



FGCU School of Nursing Core Performance Standards

The faculty of the School of Nursing endorses the guidelines of the Southern Regional Education Board (SREB) Council for Collegiate Education for Nursing Education¹ and adopts the following Core Performance Standards. The Core Performance Standards (Standards) are the essential eligibility requirements for the School of Nursing and set forth the essential cognitive, sensory, affective, and psychomotor performance requirements that must be met throughout enrollment in an undergraduate or graduate nursing program.

Each Standard lists examples of activities that nursing students are required to successfully perform in order to safely function in a variety of nursing roles, and the Standards are reflected in the course objectives for the undergraduate and graduate nursing programs of study. Each student must be able to perform independently, with or without reasonable accommodations, each of the essential performance requirements as set forth in the Standards in order to fully participate in and successfully complete an undergraduate or graduate nursing program. The list of examples is not exhaustive of all of the activities that nursing students are required to successfully perform in order to meet the Standards.

Admission to the School of Nursing is not based on the Standards. Rather, the Standards are used to assist applicants and students in determining whether accommodations are needed and constitute an objective measure for making informed decisions about whether students will be able to meet the essential performance requirements for the School of Nursing. The ability to meet the essential performance requirements as set forth in the Standards does not guarantee that the student who receives an accommodation will meet the requirements for licensure, certification, and/or employment in the nursing profession or specialty upon graduation

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the University's guiding principles, provides classroom and academic accommodation to students with documented disabilities. Students are responsible for providing documentation of disability to the Office of Adaptive Services. Whether a requested accommodation is reasonable will be determined on an individual basis in consultation with the Office of Adaptive Services and Faculty.

¹ Southern Regional Education Board. (2008). Americans with Disabilities Act: Revised Implications for Nursing Education Programs, Retrieved October 15, 2015 from http://www.sreb.org/page/1390/the_americans_with_disabilities_act.html

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**The School of Nursing reserves the right to amend the Core Performance Standards upon identification of additional critical behaviors or abilities needed to safely function in a variety of nursing roles and to fully participate in and successfully complete an undergraduate or graduate nursing program.*

<u>Standards</u>	<u>Essential Performance Requirements</u> <i>The student is required to successfully perform the following activities in order to safely function in a variety of nursing roles and to fully participate in and successfully complete an undergraduate or graduate nursing program:</i>	<u>Examples</u> <i>(This list is not all-inclusive.)</i>
Interpersonal, Behavioral, and Emotional Attributes	Demonstrate interpersonal skills, professional behaviors, and emotional health required for full utilization of the student’s intellectual abilities, the exercise of good judgment, the timely completion of all responsibilities in the classroom and clinical settings, safe patient care, and the development of mature, sensitive, and effective relationships with patients and other members of the health care team.	<p>The student must accept the role of adult learner functioning under supervision in the classroom and clinical practicum setting and must seek assistance when appropriate.</p> <p>The student must establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.</p> <p>The student must demonstrate emotional and mental stability, flexibility, integrity, motivation, self-direction, accountability, compassion, caring, empathy, and effective interpersonal behaviors in the classroom and in the delivery of safe patient care in a variety of clinical settings.</p> <p>The student must be able to function effectively under stress, manage time, effectively prioritize, adapt to changing environments, display flexibility,</p>

		<p>accept and integrate constructive criticism given in the classroom and clinical settings, effectively interact in the clinical setting with other members of the healthcare team, and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.</p> <p>The student must be able to effectively collaborate with patients and other members of the health care team and to project a positive image of the nursing profession.</p>
<p>Communication</p>	<p>Demonstrate the ability to receive information from and send information to others using standard English in verbal, nonverbal, written, and electronic formats.</p>	<p>The student must have the ability to elicit information, to communicate accurately, rapidly, and clearly with patients, patients' families, and members of the work team, to describe observations, and to perceive nonverbal communications from patients and others.</p> <p>The student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings where written and electronic medical records, verbal presentations, and patient counseling and instruction are integral to effective medical practice and patient care.</p>

		<p>The student must communicate effectively verbally, nonverbally, electronically, and in writing with instructors and other students in the classroom setting.</p> <p>The student must explain treatments and procedures, provide health teaching, document and interpret nursing actions and patient responses, and effectively communicate with faculty and other members of the health care team in a legible, concise, accurate, timely, and professional manner.</p>
<p>Mobility and Motor Skills</p>	<p>Demonstrate mobility, physical health stamina, coordinated gross and fine motor abilities, and manual dexterity required to provide safe and effective patient care for prolonged periods of time, to move around the physical environment, to maneuver in small places, and to perform complex technical skills.</p>	<p>The student must perform gross and fine motor movements with sufficient coordination to perform complete physical examinations using the techniques of inspection, palpation, percussion, vibration, and auscultation, and any other diagnostic maneuvers.</p> <p>The student must use upper and lower body strength as required to safely and timely move and position patients and equipment as needed, to operate complex equipment and instruments, and to perform patient care and complex procedures for prolonged periods of time.</p> <p>The student must develop the psychomotor skills needed to safely perform or assist with procedures, treatments, and the administration of medications</p>

		<p>using a variety of routes and techniques as required.</p> <p>The student must develop the psychomotor skills needed to safely manage and operate diagnostic and therapeutic medical equipment required for the general and emergent care of patients.</p> <p>The student must maintain consciousness and equilibrium, postural control, neuromuscular control, and eye-to-hand coordination as required for satisfactory and safe performance in the clinical and classroom settings.</p> <p>The student must maintain physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings.</p> <p>The student must use coordinated mobility to move in and about patient rooms, work spaces, and treatment areas, to administer CPR procedures, to lift, move, position, and transport patients without causing harm, undue pain or discomfort to self or patient, to transport and use a variety of equipment in a safe and timely manner, and to calibrate, use, and manipulate instruments and</p>
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		equipment in a safe, timely, and effective manner.
Sensory Perception and Observation	Demonstrate functional use of the senses of vision, touch, hearing, taste, and smell and the ability to perceive pain, pressure, temperature, position, vibration, position equilibrium, and movement.	<p>The student must interpret, integrate, analyze, and synthesize data received by the senses in a consistent and accurate manner in order to gather significant information needed to effectively evaluate patients and interventions.</p> <p>The student must see both close and distant visual information; discern three-dimensional and spatial relationships; visually interpret electronic monitor data; hear high and low pitched sounds; make accurate auditory interpretations of electronic monitor sounds and alarms, emergency signals, cries for help, soft sounds, and the spoken word; smell noxious fumes and distinguish specific smells; assess changes in color, texture, and temperature; perform health assessment and physical examination techniques such as percussion, palpation, vibration, and auscultation; and, observe patients' physical and emotional responses.</p>
Critical Thinking, Cognitive, and Intellectual Capacities	Demonstrate the intellectual and cognitive ability to gather, comprehend, assimilate, organize, analyze, synthesize, integrate, and apply information, concepts, and theories necessary for problem solving, decision making, and sound clinical judgment in the classroom setting and the delivery of safe patient care.	<p>The student must recognize relationships between concepts and phenomena in the classroom setting and in the delivery of safe patient care.</p> <p>The student must develop, implement, prioritize, and evaluate plans of care for a variety of patients in a variety of settings.</p>

		<p>The student must develop and refine skills necessary for problem-solving and safe patient care, such as the skills required to identify cause and effect relationships, to comprehend three-dimensional relationships, to understand the spatial relationships of structures, to measure, calculate, reason, analyze, and synthesize objective and subjective data, to make timely decisions that reflect consistent and thoughtful deliberation and sound clinical judgment, to organize information, and to prioritize actions.</p> <p>The student must read and comprehend medical literature and maintain current knowledge related to nursing practice.</p> <p>The student must incorporate new information from peers, teachers, and the medical literature to formulate sound judgment in patient assessment and diagnostic and therapeutic planning.</p> <p>The student must understand, synthesize, and interpret complex data and information related to patient care.</p> <p>The student must quickly and accurately understand and interpret complex information from multiple sources.</p>
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<p>Ethical and Legal</p>	<p>Demonstrate the ability to practice within legal, ethical, and regulatory frameworks of the profession and to uphold honesty and personal</p>	<p>The student must adhere to the standards of professional nursing practice at all times, which includes, but is not</p>

	<p>integrity while carrying out activities in the classroom and clinical settings.</p>	<p>limited to, applicable laws, rules, policies, standards, and guidelines governing professional nursing practice.</p> <p>The student must act as a patient advocate at all times when planning and implementing patient care.</p> <p>The student must report unethical or dangerous behavior that could affect patients or the community.</p> <p>The student must refrain from plagiarism, cheating on exams, withholding required information, disclosing unauthorized information, or falsifying documents.</p>
<p>Technology Utilization</p>	<p>Demonstrate the ability to utilize technology for the purpose of scientific inquiry, documentation of health care data, and the delivery of safe patient care.</p>	<p>The student must conduct web-based searches for the purpose of scholarly inquiry aimed at improving or delivering safe patient care.</p> <p>The student must access, participate in, and successfully complete web-based assignments.</p> <p>The student must timely and accurately access, document, and communicate health information using electronic health information technology systems.</p> <p>The student must safely apply therapeutic and diagnostic technology as required for the delivery of safe and effective patient care.</p>

**Florida Gulf Coast University
Marieb College of Health & Human Services
School of Nursing**

FGCU School of Nursing Core Performance Standards Receipt and Acknowledgment

I, _____, acknowledge that I have received and read a copy of the FGCU School of Nursing Core Performance Standards.

I understand:

A nursing student must be able to perform independently, with or without reasonable accommodations, each of the essential performance requirements as stated in the FGCU Core Performance Standards in order to safely function in a variety of nursing roles and to fully participate in and successfully complete an undergraduate or graduate nursing program.

The decision as to whether a requested accommodation is reasonable will be made on an individual basis in consultation with the Office of Adaptive Services and Faculty.

The ability to meet the essential performance requirements as stated in the FGCU Core Performance Standards does not guarantee that a student who receives an accommodation will meet the requirements for licensure, certification, and/or employment in the nursing profession or specialty upon graduation.

Signature: _____

Print Name: _____

Date: _____