

## **TECHNICAL STANDARDS (approved May 10, 2018)**

### **For Admission, Continuation and Graduation**

#### **Introduction**

The GSN selects applicants who are deemed best qualified to complete the curriculum and are considered most likely to become successful. Applicants are selected for admission based not only on their scholastic achievement and abilities, but also on their intellectual, physical and emotional capacities to meet the standards of the curriculum and to have a successful career. This requires the development of broad knowledge, skills, and behaviors, ongoing self-directed learning and reflection, and delivery of safe, competent care.

The GSN will consider for admission any applicant who meets its academic criteria and can meet the GSN Technical Standards, and if necessary, with a reasonable accommodation consistent with the Americans with Disabilities Act (ADA). The Technical Standards are listed and described below. Applicants who have questions about whether they are able to meet the Technical Standards are advised to review these standards with their healthcare provider(s) prior to application to the GSN. The GSN does not permit the use of a “human intermediary” in order to meet these Technical Standards, because in this circumstance, a student’s judgment is guided by another person’s powers of observation and interpretation. Please note that emotional support/comfort animals do not qualify as service animals under the ADA and are not permitted in the clinical setting.

The following technical standards specify attributes necessary for completing our programs, enabling each graduate to subsequently enter into clinical practice, research or leadership positions. These standards describe the essential functions students must meet in order to fulfill the requirements of our programs, and thus, are pre-requisites for entrance, continuation, advancement, retention, and graduation from the GSN. Deficiencies in meeting these technical standards may jeopardize the student’s academic standing and/or compromise the provision of high-quality patient care and, as such, may be grounds for dismissal from the school.

Certain chronic or recurrent illnesses may impact safe patient care in clinical nursing practice. Any student who is or becomes a carrier of blood borne pathogens [including but not limited to Hepatitis B virus, Hepatitis C virus, and Human Immunodeficiency virus (HIV)] must read the addendum and acknowledge the policy statement on blood-borne pathogens appended to this document. Other conditions that may lead to a high likelihood of debilitating conditions or illnesses should also be carefully considered before committing to a clinical career.

#### **Technical Standards**

A student must possess aptitude, abilities and skills in five areas:

- Observation
- Communication
- Sensory and Motor Coordination
- Intellectual-Conceptual, Integrative and Quantitative Abilities
- Professionalism: Behavioral and Social Attributes

## **1. Observation**

Students must be able to make accurate observations in both the academic and/or clinical arenas. Such observations may include, but are not limited to: Demonstrations in the classroom or online including slides, films, and videos; discernment of signs of illness, discomfort and emotional state through direct observations of patients/research participants; measurements associated with competent use of bedside diagnostic equipment, such as, but not limited to, the sphygmomanometer, stethoscope, ophthalmoscope and otoscope, and diagnostic tests.

## **2. Communication**

Students must be able to relate effectively and sensitively with patients, family members and research participants of all genders, ages, races, life-styles, sexual orientations, political, cultural and religious backgrounds. Students must be able to convey a sense of compassion, empathy and respect. Students must be able to communicate effectively in a respectful manner with peers, administrative staff, faculty, supervisors and other members of the health care and research team. Skills include:

- reading, writing and communicating effectively and efficiently in oral and written English;
- verbal and non-verbal communication; preparation of oral and written presentations about patients' problems and health conditions;
- oral and written dissemination of scholarly work to lay and professional audiences; 24
- communication of complex findings, interpretations and recommendations to patients, family members and other members of the health care team;
- recognition of emotional states;
- recognition of patient, family and research subjects lack of comprehension;
- interaction with patients and family members through translators when appropriate;
- reading and recording observations, assessments and plans legibly in electronic and paper patient records and in other communications with colleagues;
- maintenance of computer and technology skills to access patient records, course materials and scholarly resources and to record health and/or research information while maintaining appropriate confidentiality;
- accurate and timely response to written and electronic communication from other members of the health care team, faculty, administrators, mentors, course directors, deans, or educational leaders.

## **3. Sensory and Motor Coordination or Function**

As relevant to their educational program, students must have the gross and fine motor skills required to competently perform and accurately interpret information from the physical examination on any patient of all genders, utilizing inspection, palpation, auscultation, percussion, smelling, and other diagnostic maneuvers. This includes:

- The ability to accurately observe and to process visual, auditory, exteroceptive (smell, touch, pain and temperature) and proprioceptive (position, pressure, movement, stereognosis, and vibratory) phenomena;
- the ability to handle medical instruments and equipment with precision;
- under supervision, the ability to respond promptly to medical emergencies and function appropriately as a member the healthcare team;

- the physical stamina to provide safe patient care within the setting of a 24/7 healthcare operation.

#### 4. **Intellectual-Conceptual, Integrative and Quantitative Abilities**

These abilities include measurement, calculation, reasoning, analysis, judgment, synthesis, and evaluation. The graduate nursing student must possess these intellectual abilities in order to be skilled in clinical reasoning and scholarly inquiry, including critical thinking and problem solving.

##### **All learners are expected to:**

- Comprehend three dimensional and spatial relationships of structures; deal simultaneously with several problems and/or tasks and properly triage the work at hand;
- identify and communicate the limits of their knowledge to others when appropriate; assimilate new information from peers, teachers, and the literature in scholarly work and/or scholarly inquiry;
- possess good judgment and effective teamwork in scholarship; 25
- independently prepare and interpret graphical representations of quantitative data; read, interpret and synthesize the literature, including statistical analyses, and demonstrate command of essential concepts through a dissertation and/or other scholarship;
- possess writing skills for graduate level class assignments and future dissemination of scholarly work through publication to professional and lay audiences;
- possess judgement and time management skills to plan and execute their program of study so that they complete the requirements for graduation in the specified amount of time. Clinical learners are also expected to:
  - Process important findings from history, physical examination and laboratory data in order to develop a reasoned explanation for patients' differential diagnoses;
  - assimilate new information from peers, teachers, and the literature in formulating diagnoses and plans;
  - under supervision, integrate information and develop a cost-effective diagnostic and management plan; possess good judgment and effective teamwork in patient care.

#### 5. **Professionalism: Behavioral and Social Attributes**

- Students must always conduct themselves with the highest standards of professionalism as expected by patients, peers, faculty and those in the healthcare professions.
- Students must act with integrity and honesty in all interactions, in the classroom, clinical and research settings.
- They must possess those intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the competencies required by the faculty.
- In addition, the student must consistently demonstrate the capacity for accountability and responsibility expected of a nurse, nurse practitioner, researcher, and/or nurse leader.

6. **Consistent with the qualities of professionalism expected, students who matriculate in the GSN must:**

- Demonstrate excellent interpersonal skills; exercise sound judgement;
- be consistently punctual for all required activities; demonstrate respect for individuals and form effective relationships with individuals of all ages, gender, heritage, sexual orientation, cultural and religious backgrounds;
- demonstrate cultural sensitivity; possess emotional stability in stressful situations;
- respond to emails, phone calls, pages etc. in a timely and professional manner; maintain the highest professional standards on social media;
- assure the confidentiality of patient information;
- abide by all rules, regulations and policies of the school and clinical training sites, student handbook and honor code; accept constructive feedback from others and take responsibility for actions and make appropriate, positive changes;
- engage in respectful, timely and effective communication;
- work effectively, respectfully and professionally as part of educational and healthcare teams, and with peers, supervisors and faculty;
- demonstrate empathy and concern for others; show compassion for individuals while maintaining appropriate boundaries for professional relationships. 26 Students must function effectively under stress and possess adequate endurance to successfully meet their academic and clinical responsibilities.

Students must be able to successfully adapt to changing environments and situations demonstrating necessary flexibility. They must learn to function in health care, academic and/or research environments in the face of uncertainties.

Maintaining the standards of professionalism is an essential component of patient care and the practice of nursing. Student violations of the standards of professionalism may lead to dismissal from the GSN.