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		Approval Date:	8/18/2020
		Effective Date:	08/18/2020
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## POLICY TITLE: CORE PERFORMANCE STANDARDS (CPS) FOR THE COLLEGE OF NURSING

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All applicants to and students of the University of Houston College of Nursing Program (UH CON) must be able to perform CPS included in this document either with or without ADA accommodations. These CPS are congruent with the Texas State Board of Nursing expectations for a registered nurse. The use of trained intermediaries is not permissible, in that the candidate's judgment would be mediated by someone else's power of observation and selection. Only applicants and students diagnosed with disabilities covered by the ADA may be granted [special accommodations in nursing classroom, laboratory, and clinical settings](#).

CPS statements which apply to students in the nursing major are congruent with:

1. The Differentiated Essential of Competencies of Graduates of Texas Nursing Programs (2010).
2. The criteria and guidelines for the evaluation of baccalaureate and higher degree programs in nursing established by the Commission on Collegiate Nursing Education (CCNE).
3. The Essentials of Baccalaureate Education for Professional Nursing Practice established by the American Association of Colleges of Nursing (AACN)
4. The Standards of Clinical Nursing Practice established by the American Nurses Association.
5. The Social Policy Statement of the American Nurses Association.
6. The Essentials of Masters Education for Professional Nursing Practice established by the American Association of Colleges of Nursing (AACN).
7. The National Institute for Occupational Safety and Health (2015).

To practice nursing, a licensee must possess a multitude of knowledge, skills and abilities in order to provide safe and effective patient care (National Council of State Boards of Nursing, Inc., 1992). It is the UH CON's responsibility to assure that this requirement is met before a graduate is certified.

The CPS are the required basic cognitive, psychomotor, and affective activities that are essential to successful completion of the UH CON and are categorized as communication, cognitive, and motor and sensory skills. Students enrolled in a nursing degree at UH CON must be able to perform the following CPS with or without reasonable accommodations.

### Core Performance Standards:

#### Academic Progress

Applicants and students, with or without reasonable accommodations, must be able to:

- A. Profit from learning experiences relevant to program objectives, including such means as:
  1. Attending scheduled class lectures, laboratory sections, etc.
  2. Satisfying specific course/program objectives as specified in syllabi.
  3. Complete degree plans and other student progress records as required by the program and the University.

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- B. Demonstrate critical thinking skills deemed appropriate for the academic level and discipline content, including such means as:
1. Successfully completing the University Core Curriculum requirements.
  2. Comprehending appropriate professional literature.
  3. Integrating professional literature.
  4. Articulating information specific to the academic major.
  5. \*Demonstrating critical thinking and cognitive abilities sufficient for problem solving and clinical judgment.
- C. Demonstrate eligibility to assume a professional role at program completion, including such means as:
1. Meeting all matriculation requirements specific to the program.
  2. \*Interacting in a productive manner with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.
  3. \*Demonstrating communication skills sufficient for interaction with others in verbal and written form. (Communication is understandable to others.)
  4. \*Demonstrating mobility sufficient to move independently from room to room and maneuver in small spaces.
  5. \*Demonstrating motor skills sufficient to provide safe and effective nursing care.
  6. \*Demonstrating auditory and smelling ability sufficient to provide safe and effective nursing care.
  7. \*Demonstrating visual ability sufficient for observation and assessment necessary in nursing care.
  8. \*Demonstrating tactile abilities sufficient for physical assessment and therapeutic interventions.
  9. Completing certification/licensure requirements if needed for employability.

***\*elements specific to nursing***

## Conduct Within the University

All applicants and students, with or without reasonable accommodation, must be able to:

- A. Demonstrate competencies through evaluation procedures adopted by the academic program.
- B. Demonstrate behaviors appropriate to study at the post-secondary level, including such means as:
  1. Abiding by the current University policies for student conduct
  2. Interacting appropriately with peers, faculty, and the professional community
  3. Core Performance Standards

Nursing care must be delivered in a timely fashion for safe and effective nursing care to be given to the patient/client.

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## Communication

Applicants and students must communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study. Expression of ideas and feelings must be clear and appropriate. Applicants and students must demonstrate a willingness and ability to give and receive feedback. Communication examples include complete verbal and written command of the English language in order to explain procedures to patients, give oral reports (e.g., report on client's condition to others), interact with others (e.g., health care workers, faculty), speak on the telephone, direct activities of others, convey information through writing (e.g., progress notes), read and comprehend printed materials and documents, document clearly and correctly on patient's medical record, and transmit information through written documents that use proper grammar, syntax, spelling, and punctuation.

ELEMENT	DESCRIPTION	EXAMPLES
Communication	Communication abilities sufficient for interaction with others in verbal and written form. Communication is understandable to others.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.	Establish rapport and maintain professional demeanor with patient/client, family, and colleagues.

## Cognitive

Creative problem-solving and clinical reasoning require certain intellectual abilities. Applicants and students must be able to reason, analyze, integrate, synthesize, prioritize, and evaluate in the context of the nursing activities of their programs/areas of study. In addition, applicants and students must be able to comprehend three dimensional relationships and understand spatial relationships (i.e. X-rays, CT Scans, concept maps, etc.)

ELEMENT	DESCRIPTION	EXAMPLES
Critical Thinking Cognitive Ability	Critical thinking sufficient for clinical judgment.	Ability to handle multiple tasks and problem solve simultaneously. Identify cause-effect relationships in clinical situations; utilize the nursing process in developing nursing care plans; and perform dosage calculations in a time frame to deliver safe care.

## Motor and Sensory Skills

Applicants and students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/areas of study.

EXAMPLE	DESCRIPTION	EXAMPLES
Motor Skills	Gross and fine motor abilities sufficient to	Motor skills of lifting, carrying, pushing, and pulling are required. Physical ability to lift and transfer 50 pounds and carrying of objects up to 25 pounds. Physical ability of bending or stooping 1 inch from

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	provide safe and effective nursing care.	the floor and of reaching overhead to retrieve or place items on patient/unit shelves; to intermittently push objects over 100 pounds; stand/walk for 8 -12 hours.
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## Observation

Visual to accurately observe items both close at hand and at a distance in order to learn skills and to gather data (e.g., observe an instructor's movements, a patient's gait or nonverbal response, draw up correct quantity of medication into syringe, read very fine print on medication labels, monitor strips, and equipment calibrations, etc.). Applicants and students must possess functional use of the senses that permit such observation, including being able to accurately visualize a computer screen (e.g. access a patient's electronic medical record, ascertain patient's vital sign information from patient monitor, perform all nursing exams on computers, etc.)

ELEMENT	DESCRIPTION	EXAMPLES
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Assess and observe patient/client responses; able to identify and distinguish colors and shades of the same color.

## Tactile

Applicants and students must have tactile ability to sufficiently perform physical assessments, examinations, and procedures, palpate pulses, palpate veins, identify body landmarks, skin turgor, rashes, and vibrations, feel differences in sizes, shapes, detect temperature, feel differences in surface characteristics, and detect environmental temperature.

ELEMENT	DESCRIPTION	EXAMPLES
Tactile	Tactile ability sufficient for physical assessment.	Finger dexterity to perform palpation and percussion functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of a catheter. Perceives attributes of object such as size, shape, temperature, or texture.

## Hearing

Applicants and students must be able to accurately hear normal speaking level sounds (e.g. person-to-person report), hear faint voices, hear faint body sounds (e.g., blood pressure sounds, assessment placement of tubes), hear in situations when not able to see lips (e.g., when masks are in use), hear auditory alarms (e.g. monitors, fire alarms, call bells), and hearing acuity sufficiently enough to assess changes in heart, breath, abdominal, vascular sounds.

ELEMENT	DESCRIPTION	EXAMPLES
Hearing	Auditory ability sufficient to provide safe and effective nursing care.	Hears, with and without background noises, monitor alarms, emergency signals, auscultatory sounds, and cries for help.

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## Smell

Applicants and students must be able to smell sufficiently to: Detect odors from clients (e.g., foul smelling drainage, alcohol breath, etc.), detect smoke, detect gases or noxious smells, and detect odors exhibited by the body or body fluids which may be indicative of disease processes.

## Psychomotor Skills

Applicants and students must have sufficient motor capacities and mobility to execute the various tasks and physical maneuvers to fulfill the professional roles toward which each program educates. For example, be able to move within confined spaces (e.g. accompany immobile patients on hospital beds in elevators), sit and maintain balance, stand and maintain balance, reach above shoulders (e.g. IV poles), reach below waist (e.g., plug electrical appliance into wall outlets), perform cardiopulmonary resuscitation (e.g. move above patient to compress chest and sustain repetitive movements), squat (e.g. empty a Foley catheter urinary drainage bag), move quickly (e.g., respond to a code or emergency), climb (e.g., ladders/stools/stairs), push/pull (e.g. transport a stretcher, transfer a patient), lift at least 35 lbs., and complete assigned clinical practice and duties within a safe time period.

ELEMENT	DESCRIPTION	EXAMPLES
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces.	Moves around in patient's rooms, work spaces, and treatment areas and can administer cardiopulmonary procedures. Able to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed when providing patient care.

Proof of medical and/or psychological clearance may be required prior to admission and/or after a change in health status.

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Approved by CON Faculty Council: 08/18/2020

Approved by Dean Kathryn Tart: 08/18/2020