APPENDIX D
University of Indianapolis
School of Nursing

Performance Standards for Admission and Progression to the Nursing Program

The following “Core Performance Standards for Admission and Progression of Nursing Students” must be met by all students admitted to the nursing program. The purpose of the document is to define the cognitive, affective and psychomotor skills that are essential to the completion of the nursing program and to safely perform as a competent generalist nurse. If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request appropriate accommodation. The University of Indianapolis will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program. In the event a student is unable to fulfill these admission and progression standards, with or without reasonable accommodation, the student will not be admitted into, or allowed to progress through the program.

Americans with Disabilities Act (“ADA”) Guidelines

Title III of the Americans with Disabilities Act provides comprehensive civil rights protections for “qualified individuals with disabilities.” An “individual with a disability” is a person who:

• has a physical or mental impairment that substantially limits a “major life activity,” or
• has a record of such an impairment, or
• is regarded as having such an impairment.

Federal regulations state that physical or mental impairments include, but are not limited to “such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.”

“Major like activities” include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, standing, lifting/bending, thinking, concentrating, reading, communication, sleeping, and working. “Major life activities” also include “major bodily functions” which include, without limitation functions of the immune system; digestive, bladder and bowel functions; respiratory and circulatory functions; reproductive functions; cell growth; neurological and brain functions; and endocrine functions. Individuals who currently engage in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of the recurrent illegal use of drugs.

“Qualified” individuals are defined as follows:

• A “qualified” individual with a disability is one who meets the essential eligibility requirements of the program or activity offered.
• The “essential eligibility requirements” will depend on the type of service or activity involved.
Core Performance Standards for Admission and Progression of Nursing Students

Cognitive Learning Skills
The student must demonstrate the ability to:
1. Receive and interpret information in the cognitive, psychomotor, and affective domains of learning. This means that the student must be able to remember information, reproduce it, and use it to solve problems, evaluate work, and generate new ways of processing and categorizing information as listed in course objectives.
2. Perform physical assessments of clients and make sound, responsible, evidence-based decisions regarding nursing action/treatment within given time restraints.
3. Appropriately synthesize data from the client, charts, verbal reports and medical history and observe the physical status of the client to purposefully recommend or maintain treatment.
4. Resolve practical problems and deal with a variety of variables in conditions where only limited standardization exists.
5. Accurately assess clients using complex monitors and equipment such as cardiac monitors, electronic infusion devices, glucometers and suction devices.
6. Differentiate and prioritize nursing care among multiple client situations simultaneously.
7. Interpret a variety of instructions furnished in written, oral or diagram form and intervene appropriately.
8. Record examination and diagnostic results clearly, accurately, and efficiently and communicate them effectively to the client and other health care providers.
9. Apply methods of measurement, including calculation, analysis, reasoning and synthesis.
10. Learn large volumes of complex, technically detailed information to perform clinical problem solving.
11. Use critical reasoning and apply independent decision making skills in a timely manner.

Psychomotor Skills- The student must demonstrate the ability to:
1. Sit: Maintain upright posture.
2. Stand: Maintain upright posture.
3. Locomotion: Ability to:
   a. Get to lecture, lab and clinical locations, and move within rooms as needed for group rotations, work stations and partners, and performing assigned tasks.
   b. Physically maneuver in clinical settings and rapidly get to locations within the health care facility for emergency calls such as “code blue” situations.
4. Manual Tasks:
   a. Maneuver an individual’s body parts or clinical equipment from all directions: side to side, forward and backward, or from a lower to higher position.
   b. Maintain an object in a steady position for an extended period of time.
   c. Competently perform cardiopulmonary resuscitation (C.P.R.) using guidelines issued by the American Heart Association or the American Red Cross.
   d. Pushing/pulling/rolling efforts to exert force against small or large objects to move them closer or further away.
5. Reaching:
   a. Capable of extending arm(s) over and under individuals and equipment as required by the task.
6. Small motor/hand skills:
   a. Legibly record assessments, nursing notes, referrals, etc. in standard medical charts in clinical settings in a timely manner and consistent with the acceptable norms of the clinical setting.
   b. Legibly record ideas and thoughts for written assignments and tests.
   c. Record communications in written form in charts, reports, and correspondence.
   d. Secure a firm grasp as required by the task.
   e. Operate a push-button telephone and a computer keyboard.
   f. Perform precision movements (i.e., catheterization, venipuncture, IV fluid administration, parenteral injections and medication administration), which may also include invasive procedures into the central circulation or specific body cavities.
   g. Obtain data from clients via palpation, auscultation, and percussion.
   h. Manipulate a stethoscope, blood pressure cuff, thermometer (digital, tympanic or glass); insert urethral catheters, IV catheters, nasogastric tubes; perform injections; adjust IV infusions or other equipment as required.

7. Visual acuity to:
   a. Legibly record/document assessments, nursing notes and referrals in standard medical charts in health care settings in a timely manner and consistent with the acceptable norms of clinical settings.
   b. Perform precise movements.
   c. Identify small markings and inscription, i.e., on syringes, thermometers, IV bags and sphygmomanometers.
   d. Identify color changes and coding systems per protocols.

8. Hearing or ability to receive and:
   a. Effectively respond to verbal requests from clients and health team members, especially in noisy environments.
   b. Interpret verbal communication used in lectures, instructions, concepts, narratives, questions and answers.
   c. Auscultate and percuss for body sounds, e.g., heart, bowel, lungs.
   d. Respond in a timely manner to a variety of machine alarms and sounds.

9. Communication ability:
   a. Be able to comprehend information in English from a variety of written sources.
   b. Be able to effectively communicate in written and verbal English.
   c. Communicate spontaneously with other students, faculty, clients, and health care personnel to ask questions, explain conditions and procedures, and teach safety within a reasonable time frame.
   d. Perceive non-verbal communication and describe pertinent changes in the client/situation.

10. Self care ability to:
    a. Maintain general good health and self-care to foster the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
    b. Coordinate transportation and living accommodations for off-campus clinical assignments to ensure timely reporting to the clinical areas and classroom.
Affective Learning Skills

The students must be able to:

1. Demonstrate composure of affective behaviors (verbal, physical, and emotional) to ensure the emotional, physical, mental and behavioral safety of the client in compliance with ethical standards of the American Nurse’s Association.
2. Tolerate physically and intellectually demanding academic and clinical workloads in nursing within set time constraints which often are concurrent.
3. Adapt to constantly changing environments, display flexibility, and function in situations of uncertainty.
4. Acknowledge and respect individual values and opinions to foster congruous working relationships with faculty, peers, clients, and the health care team.

I have read the Standards for Admission and Progression to the Nursing Program and hereby validate that I am capable of meeting the full scope of academic and clinical requirements as stated in this document.

Electronic Signature ___________________________ Date __________________

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