

# Nash Community College

## Licensed Practical Nurse Transition to ADN (Day Option) Plan

Revised June, 2024

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The LPN Transition plan has competitive selective admission requirements beyond those necessary for general admission to the college. A separate program application is required in addition to the College's general admissions application.

Refer to page 3 for the program's application, admission requirements, and procedures. The deadline for completion of all application eligibility requirements is November 1 each year for admission consideration to the spring cohort.

To receive a Licensed Practical Nurse Transition to ADN Program application, all students must contact the Health Sciences Admissions Coordinator at [Health Science Admissions](mailto:healthsciencesadmissions@nashcc.edu) ([healthsciencesadmissions@nashcc.edu](mailto:healthsciencesadmissions@nashcc.edu)) to determine whether the eligibility requirements have been met.

Students who apply by the November 1 deadline will be invited to take the HESI A2 (HESI Admission Assessment Exam). For information on the HESI-A2 can be found [here](#).

*Students are encouraged to contact the Health Sciences Admissions Coordinator with any questions regarding LPN transition plan admissions ([healthsciencesadmissions@nashcc.edu](mailto:healthsciencesadmissions@nashcc.edu) 252-451-8390 or Bldg B-2130).*

### GENERAL INFORMATION

Nash Community College's LPN Transition plan has been designed for Licensed Practical Nurses who desire to enter the Associate Degree Nursing program with advanced standing. Applicants who meet the admission requirements outlined and successfully complete the Nursing Transition course NUR 214 with a "B" or better will be allowed to enroll in NUR 113 and complete the Associate Degree Nursing program requirements. The LPN to ADN Transition curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs that impact health, quality of life, and achievement of potential.

The Transition Plan is a three-and-one-half (3 ½) semester program of study that leads to a two-year Associate in Applied Science degree. Coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics. Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global healthcare system and may include positions within acute, chronic, extended, industrial, and community healthcare facilities. Nash Community College is approved by the North Carolina Board of Nursing to offer the Practical Nursing Diploma and Associate Degree in Nursing (PO Box 2129, Raleigh, NC 27602, 919-782-3211; [www.ncbon.org](http://www.ncbon.org)).

### EXPOSURE RISK IN HEALTH CARE PROFESSIONS

Students are at risk for exposure to blood and body fluids that may be contaminated with the hepatitis B virus, hepatitis C virus, human immunodeficiency virus (HIV), and other potentially harmful or contagious pathogens while in the clinical setting. Information about bloodborne pathogens and how to protect against associated risks of exposure will be taught before the student's first clinical experience. Education on bloodborne pathogens and standard precautions may also be a part of the student's orientation to a clinical facility. It is important for students to always follow standard precautions to minimize the risk of exposure in a clinical setting.

## **CRIMINAL BACKGROUND AND DRUG SCREEN POLICY**

Criminal background checks and drug screens are not required for admissions to the PN-ADN Transition plan. However, students can expect to submit to criminal background checks (state and/or federal, which may also include fingerprint, sex offender index, social security verification, and health care fraud and abuse) and drug screens in order to meet regulatory criteria of facilities participating in the clinical education component of the Transition program once admitted to the program. The nursing faculty recognizes and is fully supportive of clinical facilities mandating criminal background checks and/or drug screens on students in the program.

If a clinical facility prohibits a nursing student from participating at the facility based on the results of a criminal background check and/or drug screen, the student will be dismissed from the Transition program. No alternative clinical experience will be arranged on behalf of the student, resulting in the inability of the student to meet the curriculum requirements of the program. Students are encouraged to follow due process procedures described in the ADN program *Student Handbook* should they feel ineligibility was determined as a result of false or inaccurate information.

Students can expect to absorb all costs related to criminal background checks and/or drug screens. Specific procedures will be provided to students in the Transition program upon acceptance and enrollment. Students should also expect to submit to a criminal background check, at their own cost, when seeking eligibility for state licensure.

## **CLINICAL EDUCATION EXPECTATIONS**

The Transition plan and ADN program require clinical learning experiences in each semester of the program. Clinical facilities are located in Nash and surrounding counties. Students can expect to have additional costs for uniforms, meals and travel or housing to complete the clinical components of the Transition curriculum. **RELIABLE TRANSPORTATION IS CRITICAL!!**

### **Clinical Eligibility**

Students are assigned to facilities that have a current clinical education agreement with the nursing programs at Nash Community College. If an assigned clinical facility prohibits a student in the Transition/ADN program from participating in or completing the clinical learning experience, no alternative clinical experience will be arranged on behalf of the student. This will result in the student being unable to meet the curriculum requirements of the Transition/ADN program and, ultimately, being dismissed from the program. Examples (not inclusive) of situations that may lead to a clinical facility's decision to prohibit or terminate a student's clinical experience are:

1. Results of a background check or drug screen (including all forms listed in the Criminal Background Check and Drug Screen policy);
2. Inability to demonstrate current AHA BLS CPR, physical examination, immunizations (including annual influenza immunization), and evidence of current health insurance coverage.
3. Issues surrounding a student's previous employment at the facility;
4. Significant concerns or issues identified by representatives of the clinical facility relating to the unsafe, unethical, illegal, or generally unprofessional conduct of a student;
5. Non-adherence to the facility's personnel and dress code policies, which includes the appearance or visibility of body art and piercings.

## **ACADEMIC REGULATIONS**

In addition to the general institutional academic policies described in the *College Catalog*, the Associate Degree Nursing curriculum adheres to the following standards:

1. A minimum grade of C or S (satisfactory) is required on all non-NUR prefix courses in order for them to be accepted for credit in the ADN program.
2. A minimum grade of B or S (satisfactory) is required on all NUR prefix courses in order for them to be accepted for credit in the ADN program.
3. A grade below B or a U (unsatisfactory) on any NUR prefix course or failure to complete any non-NUR prefix courses required after admission into the program is grounds for dismissal. Readmission at the point of interruption is not guaranteed. Refer to the Readmission Policy for specific details.
4. The student must maintain a 2.0 or greater GPA from time of acceptance until program completion to remain eligible for a seat in the program.

# Admission Procedure

## Licensed Practical Nurse Transition Plan (DAY) - A45110

### A. NASH COMMUNITY COLLEGE APPLICATION

Students must complete the general admissions application to Nash Community College by October 28<sup>th</sup> [online](#) or on campus at Student and Enrollment Services. The application process includes the submission of high school and all post-secondary transcripts required for program admission as described in the College Catalog.

### B. (DAY) LPN NURSE TRANSITION PLAN PROGRAM APPLICATION PROCESS

1. Submit a Transition to ADN (DAY) program application to the Health Sciences Admissions Coordinator by November 1st for consideration of admission in the following spring semester (March entry). To be eligible for a program application, the student must meet the following criteria at the time of application:
  - a. Students must be eligible for enrollment in MAT 171.
  - b. Have taken or currently enrolled in: BIO 168, CHM 130, and CHM 130A. Students must achieve a “C” or better on required curriculum non-NUR prefix coursework.
  - c. The student’s overall grade point average must be 2.00 or higher.
  - d. Evidence of a current unencumbered LPN license.
2. Eligible applicants will be invited to take the HESI admission assessment (A2) on annually established dates.
3. Testing will be offered at Nash Community College and allowed once per calendar year. Test scores are valid for two years. The higher score will count towards admission. Students will be required to pay approximately \$54.00 to take the HESI- A2. Picture ID is required at the testing site. Nash Community College will only accept A2 scores that are directly transferred from HESI.

### C. Determination of Admission Status

Applicants ranked and selected for admission based upon the HESI -A2 composite percentage score and the ability for a maximum of 3 additional points for a total ranking score based on the following:

Criteria	By the program application deadline date February 1st	Points
Awarded degree	Associate, Bachelor, Masters, etc. (must be reflected on the official transcript submitted to Admissions by the application deadline)	2 points
Nash CC current enrollment	Must have been enrolled in course during Spring semester	1 point

Applicants will receive written notification of their conditional admission status prior to the extended registration period for fall semester. Program correspondence will occur through the Nash Community College student e-mail. Applicants notified of conditional admission must complete the following steps by established deadlines to be accepted into the ADN Program:

1. Submit evidence of a recent (within one year) physical examination using a form provided by the College and available from the Health Sciences Admissions Coordinator. The physical exam must be updated annually following enrollment into the Transition/ADN program.
2. Immunization requirements must be complete in accordance with North Carolina Law as well as recommended or required immunizations for students working in the health care environment.
3. Submit evidence of current AHA BLS CPR certification and evidence of current health insurance coverage, which must remain effective through the completion of clinical learning.

**Nash Community College does not unlawfully discriminate in offering equal access to its educational programs and activities or with respect to employment terms and conditions on the basis of an individual’s race, color, national origin, sex, sexual orientation, gender, gender expression, gender identity, genetic information, disability, age, religion, or veteran status.**

## **Licensed Practical Nurse Transition (DAY) Plan - A45110**

### **Curriculum Checklist for LPN Transition to ADN Plan**

Students must have taken or are currently enrolled in the courses listed below prior to submitting a program application (November 1<sup>st</sup>) for the Transition Plan. A minimum grade of “C” is required for general education courses, and a minimum grade of “B” is required for NUR-courses.

	<b>Prerequisite</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
BIO 168 Anatomy & Physiology I	(None)	3	3	0	4
CHM 130 Gen. Org. and Biochemistry	(None)	3	0	0	3
CHM 130A Gen. Org. and Biochemistry (Lab)	(None)	0	3	0	1
<b>Semester Total</b>					<b>8</b>

### **Courses to be completed upon acceptance into the program.**

<b>Spring Semester</b>	<b>Prerequisite</b>	<b>Class</b>	<b>Lab</b>	<b>Clinical</b>	<b>Credit</b>
NUR 214 Nursing Transition Concepts	(Adm to ADN Tran.)	3	0	3	4
BIO 169 Anatomy & Physiology II	(BIO 168)	3	3	0	4
PSY 150 General Psychology	(None)	3	0	0	3
<b>Semester Total</b>					<b>11</b>

#### **Summer Semester**

NUR 113 Family Health Concepts	(NUR 214, BIO 169, PSY 150)	3	0	6	5
MAT 171 Precalculus Algebra	(DMA 080)	3	2	0	4
<b>Semester Total</b>					<b>9</b>

#### **Fall Semester**

NUR 211 Health Care Concepts	(NUR 113, MAT 171)	3	0	6	5
NUR 212 Health System Concepts	(NUR 113, MAT 171)	3	0	6	5
PSY 241 Developmental Psychology	(PSY 150)	3	0	0	3
<b>Semester Total</b>					<b>16</b>

NUR 213 Complex Health Concepts	(NUR 211/212, ENG 111, PSY 241)	4	3	15	10
ACA 220 Professional Transition	(NUR 211/212, ENG 111, PSY 241)	1	0	0	1
ENG 112 Writing/Research in the Disciplines	(ENG 111)	3	0	0	3
<b>OR</b>					
ENG 114 Prof Research & Reporting	(ENG 111)	3	0	0	3
HUM 115 Critical Thinking	(DRE 098)	3	0	0	3
<b>OR</b>					
PHI 215 Philosophical Issues	(ENG 111)	3	0	0	3
<b>OR</b>					
PHI 240 Introduction to Ethics	(ENG 111)	3	0	0	3
<b>Semester Total</b>					<b>17</b>

**Total Hours for Graduation** (including credit for Practical Nursing Coursework) **74-75**

## ESTIMATED PROGRAM COSTS

Nash Community College tuition and fees are set by the State Board of Community Colleges and are subject to change without notice. College tuition and fees are detailed at [Tuition-and-Fees](#). Additional ADN program-related expenses are estimated at \$3,500.00 and are detailed at [Program related expenses](#).

***Please note this information is intended for estimated cost only and is subject to change without notice.*** The tuition fee is set by the North Carolina General Assembly. All fees are approximate and subject to change.

## FINANCIAL AID

Nash Community College makes every effort to provide financial assistance, where need exists, for students whose primary goal is to acquire post-secondary education. The NCC *College Catalog* details the Financial Aid process and types of aid available.

In an effort to encourage North Carolinians to pursue career opportunities in health, science, and mathematic disciplines, the General Assembly has appropriated funds for student loans. Several scholarships (locally and nationally) are available to nursing students.

Department of Education regulations dictate to colleges what criteria must be met before financial aid awards from federal and state funds can be disbursed. One such criterion includes the requirement that late-starting classes have proper attendance documentation before funds can be disbursed. Distribution of financial aid awards will be adjusted for late start classes.

**Students accepted in the nursing curriculum are affected by late start classes.** Pell grant funds are distributed based on the % of credit hours enrolled/attending at a time. The nursing program has semesters where classes are not run concurrently but sequentially within a semester. For example, NUR 214 is taught sequentially in the nursing curriculum. Students in the nursing curriculum awarded Pell Grant funds will receive partial dollar distributions throughout these semesters.

Student loan fund disbursements require a student to be enrolled/attending six (6) credit hours for loan dollars to be disbursed. All student loan funds will be awarded once the six (6) credit hour stipulation is attained.

***Please note:*** Students will be responsible to secure funds for the purchase of uniforms, criminal background checks, drug screens, and physical and immunization requirements before the distribution of financial aid funds.

**More detailed information concerning financial aid is available from the College's Financial Aid Office at 252-451-8404 or by sending an e-mail to [nccfinancialaid@nashcc.edu](mailto:nccfinancialaid@nashcc.edu)**

## READMISSION POLICY

The following policy clarifies the conditions under which a student who exits the program without satisfying all of its requirements may return to the program to resume progress toward the Associate Degree Nursing or Practical Nursing Diploma:

1. A student who fails to complete any of the Nursing programs as scheduled may reapply to the program by meeting the admissions criteria that are in effect at the time of reapplication.
2. A student who fails to complete the nursing programs as scheduled is eligible for two (2) readmissions. This includes a total of three (3) applications: one (1) for initial admission to a nursing program; and two (2) readmissions. The total of three (3) applications includes all tracks of the NCC Nursing Programs. A student who reapplies for nursing program re-entry for the first semester of the curriculum sequence will participate in the admission process as stated in the specific nursing program admission procedure. Students who have not been enrolled in the nursing programs in greater than 3 years must re-apply through the general application process.

3. Re-entry into the programs is not guaranteed and will be considered on a case-by-case basis considering the point of re-entry, the number of currently enrolled students at the point of re-entry, and space availability for confirmed clinical education learning experiences.
4. The student will be required to demonstrate retention of knowledge and skills in NUR courses by successfully completing both a written proficiency examination with a minimum score of 80% and laboratory competency examination for each prerequisite course to the point of re-entry, regardless of an original passing grade for the course. A dosage calculation examination will also be required. The student must achieve a score of 90% or above on the dosage calculation examination to be eligible for re-entry. A challenge exam taken by a student seeking readmission to a nursing program counts toward the total number of eligible readmissions. (refer to #2 above) All proficiency exams must be completed between 30 and 120 days prior to the beginning of the semester that the student plans to re-enter.
5. A student may be approved to audit a NUR course prior to the semester of desired re-entry. The student is eligible to audit a NUR course if they have received a grade of “B” or higher for the NUR course from the previous academic year, or equivalent transfer course work, and have successfully completed proficiency examinations and competencies for the NUR course during the readmission process to the nursing program. The student approved to audit a NUR course will not be admitted to the program or permitted to participate in the clinical portion of the course. Approval to audit a NUR course is considered on a case-by-case basis as with the applicant who is seeking readmissions.
6. A student dismissed from a nursing program as a result of inappropriate internet use; misconduct or unprofessional behavior during on- and off-campus learning activities; non-adherence to laboratory safety and clinical education policies; or, significant concerns in regard to clinical expectations for safety, ethical, and legal standards will not be considered for re-entry to the Nursing programs or subsequent admissions to any health sciences program at Nash Community College.
7. A written reflective action plan for readmission into the NCC Nursing Programs is required. The reflective action plan should detail and answer the following question: “How have you reflected on past experiences within the NCC Nursing Program, and what plan or interventions have you put in place that will prepare you for success in the NCC Nursing Program?” The reflective action plan will be submitted to the Director of Nursing Programs within three (3) business days after completing all examinations and skills proficiency testing.

## **NURSING FACULTY ADVISORS**

Faculty advisors for the Nursing programs are available to assist you in meeting your educational goals. The contact information below will assist you in scheduling an appointment. The College will assign a nursing faculty advisor upon application to the College (assigned advisor information is available on your College acceptance letter and in WebAdvisor).

Krysti Coppock, RN, MSN (Director)	<a href="mailto:kvcoppock572@nashcc.edu">kvcoppock572@nashcc.edu</a>	252-451-8267
Melissa Jones, RN, DNP (Assistant Director)	<a href="mailto:majones697@nashcc.edu">majones697@nashcc.edu</a>	252-451-8360
Jamie Lynch, RN, DNP	<a href="mailto:jmlynch165@nashcc.edu">jmlynch165@nashcc.edu</a>	252-451-8337
Dana Phippen, RN, MSN	<a href="mailto:dmpippen553@nashcc.edu">dmpippen553@nashcc.edu</a>	252-451-8311
Meagan Pridgen, RN MSN	<a href="mailto:mlpridgen238@nashcc.edu">mlpridgen238@nashcc.edu</a>	252-451-8265
Becky Strickland, RN, MSN	<a href="mailto:bbstrickland242@nashcc.edu">bbstrickland242@nashcc.edu</a>	252-451-8204
Jill Steward, RN, MSN	<a href="mailto:djsteward573@nashcc.edu">djsteward573@nashcc.edu</a>	252-451-8331
Susan Taylor, RN, MSN	<a href="mailto:sktaylor233@nashcc.edu">sktaylor233@nashcc.edu</a>	252-451-8474
Tina Treish, RN, MSN	<a href="mailto:ftreish214@nashcc.edu">ftreish214@nashcc.edu</a>	252-451-8348
Sherri Smith, RN, DNP	<a href="mailto:slsmith428@nashcc.edu">slsmith428@nashcc.edu</a>	252-451-8213

## **PROGRAM MISSION**

The Nursing programs at Nash Community College provide a high-quality educational environment for students to gain the knowledge, skills, and professional behavior necessary to earn the Associate Degree in Nursing or the Practical Nursing diploma. In support of the college mission and community partnerships, the program is dedicated to promoting the development of qualified, entry-level graduates who are prepared for a career as a Registered Nurse or Licensed Practical Nurse and able to pursue lifelong learning opportunities.



## PROGRAM PHILOSOPHY

The faculty of Nash Community College Nursing Programs believe that each individual is complex, multidimensional, unique, and significant. We believe nursing students demonstrate a commitment to professional values and life-long learning. These values are incorporated into an ethical framework including the principles of autonomy, respect for diversity, justice, and truth. The faculty is committed to providing accessible, high-quality nursing education to meet the diverse and changing healthcare needs of the service area.

All individuals have dynamic bio-physical, psychological, socio-cultural, spiritual, and developmental needs that contribute to health, quality of life, and achievement of potential. Adaptation to the environment requires the individual to change throughout the lifespan. Each individual has a right to healthcare and to information that will assist him or her to participate actively in his or her health care in order to achieve the highest level of wellness possible. We believe that professional caring requires an integration of nursing knowledge and humanistic approaches that foster critical thinking and promote an awareness of cultural differences among individuals. The faculty promotes high standards of ethics and professionalism as it strives to assist qualified students to meet their individual goal of becoming a nursing professional.

Nursing is a science and an art. The art of nursing is integrating and assimilating knowledge and skills derived from biological, sociological, and behavioral sciences and information technology to deliver client-centered, culturally competent, holistic care. The faculty promotes high standards of ethics and professionalism as it strives to prepare individuals to competently practice nursing at the Associate Degree or Diploma level and to serve the needs of the public by providing skilled, licensed nursing personnel. We believe that effective professional and therapeutic communication serves as a basis for interpersonal and collaborative relationships among the members of the health care team, including the clients and their families, integrated with the scientific foundation for nursing practice that utilizes the nursing process.

The utilization of evidence-based nursing practice and clinical decision-making skills are an integral component of effective nursing practice. Incorporating documented best practice, the nurse functions autonomously and collaboratively with the interdisciplinary team to assist individuals to reach their maximum health potential through assurance of quality client outcomes, promotion of wellness, prevention of illness, and restoration of health or assistance in achieving an optimal state of health or a dignified death.

Health is a dynamic, ever-changing state of mental, physical, and spiritual well-being, which exists on a continuum from optimal wellness to illness and ending in death. Achievement of potential is the individual's growth toward attaining one's utmost ability and quality of life. It is based on the individual's choices, perceptions, personal goals, life experiences, and holistic health.

### Conceptual Framework

The conceptual model provides a mental framework to prepare learners for new instruction and motivates them by making meaningful connections for the learner. The learner must attain mastery of each part of the framework: the individual, the healthcare system, and nursing in order to understand the complete curriculum (Knowles, 2005). The domains of the individual, the healthcare system, and nursing provide a conceptual framework that guides the nursing curriculum. Concepts are organized within each of these domains, and learning occurs from simple to complex.



Figure 1 NCCCS Nursing Conceptual Framework

## **PROGRAM GOALS**

The Nash Community College Nursing Programs will:

1. Function as an integral part of the college by faculty participation in committee assignments, professional development, and recruitment activities.
2. Identify, recruit, and accept qualified applicants by providing accurate information to students and the public that is sufficient to make informed decisions.
3. Provide an organized and comprehensive curriculum integrating academic and clinical education experiences to prepare students as entry-level nursing professionals.
4. Promote high academic, clinical and professional standards that foster the development of problem-solving, critical thinking, and effective communication.
5. Develop quality strategies that balance both individual and collaborative learning to reflect greater than 90% NCLEX success on the first attempt.
6. Promote the development of professional nurses through a concept-based curriculum with the optimal use of innovative technology.
7. Provide a positive, supportive learning environment that establishes greater than 70% academic retention.

## **GRADUATE OUTCOMES**

Nursing Programs at Nash Community College will be able to:

1. Graduate entry-level nursing professionals capable of gaining licensure and prepared to work safely and effectively in the best interest of the public as a collaborative partner of the interdisciplinary team.
2. Graduate students who gain licensure and employment as an entry-level nursing professional and work collaboratively with nursing professionals and other healthcare providers in a variety of healthcare settings to promote the best interest of the public.
3. Graduate students who demonstrate professional behaviors and clinical competence through effective communication, problem-solving, and critical thinking in the delivery of nursing care.
4. Graduate students who uphold the ethical and legal standards of the profession by complying with national and state regulations regarding the practice of nursing in all practice settings.
5. Graduate students who recognize the need for continued personal and professional growth through self-assessment and a commitment to lifelong learning to remain current in nursing practice.

## **TECHNICAL STANDARDS OF NURSING EDUCATION: ADMISSION, RETENTION AND GRADUATION STANDARDS**

North Carolina's Nursing Practice Act (August, 2001) defines nursing as:

“a dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising patients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals, groups, and communities; the supervision, teaching and evaluation of those who perform or are preparing to perform these functions; and the administration of nursing programs and nursing services.”

Students enrolled in the Associate Degree Nursing Program (ADN) Program at Nash Community College must demonstrate competence in various intellectual, physical and social aspects, which represent the fundamentals of professional practice upon graduation. The ADN curriculum provides the general, technical and clinical education required to enable the student to independently deliver entry-level clinical services in an array of health care settings. All students must meet the minimum criteria established by the Program at Nash Community College without regard to student preference or choice for specialty care delivery in the future.

The Americans with Disabilities Act (ADA) ensures qualified applicants to public institutions the ability to pursue program admissions, however, the applicant must meet essential requirements. All students admitted to the Nursing Program will be held to the same standards with or without reasonable accommodations.

The safe practice of nursing involves cognitive, sensory, affective, and psychomotor performance requirements. Therefore, the essential eligible requirements for students in a nursing program shall be further defined according to the following standards:



Performance Area	Technical Standard	Performance Example (Not all Inclusive)
Mobility/Motor Skills	Sufficient motor ability (balance, coordination, speed and agility) and strength to move independently throughout a clinical setting, to move equipment/patients, and to ensure safe and effective treatment interventions.	<ul style="list-style-type: none"> <li>● <i>assist and safely guard patients during mobility tasks (walking, transferring, exercising, and change in position),</i></li> <li>● <i>independently transition in and out of postures, including bending, kneeling, sitting, crawling, standing and walking for a minimum of 90 minutes without rest,</i></li> <li>● <i>manipulate equipment and patients involving squatting to the floor; reaching above head, pulling/lifting or guiding weight in excess of 100lbs,</i></li> <li>● <i>demonstrate the dexterity required to manipulate devices/equipment commonly utilized in nursing assessment and interventions, including gauges, dials, small nuts/bolts/screws, and other equipment components.</i></li> </ul>
Sensory Abilities	Sufficient auditory, visual and tactile ability to monitor and assess health needs of patients.	<ul style="list-style-type: none"> <li>● <i>Auditory (corrected or not): recognize soft voices/sounds, voices under protective garb, equipment signals, calls for assistance up to 10 ft away, measurement of vital signs and breath sounds in often active/loud environments,</i></li> <li>● <i>Visual (corrected or not): recognize non-verbal responses including facial expressions and body language; observe and measure color changes, movement patterns, equipment settings; assess environmental situation up to 20 feet away,</i></li> <li>● <i>Tactile: palpation of musculoskeletal landmarks, pulse; identify skin temperature/texture changes, muscle tone and joint movement; Provide competent interventions including range of motion, IV insertion, venipuncture, and dressing changes.</i></li> </ul>
Communication Skills	Sufficient communication abilities in English for written (printed and typed), verbal (direct and telecommunications) and non-verbal communication with patients, families and other healthcare providers in the clinical environment.	<ul style="list-style-type: none"> <li>● <i>Speak, hear and observe individuals/groups in order to elicit information and communicate effectively in verbal and non-verbal formats,</i></li> <li>● <i>Attain, comprehend and utilize information presented in written and verbal format and produce appropriate written documentation, including treatment logs, medical records and billing. Use appropriate medical terminology and correct spelling/grammar,</i></li> <li>● <i>Communicate appropriately/professionally to individuals from a variety of social and</i></li> </ul>

Performance Area	Technical Standard	Performance Example (Not all Inclusive)
		<i>cultural backgrounds (employ culture competence). This includes explaining and teaching procedures and answering questions posed by others.</i>
Behavioral/Social Interpersonal Skills	Sufficient behavior and social abilities to interact and work collaboratively with individuals, groups, and families.	<ul style="list-style-type: none"> <li>● <i>Ability to establish rapport and participate effectively as a team member in patient care delivery,</i></li> <li>● <i>Manage physically-taxing work loads and emotional stress,</i></li> <li>● <i>Demonstrate the ability to adapt to rapidly changing situations/environments without warning. Show flexibility and coping skills to function in fast paced clinical situations with multiple psychosocial issues presenting.</i></li> </ul>
	Sufficient ability to collect, interpret and integrate information for sound clinical decision making. Must be able to understand 3 dimensional and spatial relationships of structures, and discern complex information for good clinical judgments.	<ul style="list-style-type: none"> <li>● <i>Observation and measurements of patient responses to nursing interventions. Ability to recognize normal and abnormal responses and appropriately suggest modifications to treatment procedures,</i></li> <li>● <i>Respond to emergency situations, including first aid and CPR,</i></li> <li>● <i>Recognizing treatment effectiveness, relate treatment rationale to patients and others, consult with Faculty and Staff Nurses or other health team members as indicated.</i></li> <li>● <i>Read and comprehend relevant information in textbooks, medical records and professional publications.</i></li> </ul>

**Please Note:** These requirements do not reflect (1) the ability of the graduate to pass state licensing examinations, nor (2) functions which may be required for employment of the graduate. Students seeking admission to the Program must initial and sign showing they are capable of meeting the essential functions described with or without reasonable accommodations. It is the responsibility of the student with disabilities to request reasonable accommodations necessary to meet the essential requirements. If accommodation is requested, the student must provide documentation of his/her disability and specify his/her request for accommodation.