

Policy Name: Essential Technical Standards (SCHS)
Policy Number: ACA 1.02
Title of Policy Owner: Campus Director & Dean of Academic Affairs - SCHS
Policy Type: RHEI/Shared Services BSMCON SCHS SOMI
Approved by: RHEI Leadership Team
Effective Date: 8/1/2024
Version: 1.0
Policy Status: Approved

I. Policy

This policy describes the Essential Technical Standards required for all students at SCHS.

II. Purpose

The purpose of this policy is to delineate the essential technical standards that are required for all SCHS students. SCHS is responsible for providing quality education while assuring that both academic and essential non-academic or technical standards of care are met. Given the nature of the curriculum at SCHS, a student must be prepared to meet the basic standards of a practicing professional nurse, a medical sonographer, or a radiologic technologist. To that end, the Essential Technical Standards are the essential nonacademic standards, skills, and abilities demanded of every student in an academic program at SCHS.

III. Scope

This policy applies to all SCHS students.

IV. Definitions

Essential Technical Standards: Essential technical standards are the nonacademic standards, skills and abilities demanded of every student in an academic program. Nonacademic standards include the cognitive, sensorimotor, behavioral, and communication abilities required for satisfactory completion of all aspects of the curriculum and development of professional attributes required for graduation.

V. Policy Details

The following table includes the Essential Technical Standards. Students must fulfill and maintain these standards, with or without reasonable accommodation. All students are required to review these essential standards/abilities and sign

Attachment A: SCHS Essential Technical Standards Students Acknowledgement Form.

Essential Technical Standards	
1. Cognitive Abilities: To successfully complete learning objectives, follow course syllabi, assignment directions, and any actions developed by faculty and administration in the program	
Examples	Measure, calculate, reason, analyze, integrate, and synthesize complex information and demonstrate acquired knowledge in a timely manner
	Retrieve and critically appraise patient related research
	Develop, implement, and evaluate a plan of care
	Utilize principles of quality and safety to achieve optimal patient outcomes
	Demonstrate behaviors and decision making that reflect honesty, integrity and ethical principles
	Translate research and evidence-based practice into plans of care
2. Motor Abilities: Perform gross and fine motor movements required to provide care	
Examples	Turn, transfer, transport, and ambulate patients with or without a lift team or assistive devices
	Physical requirements to be able to lift, carry, push, pull up to 50 lbs
	Manipulation of diagnostic instruments and life support devices, and calibration of equipment
	Tactile ability sufficient to assess texture, shape, size, turgor, temperature and vibration
	Physical ability to implement emergency interventions such as cardiopulmonary resuscitation and application of pressure to stop bleeding
	Stamina. Must have sufficient stamina to sit, stand and move within the classroom, labs, units and community settings for periods of time as long as ten hours at a time
3. Sensory Abilities: Possess auditory, visual, and olfactory abilities required to provide care	
Examples	Visual acuity to be able to read gauges that monitor patient physiological status
	Visual ability sufficient for observation of patient behavior
	Hearing abilities to hear cries for help, alarms, and auditory signals from technical equipment
	Olfactory ability to smell smoke or other smells (such as chemicals) indicative of environmental danger
4. Communication Abilities: Communicate effectively and sensitively with patients, families and others responsible for health care	
Examples	Hearing ability to actively listen to patients, families, and others responsible for health care
	Ability to explain procedures, conduct health teaching
	Speaking ability to hold conversations with patient families and others responsible for health care
	Ability to elicit information, describe changes in status, and provide an accurate report of patient information to other health care providers and members of the health care team
	Utilizes verbal and nonverbal communication effectively and sensitively with others
	Written communications are clear and written for the necessary level of the reader

5. Behavioral Abilities: Establish and maintain appropriate professional relationships and demonstrate emotional intelligence in the academic and clinical settings in accordance with the Mission, Values and Operating Principles of Bon Secours Mercy Health, Code of Conduct.	
Examples	Function effectively under stress and adapt to changing environments inherent in clinical practice
	Demonstrate composed emotional affect when interacting with patients, dealing with adverse circumstances and encountering stressful situations
	Maintain self-control and demonstrate respect through word and action
	Demonstrate professional conduct and responsibility with accountability, responding promptly and courteously to inquiries and requests
	Demonstrate compassion, cultural competence with groups from diverse backgrounds
	Conform to all requirements set forth by SCHS health care agency's affiliation agreements as well as any additional requirements of any clinical setting
	Work cooperatively with peers, faculty, and members of the healthcare team, treating others with respect, courtesy and consideration
	Maintain confidentiality, protect individual rights of others

Essential Technical Standards 1-3	Examples Specific to the Nursing Program
1 – Cognitive Abilities	<p>Incorporate ethical reasoning into critical thinking and clinical judgments</p> <p>Perform mathematical functions to include: calculate dosages of medication, intake and output and fluid replacement</p> <p>Demonstrate expected level of clinical judgment and reasoning to respond to changing circumstances and emergencies.</p>
2 – Motor Abilities	<p>Administer medications and parenteral therapy, insert intravenous catheters</p> <p>Insertion of urinary catheters</p> <p>Palpation and percussion as a component of assessment</p> <p>Physical ability to implement emergency interventions such suctioning of an obstructed airway</p>

<p>3 – Sensory Abilities</p>	<p>Hearing abilities to auscultate breath sounds, heart sounds, and bowel sounds with a stethoscope as a component of assessment</p> <p>Olfactory abilities to discern odors such as purulent wounds, or body odors as a component of assessment</p> <p>Visual acuity to employ inspection skills such as changes in skin and nail color, and color of drainage as a component of assessment</p>
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References:

- AACN Technical Standards accessed at www.aacn.nche.edu/education-resources/Technical_Standards.pdf
- Alamance Community College Technical Standards
- Duquesne University Technical Standards for School of Nursing
- James Madison University Technical Standards for Nursing
- New York University College of Nursing Technical Standards for Core Professional Nursing Competency Performance
- Virginia Commonwealth University Technical Standards for the School of Nursing

VI. Attachments

Attachment A: SCHS Essential Technical Standards Student Acknowledgement Form

VII. Related Policies

ADM 3.11 College Admission/Readmission
ACA 3.05 Student Attendance & Tardiness

VIII. Disclaimers

Nothing in this policy creates a contractual relationship between Southside College of Health Science (SCHS) and any party. SCHS, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.

IX. Version Control

Version	Date	Description	Prepared by
1.0	8/1/2023	Policy Adopted	CDDAA
1.0	8/1/2024	Reviewed – No Changes	CDDAA



Southside College of Health Sciences Essential Technical Standards Student Acknowledgement Form

Southside College of Health Sciences (SCHS) offers degrees in practice disciplines. The professional practice of nursing, medical sonography, and radiologic technology draws upon the cognitive, motor, sensory, communication, and behavioral abilities that include the knowledge, attitude, and skills necessary to provide quality and safe patient care in all health care settings. Given the nature of the curriculums at SCHS, a student must be prepared to meet the basic requirements of a practicing professional.

Specific essential technical standards are stated in the Essential Technical Standards (Policy ACA 1.02). Students must meet and maintain satisfactory demonstration of these standards, with or without reasonable accommodation, to successfully progress through the program.

My signature below confirms the following:

- I have been provided with a copy of the Essential Technical Standards (Policy ACA 1.02) and have read and understand its content;
- I possess a functional level of ability to perform all of the Essential Technical Standards with or without reasonable accommodations;
- Furthermore, I understand that failure to perform all of the Essential Technical Standards will result in a review of my progression in the Program/Course(s) and will result in an action plan as determined by the Faculty; or could result in immediate dismissal from the Program/ Course(s) as determined by the Faculty, Program Director, and appropriate College Administrator representatives.

I understand that this signed acknowledgement will be placed in my student file and that I am to retain the student copy for my personal files.

Student Name: _____
Please Print

Student ID: _____

Student Signature: _____ Date: _____

Official COPY – to be retained in student file