

## Core Performance Standards for Admission and Progression

**\*\*\*\* Please Read Carefully \*\*\*\***

Below are listed the performance standards of the professional nursing program. Applicants to the Sam Houston State University (SHSU) School of Nursing (SON) should read these standards carefully, and be sure that you can comply with them. The SHSU SON expects all applicants for admission to possess and demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries.

ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment, sufficient powers of intellect to acquire, assimilate, apply, and evaluate information and solve problems.	Identify cause-effect relationships in clinical situations; develop and implement nursing care plans according to the nursing process; respond without delay to emergency situations.
Interpersonal	Interpersonal abilities sufficient enough for interaction with individuals, families, and groups from a variety of social, emotional, cultural, economic, and intellectual backgrounds.	Establish rapport with patients/clients, colleagues, and other health care professionals. <b>Respect cultural diversity and the rights of others.</b>
Communication	Communication abilities sufficient for interaction with others in verbal and written form. Utilizes effective communication skills to interact with patient/client, peers, and other health care personnel of various ages, cultural, economic, and intellectual backgrounds in a variety of settings.	<b>Read, write and speak English effectively so as to be understood.</b> Explain treatment and procedures; <b>provide</b> health teaching to individual clients and groups of clients <b>based on assessed needs, available resources, age, lifestyle and cultural considerations</b> ; documents and interprets nursing actions and patient/client responses. Communicate information accurately and effectively with other Schools, colleagues, clients, and client families. Evaluate written orders, care plans, and treatment requests.

Core Performance Standards for Admission and Progression (cont'd)		
ISSUE	STANDARD	EXAMPLES OF NECESSARY ACTIVITIES (Not all inclusive)
Mobility	Gross and fine motor abilities sufficient to provide safe and effective nursing care. Physical abilities sufficient to move from room to room, lift and position, maneuver in small places, and physical health and stamina needed to carry out nursing procedures. Ability to get self to clinical.	Calibrate and use equipment (i.e. syringes, vials, ampules, donning of gloves, etc.). Able to grasp small objects (i.e., manipulate a syringe, eye dropper, etc.). Perform electronic keyboarding/documentation. Move around in patients/clients' rooms, workspaces, treatment areas, and administer cardiopulmonary procedures. Lift, move, position, and transport patients without causing harm, undue pain, and discomfort to the patient or ones' self. Transport mobile equipment in a timely and cautious manner.
Sensory	Sufficient use of the senses of vision, hearing, touch, and smell to observe, assess, and evaluate effectively (both close and at a distance) in the classroom, laboratory, and clinical settings.	Hear monitor alarms, emergency signals, auscultation sounds and cries for help. Observe patient/client responses. Perform tactile/palpation functions of physical examination or those functions related to therapeutic intervention, e.g., insertion of catheters and IVs for therapy.
Behavioral	Sufficient motivation, responsibility, and flexibility to function in new, ever-changing, and stressful environments. Adapts appropriately to ever-changing needs of clients and client families.	Adapts to assignment change of patient, clinical, or laboratory area in a manner that allows the student to meet objectives while providing safe, adequate patient care. Accountable for clinical preparation and independent study. Performs nursing functions in a safe, responsible manner. Ability to recognize the need for further research and respond accordingly based on changes in patient/client status since assignment was made.

*Reference: Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing. Retrieved from [http://www.sreb.org/page/1081/nursing\\_education.htm](http://www.sreb.org/page/1081/nursing_education.htm), on April 10, 2014.*