



ST. JOHN'S UNIVERSITY

TECHNICAL STANDARDS FOR ST. JOHN'S UNIVERSITY NURSING PROGRAM ADMISSION, RETENTION, AND GRADUATION

St. John's University is committed to admitting qualified students without regard to race, color, age, national or ethnic origin, disability, sex, marital status, sexual orientation, or religion.

Nurses provide ethical, holistic, culturally competent, and population-based care in a variety of health-care settings. The mission of the University's [Bachelor of Science in Nursing](#) program is to prepare nurses in an environment that values a culture of inclusion and openness, and to practice professional nursing to meet the dynamic health-care needs of individuals, families, groups, and communities. This is accomplished through a liberal education focused on the art and science of nursing.

In preparation for professional nursing roles, nursing faculty expect students to show emotional stability and demonstrate the ability to meet the demands of a rigorous nursing program. Nursing program applicants must be able to meet the cognitive, affective, and psychomotor requirements of the curriculum.

Specific essential abilities or technical standards have been identified by the Nursing program in the [College of Pharmacy and Health Sciences, Department of Clinical Health Professions](#), in accordance with Section 504 of the Rehabilitation Act of 1973 and the 2009 Americans with Disabilities Act Amendment. These technical standards include all of the nonacademic abilities essential for the delivery of safe, effective nursing care. These standards are designed to establish performance expectations that enable students

to deliver safe, effective care during clinical practice activities, with or without reasonable accommodations.

Individuals interested in applying for admission to St. John's are encouraged to review these technical standards to become familiar with the skills, abilities, and behavioral characteristics required to complete the Nursing program. Qualified applicants and students are expected to meet all admission criteria, as well as these technical standards—with or without reasonable accommodations—and to maintain related satisfactory demonstration of these standards for progression through the program.

The Nursing program is committed to enabling students with identified disabilities by reasonable means or accommodations to complete academic and experiential learning required for completion of the Bachelor of Science degree in Nursing. Therefore, any applicant or student who seeks accommodation at the time of admission or at any time during progression in the program will be evaluated and receive an assessment of the types of reasonable accommodation needed for the clinical practice component of the program.

All undergraduate nursing students must review the technical standards, sign the acknowledgment form, and submit the document to the Director of Nursing.

The technical standards that have been identified as necessary to meet nursing curriculum technical standards requirements include, but are not necessarily limited to, the following:



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MOTOR SKILLS

SKILLS

- Must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete physical assessments and provide safe effective care for patients.
- Expected to have psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions, including CPR if necessary.
- Must have sufficient levels of neuromuscular control and eye-to-hand coordination, as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for safe patient care.

EXAMPLES

- Must be able to bend, squat, reach, kneel, or balance.
- Move within confined spaces such as treatment room or operating suite.
- Assist with turning and lifting patients.
- Administer CPR and maintain current certification.
- Pick up and grasp small objects with fingers, such as an insulin syringe or pills.
- Perform tracheotomy suctioning or insert urinary catheter.
- Walk/stand for extended periods of time.
- Turn, position, and transfer patients
- Occasionally lift 50 pounds, frequently lift 10–25 pounds.
- Ability to carry and lift loads from the floor, from 12 inches from the floor to shoulder height and overhead.

VISION

SKILLS

- Visual ability to accurately observe and perform nursing care.

EXAMPLES

- Identify objects up to 20 feet away.
- Access and interpret the electronic medical record and/or associated paper medical record.
- Must be able to identify calibrations on a 1 mL syringe.
- Assess skin color (e.g., cyanosis, pallor).

HEARING

SKILLS

- Auditory ability sufficient for physical monitoring and assessment of patient health-care needs.

EXAMPLES

- Respond to normal speaking level sounds.
- Assess auscultatory sounds.
- Respond to auditory alarms (e.g., monitors, fire alarms, patient call bells) in a quick and safe manner.



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| SMELL | <p>SKILLS</p> <ul style="list-style-type: none">• Olfactory ability sufficient to detect significant environmental and patient odor needs. <p>EXAMPLES</p> <ul style="list-style-type: none">• Detect odors from patient (e.g., foul-smelling drainage, alcohol breath).• Detect smoke. |
| TACTILE | <p>SKILLS</p> <ul style="list-style-type: none">• Tactile ability sufficient for physical monitoring and assessment of health-care needs. <p>EXAMPLES</p> <ul style="list-style-type: none">• Feel vibrations (pulses).• Detect temperature changes.• Palpate veins for cannulation. |
| TECHNOLOGICAL | <p>SKILLS</p> <ul style="list-style-type: none">• Must be computer literate and be able to perform basic computer, software, editing, internet, and browsing skills. <p>EXAMPLES</p> <ul style="list-style-type: none">• Locate, open, and close files.• Use word processor to create, edit, and save documents.• Toggle between two applications.• Upload and download files.• Use an internet browser.• Search the internet for specific topics. |
| COMMUNICATION | <p>SKILLS</p> <ul style="list-style-type: none">• Oral communication skills sufficient to communicate in English with accuracy, clarity, and efficiency with patients, their families, and other members of the health-care team, including nonverbal communications, such as interpretation of facial expressions, affect, and body language. <p>EXAMPLES</p> <ul style="list-style-type: none">• Give verbal directions to or follows verbal directions from other members of the health-care team and participate in health-care team discussions of patient care.• Elicit and record information about health history, current health state, and responses to treatment from patients or family members.• Convey information to patients and others as necessary to teach, direct, and counsel individuals in an accurate, effective, and timely manner.• Recognize and report critical patient information to other caregivers. |



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| CRITICAL THINKING/ PROBLEM SOLVING | <p>SKILLS</p> <ul style="list-style-type: none">• Nurses require the ability to learn and reason to integrate, analyze, and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives, and decide to manage or intervene in the care of a client. <p>EXAMPLES</p> <ul style="list-style-type: none">• Able to make effective decisions in the classroom and in clinical settings.• Develop/contribute to nursing care plans that accurately reflect client concerns.• Able to make decisions reflective of classroom learning in the clinical setting. |
| INTERPERSONAL SKILLS | <p>SKILLS</p> <ul style="list-style-type: none">• Emotional stability and appropriate behavior sufficient to assume responsibility/accountability for actions. <p>EXAMPLES</p> <ul style="list-style-type: none">• Establish rapport with patients, instructors, and colleagues.• Respect and care for persons whose appearance, condition, beliefs, and values may conflict with their own.• Deliver nursing care regardless of patient's race, ethnicity, age, gender, religion, sexual orientation, or diagnosis.• Conduct themselves in a composed respectful manner in all situations and with all persons.• Work with teams and work groups.• Establish and maintain therapeutic boundaries.• Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation.• Demonstrate prompt and safe completion of all patient care responsibilities.• Adapt rapidly to changing environmental/stress.• Exhibit ethical behaviors and exercise good judgment. |
| ENVIRONMENTAL TOLERANCE | <p>SKILLS</p> <ul style="list-style-type: none">• Must possess the abilities to deal with issues and conditions specific to the nursing environment. <p>EXAMPLES</p> <p>Nursing environmental exposures may include any of the following:</p> <ul style="list-style-type: none">• Exposure to harmful radiation• Working in confined places in close proximity to others• Exposure to odors• Work in areas of potential physical violence• Handling and disposing of body secretions such as blood, stool, urine, etc.• Exposure to disease may occur on a daily basis while in clinical education, as students care for patients with known and unknown risk factors and potential infections or harmful diseases. |
| PROFESSIONAL CONDUCT | <p>EXAMPLES</p> <ul style="list-style-type: none">• Must be willing to learn and abide by professional standards of practice.• Must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility, and tolerance.• Must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations, including but not limited to, children, adolescents, adults, individuals with disabilities, medically compromised patients, and vulnerable adults. |