

Regis University
Loretto Heights Department of Nursing

**Essential Functions and Safety Standards for Admission, Progression, and
Completion of the Pre-licensure Programs in Nursing**

Regis University, Loretto Heights Department of Nursing (LHDON) is committed to admitting students without regard to race, color, age, ethnicity, disability, sex, marital status or religion. The LHDON has identified essential functions critical to the successful preparation of nursing students and to success in their future career as nurses. These essential functions are to establish performance levels that are required to provide safe patient care, with or without reasonable accommodations.

A professional nurse is expected by the employer, consumers, and other health care providers to assume specific role responsibilities in a safe and competent manner. Due to these expectations of a nurse, all skills taught and evaluated in the LHDON program are required for successful completion of the program. Qualified applicants to LHDON pre-licensure programs are expected to meet all admission criteria, including these essential functions with or without reasonable accommodations.

Any evidence of a possible inability to meet the essential functions may be cause for further evaluation at the LHDON discretion. Such evidence may include additional application materials, letters of recommendation, interviews, visual observations of essential functions, evaluation by a physician or other practitioners (e.g., psychologist, nurse practitioner, etc.) of our choice, or evaluation by our University's Disability Services.

To enroll in the pre-licensure nursing major courses, a student must meet the essential functions for the nursing major, with or without reasonable accommodations, and maintain related satisfactory demonstration of these functions for progression through the program. Reasonable accommodations must be arranged through the University's Disability Services. The essential functions to meet nursing curriculum performance standards include, but are not necessarily limited to, the following:

General Abilities

In order to provide safe and effective nursing care, an applicant and/or student in the LHDON nursing program is expected to possess functional use of the senses of vision, touch, hearing, taste, and smell. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium, and movement.

Observational Skills

Students require the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient's/client's condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities.

Communication Skills

Students must be able to communicate in many forms; these include: speech, language, reading, writing and computer literacy (including keyboarding skills). Students must be able to communicate in English in oral and written form with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients/clients, maintain written records, elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.

Psychomotor Skills

Students, in the classroom, must have the ability to sit, stand, and/or walk, for up to 10 hours daily. In the clinical setting, students must have the ability to sit, stand or walk for at least eight hours daily—modified according to the schedule of the specific facility to which a student is assigned. Students must possess sufficient motor function to elicit information from the patient/client examination, by palpation, auscultation, percussing, and other examination maneuvers. Students must be able to execute movements (including twist, bend, stoop and/or squat) required to provide general and therapeutic care, such as positioning, lifting, transferring, exercising or transporting patients; to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.

Cognitive Skills

Students must demonstrate the ability to receive, interpret, remember, measure, calculate, reproduce and use; to reason, analyze, integrate and synthesize information across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include: performance of a physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors in a timely manner; use of examination data to formulate and execute a plan of nursing management in a timely manner, appropriate to the problems identified; and the reassessment and revision of plans as needed for effective and efficient management of nursing/health care problems in a timely manner. All of these must be consistent within the acceptable norms of clinical settings.

Behavioral and Social Abilities

Students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients/clients. Concern for others, honesty, integrity, accountability, interest and motivation are necessary personal qualities. As a component of their education and practice, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor.