

The Christ College of Nursing and Health Sciences

Nursing Program Functional Abilities

The Christ College of Nursing and Health Sciences (TCCNHS) nursing program has a responsibility to educate students with the goal of becoming competent nurses to care for their patients (persons, families, and/or communities) with critical judgment, broadly based knowledge, and functional abilities. The TCCNHS nursing program has academic as well as functional abilities that students must be able to perform, with or without reasonable accommodations, in order to successfully progress in, and graduate from our nursing programs.

Individuals interested in applying for admission to a nursing program should review these functional abilities 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

The TCCNHS nursing program provides the following description/examples of functional abilities necessary to successfully complete the requirements of the nursing program. Key areas for functional abilities in nursing include the possession, or acquisition, of abilities and skills in the areas of: (1) exhibiting sensory and motor coordination and function; (2) acquiring fundamental knowledge; (3) developing communication skills; (4) interpreting data; (5) integrating knowledge to establish clinical judgment; and, (6) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

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

The TCCNHS nursing program provides reasonable accommodations, in conjunction with clinical agencies and community partners, 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 from the nursing program.

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
Exhibit Sensory, Motor Coordination, and Function	
<ol style="list-style-type: none"> 1. Execute the use of exteroceptive sense (touch, pain, temperature), proprioceptive sense (position, pressure, movement, stereognosis, vibration), physical strength, and motor function to provide general patient care and use associated patient care equipment. 2. Respond promptly to emergencies as to not hinder the ability of coworkers to provide prompt treatment and care. 	<ul style="list-style-type: none"> • Perform a physical examination using palpation, auscultation, percussion, and other diagnostic maneuvers. • Demonstrate the administration of patient care equipment, such as intravenous monitors, sterile equipment, catheters, etc. • Respond quickly when contacted, initiate appropriate therapeutic procedures, administer intravenous medication, apply pressure to stop bleeding, and perform cardiopulmonary resuscitation.
Acquire Fundamental Knowledge	
<ol style="list-style-type: none"> 1. Ability to learn in classroom, clinical, simulation, 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, physical demonstrations, and service learning in the community. • Develop health care solutions and responses beyond that which is rote or rule-based.
Develop Communication Skills	
<ol style="list-style-type: none"> 1. Communicate quickly and effectively in oral and written English. 2. Exhibit abilities for sensitive and effective interactions with patients (persons, families and/or communities). 3. Display abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members). 4. Exhibit sense-making of information gathered from communication, oral and written. 5. Demonstrate social intelligence. 	<ul style="list-style-type: none"> • Read and record in patient records in English accurately and efficiently. • Accurately elicit or interpret information such as medical history and other info to adequately and effectively evaluate a client or patient's condition. • Accurately convey information and interpretation of information to patients and the health care team. • 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 in patients. • Elicit pain levels from patients, provide patient teaching, and report changes in patient status to other members of the health care team.

Functional Abilities	Examples
Interpret Data	
<ol style="list-style-type: none"> 1. Observe patient conditions and responses to health and illness. 2. Assess and monitor health needs. 3. Observe and interpret verbal and nonverbal cues. 4. Implement computational thinking. 5. Implement cognitive load management. 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood sugar, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients. • Obtain and interpret information from assessment of patient's environment and responses to health across the continuum. • Translate data into abstract concepts and demonstrate data-based reasoning.
Integrate Knowledge to Establish Clinical Judgment	
<ol style="list-style-type: none"> 1. Implement critical thinking, problem-solving, and decision making abilities needed to care for persons, families, and/or communities across the health continuum within the associated environments of care. 2. Display intellectual and conceptual abilities to accomplish the essentials of the nursing program: <ol style="list-style-type: none"> a) Calculating b) Reasoning c) Analyzing d) Judging 	<ul style="list-style-type: none"> • Accomplish, direct, or interpret assessment of persons, families, and/or communities and develop, implement, and evaluate plans of care or direct the development, implementation and evaluation of care. • 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 into Nursing Practice	
<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 of individuals, families and communities. 3. Demonstrate collaboration with the health care team: <ol style="list-style-type: none"> a) Employ interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members. 4. Display skills necessary for promoting change for quality health care needs. 5. Maintain the emotional health required to: sustain full capacity of intellectual abilities; exercise good judgment; complete responsibilities related to patient care in a timely manner; development and maintain professional, culturally sensitive, and effective relationships with patients. 	<ul style="list-style-type: none"> • Maintain effective, professional, and sensitive relationships with clients/patients, students, faculty, staff, and other professionals under all circumstances while protecting patient confidentiality. • Make proper judgments regarding safe and quality care. • Function effectively under stress. • Demonstrate professional role in interactions with patients, intra- and inter-professional teams. • Operate in different cultural settings. • Work productively, drive engagement, and demonstrate presence as a member of a health care team. • 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 inherent in clinical practice. • Accept appropriate suggestions and criticisms, and respond by modifying behavior when necessary.