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| <b>Policy Title</b>            | Essential Technical Standards for Nursing Students                         |
| <b>Policy Number:</b>          | ACA 1.02                                                                   |
| <b>Department:</b>             | Academic Affairs                                                           |
| <b>Functional Area:</b>        | BSMCON                                                                     |
| <b>Contributing Department</b> |                                                                            |
| <b>Approved by:</b>            | RHEI Leadership Team                                                       |
| <b>Effective Date:</b>         | 8/1/2024                                                                   |
| <b>Version:</b>                | 1                                                                          |
| <b>Status:</b>                 | Approved                                                                   |
| <b>Manual</b>                  | To be entered by Compliance360 System administrators or N/A if not in C360 |
| <b>Section</b>                 | ACA 1                                                                      |

## **I. Mission, Vision and Values**

This policy reflects our commitment to human dignity, integrity, compassion, stewardship, and service by guiding decisions and actions that uphold respect for all individuals and promote excellence in our work.

This policy aligns with our mission of extending the compassionate ministry of Jesus by improving the health and well-being of our communities and providing good help to those in need, especially the poor, dying, and underserved by ensuring that our practices support ethical, effective, and accountable service across all areas of the organization.

## **II. Policy**

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

## **III. Purpose**

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

## **IV. Scope**

This policy applies to all BSMCON students.

## **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: Bon Secours Memorial College Essential Technical Standards Student Acknowledgement Form.

| Essential Technical Standards                                                                                                                                                                             |                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Cognitive Abilities: To successfully complete learning objectives, follow course syllabi, assignment directions, and any actions developed by faculty and administration in the nursing program</b> |                                                                                                                                                                               |
| <b>Examples</b>                                                                                                                                                                                           | Measure, calculate, reason, analyze, integrate, and synthesize complex information and demonstrate acquired knowledge in a timely manner                                      |
|                                                                                                                                                                                                           | Incorporate ethical reasoning into critical thinking and clinical judgments                                                                                                   |
|                                                                                                                                                                                                           | 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 expected level of clinical judgment and reasoning to respond to changing circumstances and emergencies.                                                           |
|                                                                                                                                                                                                           | Perform mathematical functions to include: calculate dosages of medication, intake and output and fluid replacement                                                           |
|                                                                                                                                                                                                           | Demonstrate behaviors and decision making that reflect honesty, integrity and ethical principles                                                                              |
|                                                                                                                                                                                                           | Translate research and evidence-based practice into nursing plans of care                                                                                                     |
| <b>2. Motor Abilities: Perform gross and fine motor movements required to provide nursing care</b>                                                                                                        |                                                                                                                                                                               |
| <b>Examples</b>                                                                                                                                                                                           | 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                                                                                                      |
|                                                                                                                                                                                                           | Administer medications and parenteral therapy, insert intravenous catheters                                                                                                   |
|                                                                                                                                                                                                           | Insertion of urinary catheters                                                                                                                                                |
|                                                                                                                                                                                                           | Palpation and percussion as a component of assessment                                                                                                                         |
|                                                                                                                                                                                                           | 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, suctioning of an obstructed airway, and application of pressure to stop bleeding |
|                                                                                                                                                                                                           | Stamina. Must have sufficient stamina to sit, stand and move within the classroom, skills lab, acute care nursing units and                                                   |

|                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                     |
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|                                                                                                                                                                                                                                                                                          | community settings for periods of time as long as ten hours at a time                                                                                                               |
| <b>3. Sensory Abilities: Possess auditory, visual, and olfactory abilities required to provide nursing care</b>                                                                                                                                                                          |                                                                                                                                                                                     |
| <b>Examples</b>                                                                                                                                                                                                                                                                          | Visual acuity to employ inspection skills such as changes in skin and nail color, and color of drainage as a component of assessment                                                |
|                                                                                                                                                                                                                                                                                          | Visual acuity to be able to read gauges that monitor patient physiological status                                                                                                   |
|                                                                                                                                                                                                                                                                                          | Visual ability sufficient for observation of patient behavior                                                                                                                       |
|                                                                                                                                                                                                                                                                                          | Hearing abilities to auscultate breath sounds, heart sounds, and bowel sounds with a stethoscope as a component of assessment                                                       |
|                                                                                                                                                                                                                                                                                          | Hearing abilities to hear cries for help, alarms, and auditory signals from technical equipment                                                                                     |
|                                                                                                                                                                                                                                                                                          | Olfactory abilities to discern odors such as purulent wounds, or body odors as a component of assessment                                                                            |
|                                                                                                                                                                                                                                                                                          | Olfactory ability to smell smoke or other smells (such as chemicals) indicative of environmental danger                                                                             |
| <b>4. Communication Abilities: Communicate effectively and sensitively with patients, families and others responsible for health care</b>                                                                                                                                                |                                                                                                                                                                                     |
| <b>Examples</b>                                                                                                                                                                                                                                                                          | 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                                                                                                  |
| <b>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.</b> |                                                                                                                                                                                     |
| <b>Examples</b>                                                                                                                                                                                                                                                                          | 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                                                                                                               |
|                                                                                                                                                                                                                                                                                          | Utilize situational awareness to respond promptly and adapt to change as needed.                                                                                                    |

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|  | 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 BSMCON 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                                                                                              |

**References:**

- AACN Technical Standards accessed at [www.aacn.nche.edu/education-resources/Technical\\_Standards.pdf](http://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. 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.

**VII. Attachments**

Attachment A: Bon Secours Memorial College Essential Technical Standards  
Student Acknowledgement Form

**VIII. Related Policies and Procedures**

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

**IX. Regulatory Notices**

Nothing in this policy creates a contractual relationship between Bon Secours Memorial College of Nursing (BSMCON), a department operated and controlled by Bon Secours Memorial Regional Medical Center, LLC, and any party. BSMCON, in its sole discretion, reserves the right to amend, terminate or discontinue this policy at any time, with or without advance notice.

**X. Version Control**

| Version | Effective Date | Next Review Date | Description                             | Supersedes, if applicable | Prepared By |
|---------|----------------|------------------|-----------------------------------------|---------------------------|-------------|
| 1.0     | 11/23/2020     | N/A              | Revisions and new template              | N/A                       | CDDAA       |
| 1.0     | 2/1/2024       | 2/1/2027         | Reviewed no changes                     | 1.0                       | CDDAA       |
| 1       | 2/1/2024       | 2/1/2027         | Version changed – BSMH Template Adopted | 1.0                       | CDDAA       |

This policy/procedure/guideline is not intended to establish a standard of clinical or non-clinical care or practice. Rather, this policy/procedure/guideline creates a general tool to help guide decision-making with the understanding that different action(s) may be necessary in response to the totality of the circumstances presented.

Sites revised 05/06/2025- Bon Secours Mercy Health adopts the above policy, procedure, policy & procedure, guideline, manual / reference guide / instructions, or principle / standard / guidance document for all Bon Secours Mercy Health entities including, but not limited to, facilities doing business as Mercy Health – St. Vincent Medical Center, St. Vincent – St. Charles Hospital, St. Vincent – St. Anne Hospital, Mercy Health – Perrysburg Medical Center, Mercy Health – Tiffin Hospital, Mercy Health – Willard Hospital, Mercy Health – Defiance Hospital, Mercy Health Allen Hospital LLC, Mercy Health - Lorain Hospital, Mercy Health St. Elizabeth Youngstown Hospital, Mercy Health St. Joseph Warren Hospital, Mercy Health - St. Elizabeth Boardman Hospital, Mercy Health - St. Rita's Medical Center, Mercy Health – Springfield Regional Medical Center, Mercy Health - Urbana Hospital, Mercy Health - Anderson Hospital, Mercy Health - Clermont Hospital, Mercy Health – Fairfield Hospital, Mercy Health - West Hospital, The Jewish Hospital – Mercy Health, Mercy Health – Kings Mills Hospital, LLC, Mercy Health - Lourdes Hospital LLC, Mercy Health – Marcum and Wallace Hospital, Chesapeake Hospital Corporation DBA Rappahannock General, Maryview Hospital, Bon Secours Richmond Community, Bon Secours Memorial Regional Medical Center, Bon Secours – St. Mary's Hospital, Bon Secours St. Francis Health System, Bon Secours St. Francis Medical Center, Bon Secours Mary Immaculate Hospital, Bon Secours - Southside Medical Center, Bon Secours Mercy Health Franklin, LLC, Southern Virginia Medical Center, and Bon Secours Harbour View Medical Center. This also may apply to Bon Secours Mercy Health Medical Group LLC and its medical group affiliates.