




**Leadership Experience**

*Please detail any positions you have held which placed you in a leadership role.*

Position	Group/Organization

**Signature/Certification**

Applicants need to refer to individual nursing state board requirements for licensure eligibility. The applicant is advised that open and candid disclosures of their past or ongoing criminally actionable acts are strongly encouraged. Failure to adhere to an honest personal disclosure of past or ongoing acts may affect a student applicant’s ability to apply for or take the professional nursing licensing examination.

*I certify with the inclusion of my signature that the information provided in this application and any supporting documentation is complete and accurate to the best of my knowledge. I also understand that any falsified or omitted information may disqualify me from admission consideration.*

Applicant’s Signature

Date

**The signed Minimum Technical Standards form must accompany this application in order for it to be complete.**

**Application deadline for the Traditional Option for both Fall 2019 and Spring 2020 enrollment is March 1, 2019.** The application process will be competitive. Any applications received after the March 1 deadline will only be considered on a space-available basis. The TEAS admission exam must also be completed by the March 1<sup>st</sup> deadline for this application to be considered complete.

Please return completed application and all supporting documentation to:  
 Southern Illinois University Edwardsville  
 School of Nursing, Campus Box 1066, Edwardsville, IL 62026  
 Office: 618-650-3956  
 Fax: 618-650-3854

The SIUE Annual Security and Fire Safety Report is available online at [www.siu.edu/securityreport](http://www.siu.edu/securityreport). The report contains campus safety and security information and crime statistics for the past three calendar years and fire safety policies and fire statistics for the previous calendar year. This report is published in compliance with Federal law, titled the “Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act” and the Higher Education Opportunity Act also known as the “Campus Fire Safety Right to Know.” For those without computer access, a paper copy of the report may be obtained from the Office of the Vice Chancellor for Administration, Rendleman Hall, Room 2228, 618-650-2536.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE  
SCHOOL OF NURSING

**Minimum Technical Standards Policy for Admission and Matriculation**

The SIUE School of Nursing is mindful of the unique nature of the nursing curriculum in that students admitted to the SIUE School of Nursing must meet both academic and performance requirements. Applicants must possess the skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. Academic requirements are described in the Graduate and Undergraduate University Catalogs and the Student Handbooks. In addition to the academic requirements, nursing students must, with or without reasonable accommodation, satisfy performance standards. The student is required to perform and supervise nursing care to patients in a safe and timely manner, and this nursing care may include treatments that occur under emergency situations. Because the School of Nursing has the responsibility of ensuring patient safety, the student must be able to meet the designated technical standards.

**Competencies and Performance Standards**

**Cognitive Capacity.** The student must be able to measure, calculate, memorize, analyze, reason, integrate, and synthesize. The student must be able to comprehend three dimensional spatial relationships and read and understand graphs of various sizes and types. The student must have critical thinking ability sufficient to exercise sound judgment and problem solving in a timely manner.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to identify cause and effect relationships in clinical situations;
- ❖ The ability to predict outcomes and interpret situational contexts;
- ❖ The ability to use reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions;
- ❖ The ability to set and reorganize priorities based on changes in a patient's condition.

**Communication and Interpersonal Relationships.** The student must be able to read, write, speak, understand, and use English in a facile and timely way that ensure appropriate care and patient safety. The student must demonstrate communication abilities sufficient for effective and sensitive interaction with individuals, families, other professionals, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in both verbal and written English. The student must be able to convey or exchange information at a level allowing development of a health history, identify problems presented, explain treatment options and alternative solutions, answer questions and give directions during treatment and post-treatment. The student must demonstrate the ability to operate information technology systems. The student must be able to establish rapport with patients and colleagues. The student must be able to work cooperatively on interdisciplinary health teams. The student must be able to accept constructive feedback on their own performance.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to explain treatment procedures;
- ❖ The ability to initiate health teaching;
- ❖ The ability to document and interpret nursing actions, interventions, and patient responses;
- ❖ The ability to interview patients;
- ❖ The ability to take verbal directions;
- ❖ The ability to understand emergency verbal information and act promptly;
- ❖ The ability to communicate effectively with each member of the healthcare team;
- ❖ The ability to retrieve information from texts and lectures and to communicate concepts via written examinations;
- ❖ The ability to use patient documentation systems;
- ❖ The ability to communicate learned concepts when documenting patient care.

**Motor Skills.** The student must be able to demonstrate physical abilities, including gross and fine motor skills, sufficient to provide safe and effective nursing care. The student must be able to demonstrate sufficient mobility skills to be able to move from room to room, maneuvering in small places, and to access all clinical sites.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to demonstrate and independently use gross and fine motor skills sufficient to provide the full range of safe and effective nursing care activities, including transfer of a patient from a bed to a chair or from a stretcher to a bed in different positions and situations;
- ❖ The ability to perform basic life support including cardiopulmonary resuscitation;
- ❖ The ability to position patients;
- ❖ The ability to obtain and process specimens;
- ❖ The ability to move about in densely occupied locations, such as patient rooms, work spaces, and treatment areas;
- ❖ The ability to demonstrate and independently use fine motor skills sufficient to perform manual psychomotor skills such as inserting intravenous catheters, drawing up medications into a syringe, and administering parenteral medications;
- ❖ The ability to calibrate instruments, operate equipment, and prepare and administer medications.

**Physical Endurance and Strength.** The student must be able to demonstrate physical stamina sufficient to perform patient care activities for the entire length of the work-related educational experience. The student must be able to demonstrate the physical strength sufficient to perform the full range of required patient care activities.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to remain standing or walking for a prolonged period of time;
- ❖ The ability to remain alert for the entire length of a work-related educational experience;
- ❖ The ability to lift heavy weights in excess of 20 pounds;
- ❖ The ability to assist patients of varying weights to move.

**Hearing.** The student must be able to demonstrate the auditory ability sufficient for accurate observation, assessment, and therapeutic interactions and actions necessary in nursing care.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to have sufficient auditory ability for physical monitoring and assessment of patient healthcare needs;
- ❖ The ability to promptly detect and distinguish alarms, emergency signals, verbal directions, cries for assistance, and auscultatory sounds, and respond appropriately.

**Vision.** The student must be able to demonstrate visual ability that is sufficient for accurate observation, assessment, therapeutic interactions, and treatment necessary in nursing care. The student must be able to act on visual cues in a timely and safe manner.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to accurately read graphs, scales, computer screens, monitors, and use microscopes in a timely manner;
- ❖ The ability to observe patient responses;
- ❖ The ability to prepare and administer medications;
- ❖ The ability to recognize emergency signals.

**Tactile.** The student must demonstrate the tactile ability sufficient for physical assessment and monitoring of healthcare needs.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to perform palpation;
- ❖ The ability to assess heat and cold;
- ❖ The ability to perform physical examination;
- ❖ The ability to provide therapeutic interventions, such as the insertion of a catheter and the administration of medications.

**Smell.** The student must demonstrate the olfactory ability sufficient to detect significant environmental and patient odors.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to detect odors of wound infection, gastrointestinal bleeding, incontinence, emesis, fire, etc.

**Emotional Stability.** The student must demonstrate the emotional health sufficient to fully use his/her intellectual abilities, exercise good judgment, and promptly complete all responsibilities attendant to the assessment, diagnosis, care, and evaluation of patients. The student must be able to demonstrate the development of mature, sensitive, and effective therapeutic relationships with patients. The student must be able to demonstrate the ability to assume responsibility and accountability for actions.

**Examples of necessary activities include but are not limited to the following:**

- ❖ The ability to demonstrate the capacity to develop mature, sensitive, and effective therapeutic relationships with patients;
- ❖ The ability to function effectively under stress;
- ❖ The ability to tolerate physically taxing workloads;
- ❖ The ability to function in the face of uncertainty inherent in the clinical problems of patients;
- ❖ The ability to accept criticism and respond by appropriate modification of behavior;
- ❖ The ability to demonstrate ethical behavior including adherence to the Professional Nursing and Student Honor Code.

**Other Essential Behavioral Attributes.** The student must demonstrate the ability to engage in activities consistent with safe nursing practice without demonstrating behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair judgment. The student must be able to demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

### **Policy and Procedure**

All professional nursing students must be able to actively participate in clinical practice. Any disability that precludes full and active participation in providing complete nursing care to patients may result in failure in clinical courses. All incoming students are required to read and sign that they fully understand the Competencies and Performance Standards for the School of Nursing. Failure to meet these basic competencies will result in clinical failure.

It is the responsibility of the student to notify the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program in the School of Nursing of any existing disability, either physical or otherwise. Such disclosure is necessary before any accommodations may be made in the learning environment or in School of Nursing policies and procedures. Information about disabilities is handled in a confidential manner.

It is the policy of the School of Nursing to comply with federal and state guidelines regarding students with disabilities so they can meet these required performance standards. Whether or not a requested accommodation is reasonable will be determined on an individual basis. Students should submit any requests for accommodations in writing prior to admission, allowing sufficient time for action on these requests. If a student becomes disabled after admission, the student should submit the request as soon as possible after admission. Written documentation of the disability that a student discloses must be provided. Determining what is reasonable accommodation is an interactive process that the student should initiate with the School of Nursing. The School of Nursing will provide reasonable accommodations, but is not required to make modifications that would fundamentally alter the nature of the program or provide auxiliary aids that would present an undue burden to the School of Nursing or our cooperating agencies. Accommodations cannot violate patient confidentiality or safety standards.

## Notice Concerning The Americans With Disabilities Act (ADA) Amendments Act of 2008

On September 25, 2008, the President signed the Americans with Disabilities Act Amendments Act of 2008 (“ADA Amendments Act” or “Act”). The Act emphasizes that the definition of disability should be construed in favor of broad coverage of individuals to the maximum extent permitted by the terms of the ADA and generally shall not require extensive analysis.

The Act makes important changes to the definition of the term “disability” by rejecting the holdings in several Supreme Court decisions and portions of EEOC’s ADA regulations. **The effect of these changes is to make it easier for an individual seeking protection under the ADA to establish that he or she has a disability within the meaning of the ADA.**

**The Act retains the ADA’s basic definition of “disability” as an impairment that substantially limits one or more major life activities, a record of such an impairment, or being regarded as having such an impairment.** However, it changes the way that these statutory terms should be interpreted in several ways. Most significantly, the Act:

- Directs EEOC to revise that portion of its regulations defining the term “substantially limits”;
- **Expands the definition of “major life activities”** by including two non-exhaustive lists:
  - The first list includes many activities that the EEOC has recognized (e.g., walking) as well as activities that EEOC has not specifically recognized (e.g., reading, bending, and communicating);
  - **The second list includes major bodily functions (e.g., “functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions”);**
- States that mitigating measures other than “ordinary eyeglasses or contact lenses” shall not be considered in assessing whether an individual has a disability;
- **Clarifies that an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active;**
- Changes the definition of “regarded as” so that it no longer requires a showing that the employer perceived the individual to be substantially limited in a major life activity, and instead says that an applicant or employee is “regarded as” disabled if he or she is subject to an action prohibited by the ADA (e.g., failure to hire or termination) based on an impairment that is not transitory and minor;
- Provides that individuals covered only under the “regarded as” prong are not entitled to reasonable accommodation.

The ADA Amendments Act is effective as of January 1, 2009.

[http://www.eeoc.gov/ada/amendments\\_notice.html](http://www.eeoc.gov/ada/amendments_notice.html)

**Certification:** I certify that I have read the **Minimal Technical Standards Policy for Admission and Matriculation** of the School of Nursing and understand that as part of the School of Nursing curriculum I will be required to meet all of the above stated technical standards with or without reasonable accommodation.

Check one and sign.

\_\_\_\_\_ I do not have any disability that requires accommodation.

\_\_\_\_\_ I have a disability that will require accommodation (Please see the Assistant Dean of Undergraduate Programs or the Assistant Dean of the Graduate Program for further procedures).

Date: \_\_\_\_\_ Print Name: \_\_\_\_\_

Applicant's Signature: \_\_\_\_\_

Directions: Please sign and return this form immediately together with your application to the School of Nursing to:

Southern Illinois University Edwardsville  
School of Nursing  
Box 1066  
Edwardsville, Illinois 62026

Attn: Academic Advising Center