

UNIVERSITY OF HARTFORD

COLLEGE OF EDUCATION, NURSING AND HEALTH PROFESSIONS

DEPARTMENT OF NURSING

The University of Hartford's College of Education, Nursing and Health Professions, does not discriminate against qualified individuals with disabilities and in keeping with its mission and goals and compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) promotes an environment of respect for and support of persons with disabilities.

A person qualified for the Nursing major is one who has met the academic standards and is able to meet the essential functional standards of a registered nurse as specified in the American Nurses Association Standards of Practice. Essential functions are defined as those skills and competencies students must have the capacity to demonstrate. Students are not required to be competent in all of these skills at the time of admission, but must have the physical and mental capacity to perform the tasks in clinical practice. If a student is unable, or suspects s/he may be unable, to complete any of the essential functions outlined in this document, the student is strongly encouraged to consult with the Access-Ability Services Office at the University of Hartford. Access-Ability Services at the University of Hartford is committed to providing accommodations and services to students with disabilities in order to ensure an accessible university experience where individuals with disabilities have the same access to programs, opportunities and activities as all others. Access-Ability Services engages in an interactive process with each student and reviews requests for accommodations on a case-by-case basis.

Students seeking accommodations or services from the University of Hartford are required to submit documentation to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities (ADA). Please refer to the Access-Ability Services website (www.hartford.edu/access-abililty) for more information on specific criteria needed to be eligible for services/accommodations at the University of Hartford. Access-Ability Services is voluntary and it is the student's responsibility to initiate and maintain contact. The student is responsible for submitting documentation to Access-Ability Services, separate from their admissions application. After you have submitted your documentation, Access-Ability Services will review and determine eligibility for services. If you are eligible for services, you will receive an email at your

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University of Hartford email account to schedule your Intake Interview appointment.

The essential core performance standards listed below can assist students interested in the nursing program to make an informed decision regarding choice of career. Other specific requirements and competencies are outlined in course syllabi and clinical performance evaluation tools.

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Core Performance Standards for admission and retention in the undergraduate nursing program

Requirements	Standards	Examples (includes but not limited to)
Critical thinking skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation.	<ul style="list-style-type: none">• Gather and assess relevant information, using abstract ideas to interpret it, effectively comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.• Information is taken from source(s) with enough interpretation/evaluation, to develop a comprehensive analysis or synthesis.• Think open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences.• Initiate, evaluate, and update the plan of care.• Organize workload to manage time effectively and prioritize the delivery of client care.• Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions.• Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order
Interpersonal skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups.	<ul style="list-style-type: none">• Maintain client confidentiality/privacy.• Establish professional and ethical relationships with others and seek assistance when needed.• Ability to accept constructive criticism (respectively listening, avoid jumping to conclusions or making judgments).• Display accountability and personal integrity understanding that student behavior impacts others.• Ability to delegate appropriately.• Ability to respond to stress and adapt to changing environments inherent in clinical practice; manage emotions particularly anger, frustration, and excitement appropriately.• Ability to operate in different cultural settings.• Remain free from alcohol and/or chemical impairment in classroom and clinical settings at all times.• Is punctual and attends all classes and clinical

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Communication skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> • Explain treatments, procedures, initiate health teaching, and verify patient consents to care in a culturally appropriate manner. • Document and interpret nursing actions and patient responses. • Display the capacity to engage in successful conflict resolution and advocate for patient’s rights and needs. • Effectively communicate with coworkers, patients, families and members of the interdisciplinary healthcare team in figuring out solutions to complex problems. • Give an accurate report of patient information to other healthcare professionals and members of the healthcare team. • Use therapeutic communication techniques to provide support.
Psychomotor skills	Psychomotor skills sufficient for providing safe, effective nursing care.	<ul style="list-style-type: none"> • Move about client’s room and/or work spaces to complete client assessment or promote circulation (ROM, positioning) • Administer rescue procedures – cardiopulmonary resuscitation. • Demonstrate the ability to work for periods of 8-12 hours. • Calibration and use of equipment safely. • Perform procedures necessary to safely admit, transfer, or discharge a client, such as from the chair to the bed safely. • Prepare and administer medications and/or treatments. • Perform basic skills (Foley, tube feedings, maintain orthopedic devices, perform postmortem care)
Assessment skills	Assessment skills sufficient for providing safe, effective, and culturally competent nursing care.	<ul style="list-style-type: none"> • Ability to perform targeted screening assessments (e.g., vision, hearing, nutrition). • Ability to respond to client distress calls. • Ability to observe client’s condition and responses to treatments. • Assess a client’s condition. • Read and interpret healthcare provider’s orders. • Read monitors, medication labels, and other equipment accurately. • Ability to palpate in physical examinations and various therapeutic interventions.

*The University of Hartford BSN Core Performance Standards have been adapted from:
 American Association of Colleges and Universities. Critical thinking value rubric. 1818R Street NW, Washington, DC .
<https://www.aacu.org/value/rubrics/critical-thinking>
 Gonzalez, H.C. Hsiao, E.L. (2020). Disability inclusion in Nursing Education . *Teaching and Learning in Nursing* 15, 53-56.
<https://doi.org/10.1016/j.teln.2019.08.012> and
 Paul, R. and Elder, L. (2008). *The Miniature Guide to Critical Thinking Concepts and Tools*, Foundation for Critical Thinking Press.