

## Core Performance Standards

Requirements	Standard	Examples of Necessary Activities
Critical Thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation.	<ul style="list-style-type: none"> <li>• Identification of cause/effect relationships in clinical situations.</li> <li>• Use of the nursing process in the development of patient care plans.</li> <li>• Evaluation of the effectiveness of nursing interventions implemented.</li> <li>• Solve problems and make valid rational decisions using logic, creativity, and reasoning.</li> <li>• Respond instantly to emergencies.</li> <li>• Exhibit arithmetic competence that would allow the student to read, understand, and perform calculations for computing dosages.</li> </ul>
Professional Behavior	Student Nurses are expected to respect the nursing profession to which they aspire and perform and behave in a respectful, ethical and professional manner with others in class, lab and clinical.	<p>Integrates ethical behavior in nursing practice.</p> <ul style="list-style-type: none"> <li>• Performs activities safely, so as not to injure or harm others.</li> <li>• Interacts respectfully with peers, superiors, and patients.</li> <li>• Capacity to engage in successful conflict resolution.</li> <li>• Recognizes that as a student they represent the nursing profession, and must behave accordingly.</li> <li>• Respects and adheres to the policies and procedures of the College, ADN Program and clinical agencies.</li> <li>• Reflects on personal behavior and practice performance with patients, engages in self-evaluation.</li> <li>• Refrains from disruptive behavior as described in the Temple College Student Handbook including sleeping in class, belligerent attitude, ignoring instructor's directions, talking at inappropriate times, use of unauthorized personal devices (e.g. gaming, browsing the internet, texting, listening to music, etc.)</li> </ul>
Communication	Communication abilities sufficient for verbal, written and electronic format.	<ul style="list-style-type: none"> <li>• Write and speak English effectively in order to be understood by the public.</li> <li>• Communicate therapeutically with clients, families, and groups in a variety of settings.</li> <li>• Communicate appropriately with faculty and peers.</li> <li>• Documentation and interpretation of nursing actions and patient/client responses.</li> <li>• Provide health teaching information for clients, families, and/or groups based on assessed needs, available resources, age, lifestyle, and cultural considerations.</li> <li>• Remember pertinent information and communicate to all interdisciplinary team members, client and family where consented.</li> </ul>
Physical Ability	Physical abilities sufficient for movement from room to room and in small spaces. Gross and fine motor	<ul style="list-style-type: none"> <li>• Movement about patient's room, workspaces, and treatment areas.</li> </ul>

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	abilities sufficient for providing safe, effective nursing care.	<ul style="list-style-type: none"> <li>• Administration of rescue procedures- cardiopulmonary resuscitation.</li> <li>• Lift, move, position, and transport clients without causing harm, undue pain, or discomfort to the client or one's self.</li> <li>• Stoop, bend, squat, and reach overhead as required to safely reach equipment and provide nursing care.</li> <li>• Correctly administer oral and parenteral medications to maintain client safety. Calibration and use of equipment.</li> <li>• Provide or assist with activities of daily living such as bed bath, hygiene, and toileting, positioning clients, making an occupied or unoccupied bed.</li> </ul>
Sensory	Auditory ability sufficient for monitoring and assessing health needs. Must be able to hear without the aid of an interpreter. Visual ability sufficient for observation and assessment necessary for patient care. Tactile ability sufficient for physical assessment. Olfactory ability sufficient for observation and assessment necessary for safe client care.	<ul style="list-style-type: none"> <li>• Ability to hear monitoring device alarm and other emergency signals.</li> <li>• Ability to discern auscultatory sounds and cries for help.</li> <li>• Ability to observe patient's condition and responses to treatments and recognize subtly physical changes.</li> <li>• Ability to palpate in physical examinations and various therapeutic interventions.</li> <li>• Recognize environmental odors.</li> </ul>
Emotional Stability	Emotional stability sufficient to tolerate rapidly changing conditions and environmental stress.	<ul style="list-style-type: none"> <li>• Establish therapeutic interpersonal boundaries.</li> <li>• Provide clients with emotional support.</li> <li>• Adapt to changing environment and stress while maintaining professional conduct and standards without displaying hostility, agitation, rudeness, or belligerence.</li> <li>• Poses no threat to self or others.</li> <li>• Manage and respond to multiple priorities in stressful situations.</li> </ul>

Derived from the Southern Regional Education Board  
 (The Americans with Disabilities Act Implications for Nursing Education, 2016)  
<http://www.sreb.org/publication/americans-disabilities-act>

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. The above listed Core Performance Standards, identify essential performance requirements for participation in the nursing program. **You will be required to sign an acknowledgement form to confirm that you meet the Core Performance Standards for Nursing.**

**If you believe, at any time throughout the program, that you cannot meet one or more of these standards without accommodations or modifications, you may request appropriate assistance and guidance.** It will be determined, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made.

**DOWNLOAD OR PRINT THIS DOCUMENT FOR FUTURE REFERENCE**

April 20, 2022