

The Christ College of Nursing and Health Sciences

Healthcare Administration Functional Abilities

Individuals interested in applying for admission to Healthcare Administration Program should review these standards to develop a better understanding of the skills, abilities, and behavioral characteristics necessary to succeed in the program. These functional abilities and examples are not all-inclusive and serve as guidance, not as hard rules. Accommodation requests by students, even those related to functional abilities, will be analyzed and determined on a case-by-case basis and such accommodations will be granted when the College determines it is reasonable to do so.

Functional Abilities

TCCNHS provides the following description/examples of functional abilities necessary to successfully complete the requirements of the Healthcare Administration program. Key areas for functional abilities include acquisition of abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge; and, (5) incorporating appropriate professional attitudes and behaviors.

If you believe you require accommodations to perform these functional abilities, please contact our College Support Services, Student Success Department regarding services and resources.

TCCNHS provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation.

Adapted from: Marks, B & Ailey, S. A. (2014). White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs. Sacramento, CA: California Committee on Employment of People with Disabilities (CCEPD).

Functional Abilities	Examples
Acquire Fundamental Knowledge	
<ol style="list-style-type: none"> 1. Ability to learn in classroom, corporate, community educational settings. 2. Ability to find sources of knowledge and acquire the knowledge. 3. Apply an expanded knowledge base within one's chosen profession with the disposition to engage in life-long learning. 4. Demonstrate novel and adaptive thinking. 	<ul style="list-style-type: none"> • Acquire, conceptualize, and use evidence-based information from demonstrations and experiences in the basic and applied sciences including, but not limited to, information conveyed through online coursework, lecture, group seminar, small group activities, demonstrations, and internships in the community. • Develop solutions and responses beyond that which is rote or rule-based.
Develop Communication Skills	
<ol style="list-style-type: none"> 1. Communicate effectively in oral and written English. 2. Exhibit abilities for sensitive and effective interactions. 3. Exhibit sense-making of information gathered from communication, oral and written. 4. Demonstrate social intelligence. 	<ul style="list-style-type: none"> • Read and write English accurately and efficiently. • Accurately elicit or interpret information from education settings. • Accurately convey information and interpretation of information. • Effectively communicate in teams. • Connect with others to sense and stimulate reactions and desired interactions: <ul style="list-style-type: none"> • Employ empathy, perceive verbal and nonverbal cues, recognize and appropriately respond to emotions such as sadness, worry, fear, and anger.
Interpret Data	
<ol style="list-style-type: none"> 1. Observe, obtain, and interpret data. 2. Implement computational thinking. 	<ul style="list-style-type: none"> • Collect and interpret data-independent research and from education settings. • Translate data into abstract concepts and demonstrate data-based reasoning.
Integrate Knowledge	
<ol style="list-style-type: none"> 1. Implement critical thinking, problem-solving and decision-making abilities. 2. Display intellectual and conceptual abilities. 	<ul style="list-style-type: none"> • Accomplish, direct, or interpret concepts from education settings. • Literacy in and ability to understand concepts across disciplines. • Represent and develop tasks and work processes for desired outcomes.

Functional Abilities	Examples
Incorporate Appropriate Professional Attitudes and Behaviors	
<ol style="list-style-type: none"> 1) Demonstrate concern for others, empathy, composure, integrity, ethical conduct, accountability, interest, and motivation. 2) Demonstrate cross-cultural competency: <ol style="list-style-type: none"> a) Employ interpersonal skills for professional interactions with a diverse population. 3) Demonstrate collaboration: <ol style="list-style-type: none"> a) Employ interpersonal skills for professional interactions. b) Maintain the emotional health required to: sustain full capacity of intellectual abilities; exercise good judgment; complete responsibilities related to course work and program requirements; develop and maintain professional, culturally sensitive, and effective relationships. 	<ul style="list-style-type: none"> • Maintain effective, professional, and sensitive relationships with students, faculty, staff, and other professionals under all circumstances. • Function effectively under stress. • Operate professionally in different cultural settings. • Work productively, drive engagement, and demonstrate presence in independent and group course and program requirements. • Demonstrate the ability to be aware of, and appropriately react to, one's own immediate emotional responses and biases. • Adapt to changing environments, display flexibility, and learn to function under conditions of uncertainty. • Accept appropriate suggestions and criticisms and respond by modifying behavior when necessary.