

SIUE School of Nursing

Performance Standards

All applicants interested in enrolling and progressing in the undergraduate or graduate nursing program at SIUE must possess the following performance skills. These skills are necessary to assess a patient's biopsychosocial needs and to analyze collected data in order to identify patient problems, plan and implement independent and collaborative interventions, and evaluate the care provided and the patient's responses to care. Specific observation, communication, motor, cognitive, psychosocial, and behavioral requirements provide applicants with the ability to carry out the responsibilities of a student nurse providing direct or indirect patient care. A student must, with or without reasonable accommodation, possess the ability to master the following performance component skills upon admission to the nursing program and then maintain these essential components throughout the program. In each of the following major skill categories are some examples of essential technical standards of care required of each student.

Manual Dexterity-use and maintain sterile technique throughout specific nursing procedures and while assisting other health care providers; insert catheters (urinary, nasogastric, intravenous); perform venipunctures; accurately prepare medications and administer (oral, subcutaneous, intramuscular, intravenous); manipulate small objects (lancet, stopcock, medication vials, venipuncture equipment); open and close medication containers

Mobility-remain at patient's side for a prolonged period of time for purposes of monitoring and frequent assessments; be able to perform Cardiopulmonary Resuscitation on infant/child/adult; assist in lifting and moving patients and patient care materials (bed, chair); move independently to and from patient care areas.

Processing Patient Information-respond to communication by patients with or without direct view of patient's face; respond to monitor alarms, emergency signals, call bells from patients, and orders in a rapid and effective manner; accurately apply blood pressure cuff and able to read a sphygmomanometer, hear heart, lung, vascular, and abdominal sounds with a stethoscope; accurately read a digital thermometer; rapidly and accurately identify and respond to changes in a patients' conditions (cyanosis, change in or absence of respirations, change in heart rate, level of consciousness) and movements, ability to detect odors (wound infection, gastrointestinal bleeding, incontinence, emesis, fire); accurately process information on medical containers, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, and other medical records.

Math Competency-tell time; use measuring tools (tape measure, scale); accurately add, subtract, multiply, and divide; record numbers (using metric and non-metric measures); accurately calculate medication dosages (oral, subcutaneous, intramuscular, intravenous) and intravenous solution rates.

Emotional Stability-provide emotional support to patients; adapt rapidly to environmental changes and multiple task demands (new admission, patient going to therapy or surgery); maintain adequate concentration and attention in patient care settings; maintain behavioral decorum in stressful situations (avoid inappropriate laughter, jokes, comments).

Cognitive Processing-transfer knowledge from one situation to another (classroom to patient care); assess patient needs based on understanding and synthesis of patient information (know comorbidities, complex problems); develop effective care plans based on assessments; prioritize tasks to ensure patient safety and standards of care (administer medications and treatments on time); organize and retain information in basic knowledge and skills areas (frequently administer medications and treatments).

Critical Thinking-identify cause and effect relationships (religious, ethnic, cultural); sequence information in a manner that is logical and understood by others; make sound clinical judgments and decisions based on standards of nursing care; seek assistance when clinical situation requires a higher level of expertise/experience; the ability to set and reorganize priorities based on changes in a patient's condition.

Interpersonal/Communication Skills-respect differences in patients; effectively communicate with individuals, families, other professionals, and groups from a variety of social, emotional, cultural, and intellectual backgrounds in both verbal and written English; establish and maintain effective working relations with patients and co-workers; teach and provide information in an accurate and effective manner; report critical patient information to other caregivers; convey information to others through graphic, print, and/or electronic media in an accurate, timely, and comprehensible manner; Demonstrates appropriate non-verbal communication with individuals, families and other professionals (eye contact, gestures, facial expressions, body language etc.)