

Marshall University
School of Nursing
Technical Standards

One of the purposes of the Marshall University School of Nursing (MUSON) is to provide graduates with a broad and basic preparation for professional nursing practice. Applicants to the program must be able to meet the cognitive, affective, and psychomotor requirements of the curriculum. The MUSON has identified technical standards critical to the success of students in the nursing program. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient care. The examples listed on the form are for illustrative purposes only, and not intended to be a complete list of all tasks in a nursing program.

Reasonable accommodations to meet standards may be available for otherwise qualified individuals with disabilities. Contact the Marshall University Disability Services Office for more information if you think you may need accommodation. (Prichard Hall 117, Phone Number 304-696-2271 or www.marshall.edu/disabled .). The technical standards form is on the School of Nursing's website. A signed technical standards form must be current and on file with the Student Records Assistant in the School of Nursing, Prichard Hall 421. The documentation is due June 15.

Capacity	Standard	Examples
Hearing	Students must have auditory ability sufficient to hear normal conversation and make fine discriminations in sound.	Detect audible alarms, detect cries for help, detect sounds related to bodily functions using a stethoscope e.g. B/P, heart, lung and bowel sounds
Vision	Students must have visual ability sufficient for observation, assessment and performance of safe nursing care.	Observe client responses, discriminate color changes, accurately read measurements on equipment, read medication labels.
Tactile Ability	Students must have tactile ability sufficient for physical assessment, inclusive of size, shape, temperature, and texture.	Perform function of physical assessment and those related to therapeutic interventions. Perform palpations e.g. pulse, perform functions of physical examination.

Physical Endurance	Students must possess physical endurance sufficient to complete assigned periods of clinical care.	Sustain repetitive movements (e.g. CPR), maintain physical tolerance (e.g. work entire shift) tolerate long periods of standing and sitting.
Strength and Mobility	Students must possess strength and ambulatory capability sufficient to maintain a center of gravity when met with opposing force as in lifting, supporting and/or transferring a client	Safely transfer clients in and out of bed, lift or move clients or objects, pull or push objects (this includes occasionally lifting 50 pounds and frequently lifting or carrying objects weighing 25 pounds).
Fine Motor Skills	Students must possess fine motor skills sufficient to perform psychomotor skills integral to client care.	Safely manipulate small equipment, such as syringes, vials, ampules and medication packages; accurately chart on graphics and other flow sheets.
Communication	Students must have the ability to use multiple communication techniques (verbal, written, nonverbal and information technology) that enable them to communicate effectively with clients, teachers and all members of the health care team. They must be able to speak, read and write in English.	Give oral reports, read graphs, negotiate interpersonal conflict, read and understand English printed documents, obtain and document client information.
Intellectual and Cognitive	Students must have the ability to perceive events realistically, to think clearly and rationally and to function appropriately in routine and stressful situations. Students must be able to measure, calculate, reason, analyze and synthesize data in a timely manner. Problem solving a critical skill demanded of health care practitioners, requires all these intellectual abilities. Additionally, students must be able to comprehend three-dimensional relationships and understand the spatial relationships of structures.	Respond appropriately in emergency situations with sustained attention, process information accurately, thoroughly and quickly to prioritize task, perform math computations for medication dosage calculation.

Emotional Stability	<p>Students must possess the emotional health required for full use of their intellectual abilities, demonstration of good judgment, and prompt and safe completion of all responsibilities and development of mature and effective relationships with patients. They must be able to work cooperatively with others, adopt to rapidly changing environments, think clearly and tolerate physically and mentally taxing workloads under stressful situations. Additionally they must demonstrate moral reasoning and ethical behaviors.</p>	<p>Deal with the unexpected (e.g., changing client status), handle strong emotions of clients in a safe and appropriate manner, be flexible with changing environments and schedules, provide clients with emotional support, demonstrate compassion, integrity, honesty, concern for others; establish therapeutic boundaries.</p>
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