the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities but also specific skills in visual, tactile, hearing, smell, communication, motor function, professional behavior, reading, mathematical competence, critical thinking, and emotional stability.

JSU nursing wishes to ensure that access to its facilities, programs and services is available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodation. The nursing program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. 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. To be eligible for accommodations, a student must have a documented disability of (a) a physical or

mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or (c) be regarded as having such a condition

### JAX STATE NURSING

NURSING TECHNICAL STANDARDS	CLINICAL EXAMPLES
<p>Visual</p> <ul style="list-style-type: none"> <li>• Read at various distances</li> <li>• Distinguish colors</li> <li>• Read for prolonged periods of time</li> </ul>	<p>Observe changes in skin condition, breathing patterns, color intensity, rashes. Use computer screens, read fine print on medication labels, monitor strips, equipment, and syringes. Observe changes in facial expressions/mood/body language, etc.</p>
<p>Tactile</p> <ul style="list-style-type: none"> <li>• Feel vibrations, pulses, textures, temperature, shape, and size</li> </ul>	<p>Palpate pulses, veins. Determine skin temperature, turgor, and rashes</p>
<p>Hearing</p> <ul style="list-style-type: none"> <li>• Person to person report</li> <li>• Telephone communication</li> <li>• Distinguish sounds through stethoscope</li> <li>• Discriminate high and low frequency sounds</li> <li>• Hear in situations when lips are not visible</li> </ul>	<p>Assess/auscultate changes in heart, breath, abdominal, or vascular sounds. Auscultate blood pressure Communicate orally when masks must be worn Hear auditory alarms (monitors, call bells, fire alarms)</p>
<p>Smell</p> <ul style="list-style-type: none"> <li>• Detect body odors and odors in the environment</li> <li>• Detect gas or noxious odors</li> </ul>	<p>Detect odors associated with disease processes Identify odor of fires, extremely hot or hazardous materials</p>
<p>Communication</p> <ul style="list-style-type: none"> <li>• Engage in two-way communication, verbally and in writing, interacting effectively with others from a variety of social emotional, cultural, and intellectual backgrounds</li> <li>• Explain procedures; teach patients and families</li> <li>• Work effectively in groups</li> <li>• Discern and interpret nonverbal communication</li> <li>• Communicate effectively by telephone, electronic means, and in group settings</li> <li>• Communicate accurately, professionally, and in a timely manner</li> <li>• Communicate effectively with patients/clients with altered communication patterns or mental disorders</li> </ul>	<p>Communicate with patients/clients and family regarding the plan of care, discharge instructions, medications, etc. Read and comprehend physician orders, medication information, chart information (electronic or hard copy). Document clearly, correctly, and accurately in the medical record. Maintain confidentiality. Present oral reports, reports related to patient's condition. Clarify physician orders. Maintain professional communication in high stress or conflict situations, whether in a clinical, classroom, or other setting, and in any format (verbal, written, or electronic) Refrain from disrespectful verbal or non-verbal behavior or communication in the classroom, clinical setting, or social networking sites.</p>
<p>Motor Function</p> <ul style="list-style-type: none"> <li>• Move within confined spaces</li> </ul>	<p>Draw up solutions/medication in a syringe Take vital signs</p>

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<ul style="list-style-type: none"> <li>• Sit or stand and maintain balance</li> <li>• Move, position, turn, transfer, and assist with lifting without injury to self or patient</li> <li>• Coordinate hand/eye movements</li> <li>• Stand, bend, walk, and/or sit for up to 12 hours in a clinical setting performing physical activities without jeopardizing safety of self or patients</li> <li>• Write with pen or pencil</li> <li>• Type on keyboard</li> <li>• Pick up objects</li> <li>• Grasp small objects with hands</li> <li>• Push and pull 25 pounds</li> <li>• Lift 25 pounds</li> <li>• Squeeze with hands</li> <li>• Climb ladder/stool/stairs</li> <li>• Flex, abduct and rotate all joints freely</li> </ul>	<p>Insert catheters  Transmit information electronically  Position patients  Assist with transfer and ambulation of patients  Walk without a cane, walker, or crutches  Respond rapidly to emergency situations  Perform CPR and physical assessment  Prepare and administer medication via all routes (oral, IV, IM, sub-q, topical)  Operate a fire extinguisher  Evacuate patients  Enter data specific to patients (orders, nurses notes, vitals, etc.) via paper chart or electronic chart</p>
<p>Professional behavior</p> <ul style="list-style-type: none"> <li>• Convey caring, respect, sensitivity, tact, compassion, empathy, tolerance and a healthy attitude toward others</li> <li>• Perform safe effective nursing care for clients</li> <li>• Comply with school and health care agency policies</li> <li>• Comply with school Scholar's Code</li> <li>• Relate to others in a respectful manner, with zero tolerance for incivility, aggression, or violence</li> <li>• Accept responsibility and accountability for one's behavior</li> <li>• Takes action to protect the public from unsafe, illegal or unethical practice of others</li> </ul>	<p>Professional behavior is expected in clinical, classroom, or other settings. Professional behavior includes acts of omission and commission, verbal, and non-verbal communication, written or electronic communication.</p> <p>Complies with professional standards such as the ANA Code of Ethics, legal standards set forth by the Alabama Board of Nursing, and the JAX STATE Nursing Scholar's Code</p> <p>Show respect for differences in patients, peers, faculty, staff, co-workers.  Establish rapport with patients/clients.  Participate in healthy negotiation when conflict exists.  Refrain from verbal or non-verbal acts of disrespect, incivility, aggression, or hostility.  Function effectively in situations of uncertainty and stress.  Immediately notifies supervisor of inability to meet expectations or of mistakes.  Accept constructive criticism and modify behavior accordingly.  Maintain professional rapport among interprofessional team members</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>• Read and understand written English</li> </ul>	<p>Read, interpret, comprehend chart information  Read measurement marks</p>

NURSING TECHNICAL STANDARDS	CLINICAL EXAMPLES
<ul style="list-style-type: none"> <li>• Read and comprehend documents essential for patient safety (e.g., medication information, physician orders)</li> </ul>	
<p>Mathematical competence</p> <ul style="list-style-type: none"> <li>• Read and understand columns of writing (e.g., flow sheets)</li> <li>• Read/interpret digital displays</li> <li>• Calibrate equipment</li> <li>• Convert numbers to and from metric system</li> <li>• Read graphs</li> <li>• Tell time</li> <li>• Measure time</li> <li>• Count rates (e.g., drip rates)</li> <li>• Use measuring tools (e.g., thermometers, measuring devices)</li> <li>• Add, subtract, multiply, divide</li> <li>• Compute fractions</li> <li>• Use a calculator</li> </ul>	<p>Accurately calculate medication dosages Consistently demonstrate proficiency in calculation exams Accurately chart patient data using graphs or flowsheets</p>
<p>Analytical/Critical Thinking</p> <ul style="list-style-type: none"> <li>• Effectively read, write, and comprehend English</li> <li>• Consistently demonstrate critical thinking that results in safe effective patient care</li> <li>• Transfer knowledge from one situation to another</li> <li>• Problem solve</li> <li>• Recognize when assistance is indicated</li> <li>• Prioritize</li> <li>• Recognize and take immediate action in critical situations</li> <li>• Recognize and immediately report changes in patient's status</li> </ul>	<p>Apply the nursing process in clinical situations Recognize and prioritize patient problems Identify and report patient findings suggestive of a change in patient status. Seek supervision appropriately. Use assessment data to determine nursing diagnoses and patient's plan of care. Recognize cause-effect relationships Prioritize tasks Synthesize knowledge and skills Sequence information Process communication and information Evaluate outcomes and modify actions Perform all aspects of the nursing process within a reasonable time frame Intervene in critical situations with appropriate nursing interventions</p>
<p>Emotional stability</p> <ul style="list-style-type: none"> <li>• Demonstrate a mentally healthy attitude</li> <li>• Establish therapeutic boundaries with patients</li> <li>• Respect professional boundaries between students and faculty</li> <li>• Recognize professional vs. unprofessional attitudes and behavior</li> <li>• Function effectively under stress</li> <li>• Adapt to changing environment</li> <li>• Deal with unexpected occurrences</li> <li>• Monitor own emotions and responses</li> </ul>	<p>Effectively handle strong emotions Focus attention on priority tasks Provide clients with emotional support Handle multiple tasks concurrently Conduct self professionally in conflict situations Accept accountability for actions Constructive criticism results in behavior modification Responses to emotional situations must be appropriate and professional</p>

REQUIREMENTS	STANDARDS	EXAMPLES
Acquiring fundamental knowledge	<ol style="list-style-type: none"> <li>1. Ability to learn in classroom and educational settings</li> <li>2. Ability to find sources of knowledge and acquire the knowledge</li> <li>3. Ability to be a life-long learner</li> <li>4. Novel and adaptive thinking</li> </ol>	<ul style="list-style-type: none"> <li>• Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations</li> <li>• Develop health care solutions and responses beyond that which is rote or rule-based</li> </ul>
Developing communication skills	<ol style="list-style-type: none"> <li>1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or communities)</li> <li>2. Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)</li> <li>3. Sense-making of information gathered from communication</li> <li>4. Social intelligence</li> </ol>	<ul style="list-style-type: none"> <li>• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition</li> <li>• Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY) and/or electronic) to patients and the health care team</li> <li>• Effectively communicate in teams</li> <li>• Determine a deeper meaning or</li> </ul>

		<p>significance in what is being expressed</p> <ul style="list-style-type: none"> <li>• Connect with others to sense and stimulate reactions and desired interactions</li> </ul>
Interpreting data	<ol style="list-style-type: none"> <li>1. Ability to observe patient conditions and responses to health and illness</li> <li>2. Ability to assess and monitor health needs</li> <li>3. Computational thinking</li> <li>4. Cognitive load management</li> </ol>	<ul style="list-style-type: none"> <li>• Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc.</li> <li>• Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients</li> <li>• Obtain and interpret information from assessment of patient's environment and responses to health across the continuum</li> <li>• Obtain and interpret for evaluation information about responses to nursing action</li> <li>• Translate data into abstract concepts and to understand data-based reasoning</li> </ul>
Integrating knowledge to establish clinical knowledge	<ol style="list-style-type: none"> <li>1. Critical thinking, problemsolving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their</li> </ol>	<ul style="list-style-type: none"> <li>• Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the</li> </ul>

	<p>environments – in one or more environments of care</p> <p>2. Intellectual and conceptual abilities to accomplish the essential of the nursing program (for example, essentials of nursing education)</p> <p>3. New-media literacy</p> <p>4. Transdisciplinarity</p> <p>5. Design mindset</p>	<p>development, implementation and evaluation of care</p> <ul style="list-style-type: none"> <li>• Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication</li> <li>• Literacy in and ability to understand concepts across disciplines</li> <li>• Represent and develop tasks and work processes for desired outcomes</li> </ul>
<p>Incorporating professional attitudes and behaviors into nursing practice</p>	<p>1. Concern for others, integrity, ethical conduct, accountability, interest, and motivation.</p> <p>2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities</p> <p>3. Acquire Interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members</p> <p>4. Acquire the skills necessary for promoting change for necessary quality health care</p> <p>5. Cross-cultural competency</p> <p>6. Virtual collaboration.</p>	<ul style="list-style-type: none"> <li>• Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances</li> <li>• Make proper judgments regarding safe and quality care</li> <li>• Function effectively under stress and adapt to changing environments inherent in clinical practice <ul style="list-style-type: none"> <li>• Demonstrate professional role in interactions with patients, intra and inter professional teams</li> <li>• Operate in different cultural settings (including disability culture)</li> <li>• Work productively, drive engagement, and demonstrate presence as a member of a virtual team</li> </ul> </li> </ul>