

GUIDELINES FOR ACADEMIC SUCCESS

Success in the College of Nursing (CON) at Valdosta State University is dependent on many integrating factors. The College of Nursing and the University are committed to the success of all individuals who qualify for admission to the baccalaureate program. In order to succeed, students must meet the progressive standards for success that are specific to the CON.

The CON has identified performance standards that are expected of all students enrolled in the program. The specific components of these standards are described so that students will know what is expected during the program. Students must be able to meet the standards of the program with or without reasonable accommodation. It is the responsibility of the student requesting reasonable accommodations to meet with the Access office for Students with Disabilities Room 1115 Nevins Hall. A student requesting accommodations must provide documentation of his/her disability the first week of class. Students receiving approved accommodations will present course faculty a letter from the Student Services office indicating accommodations to be provided prior to the beginning of the semester or as soon as received.

General Academic Requirements

Each nursing student with or without reasonable accommodations will:

1. Demonstrate eligibility for admission by:
 - a. Successful completion of all core curriculum requirements prior to consideration for admission to the College of Nursing
 - b. Successful completion of all required nursing pre-requisites prior to enrollment in the first semester of nursing studies.
2. Profit from the academic learning environment by:
 - a. Attendance at class lectures, laboratories, clinical experiences, etc.
 - b. Satisfactory completion of all course and program objectives through progressive synthesis of required theoretical and clinical learning.
3. Demonstrate progressive critical thinking skills for the appropriate academic level by:
 - a. Comprehension of appropriate professional literature and integrating that literature into professional practice
 - b. Demonstrate cognitive abilities sufficient to problem solve and make safe, appropriate clinical judgments

CON Core Attributes

CRITICAL CORE ATTRIBUTES

The delivery of safe and effective nursing care in a timely manner is of utmost importance to the care of all patients. The following attributes are necessary for the student to protect patients from harm. Therefore all students will, with or without reasonable accommodation, demonstrate the following skills through progressive classroom and clinical experiences:

ATTRIBUTE	STANDARD	EXAMPLE OF EXPECTED LEARNING
Critical Thinking Cognitive Ability	Critical thinking sufficient to make safe clinical decisions	Ability to simultaneously perform multiple tasks while problem solving Identify cause and effect relationships in clinical practice. Utilize the nursing process as a tool to develop individualized care. Demonstrates a quick response to a critical and stressful event while maintaining accuracy in technical skills, verbal responses, and documentation
Interpersonal skills	Ability to interact with others from various social, cultural, or intellectual backgrounds	Establish and maintain professional rapport with patients, families, peers, faculty, clinical facility staff, etc Demonstrate control of emotions in stressful situations (i.e. manifest calm and therapeutic reactions when the intensity of the situation escalates)
Communication skills	Communicate with others in all ages and cultures, in a manner that is understandable, both verbally and in written format	Provide concise communication to patients, family members, and other appropriate health care professionals regarding treatments, procedures, medications, etc. Initiate patient health teaching (i.e. provides written and oral instructions, answers all questions concerning information provided) Uses professional language in the classroom and clinical setting (i.e. does not revert to use of slang or verbal responses commonly used in social situations outside of school)

<p>Physical mobility</p>	<p>Ability to ambulate from place to place in a timely manner and work in confined spaces. Ability to physically mobilize patients in the event of a threat to their safety</p>	<p>Work within the confines of limited space (i.e. patient rooms, space between patient bed and room equipment or furniture, space between multiple patient stretchers, small bathrooms, other areas) Transport patients on a stretcher or in wheelchair Transfer patient (potentially without assistance) from device to bed or exam table Respond quickly and efficiently in emergency situations. Perform CPR when necessary (i.e. gain access to patient such as climbing on bed, upper body strength to sustain cardio and pulmonary resuscitation measures for several minutes) Perform patient care in a precise and accurate manner (i.e. bed bath, dressing changes) Physical ability to move quickly and endure a sustained period of activity without showing signs of personal stress (i.e. excessive perspiration that could contaminate a sterile field)</p>
<p>Motor skills</p>	<p>Sufficient to provide safe and effective care</p>	<p>Physical motor skills are sufficient to lift, carry, push and pull weights anywhere from 25 to 100 lbs with full range of motion Ability to bend and/or stoop in confined spaces to reach objects possible in a space of 1 inch from the floor and can reach overhead to retrieve or place items on shelves. Endure an 8-12 hour shift with a minimum of 6-8 hours of standing or walking Perform psychomotor procedures in which maintaining sterile technique or accuracy is essential, and demonstrate the ability to adapt skills to the particular clinical situation</p>

CON Core Attributes

<p>Hearing ability</p>	<p>Sufficient to make the necessary observations and assessments for safe and effective patient care</p>	<p>Ability to monitor alarms (i.e. patient call bell, fire alarms, emergency equipment such as a heart or respiratory monitor) Ascertain auscultatory sounds (heart, lung, bowel, and vascular sounds). Communicate with the patient and/or family Communicate with health care providers in situations where face-to-face communication is not possible (i.e. emergencies, telephone conversations, verbal orders, etc.)</p>
<p>Visual ability</p>	<p>Sufficient to make the necessary observations and assessments, and nursing skills for safe and effective patient care</p>	<p>Ability to assess/observe patient responses and distinguish subtle changes in patient status (i.e. grimacing, state of alertness to drowsiness or semi-alert, facial expressions) Identify and distinguish colors and shades of the same color (i.e. skin color (ranges of blues), Read protocols and procedures specific to the facility and unit Read required dosages and instructions for mixing medications from a vial or ampule (extremely small print) Coordinate hand/eye movements rapidly and precisely (i.e. draw up specific amounts of medication in syringes, insert foley catheter, perform dressing changes, maintain sterile technique, etc.)</p>
<p>Tactile ability</p>	<p>Sufficient to perform physical assessment and perform skills necessary for safe and effective patient care</p>	<p>Finger dexterity sufficient to perform palpation, percussion, and any other components of an exam requiring touch sensitivity (i.e. palpate pulses, detect skin and solution temperatures, environmental hazards such as heat [heating pads] and cold extremes [ice bags])</p>

		<p>Ability to grasp and manipulate small objects, such as medicine vials, tubes, syringes</p> <p>Ability to perform procedures such as catheter insertion, IV insertion</p> <p>Ability to detect size, temperature, and texture of growths, tumors, lesions,</p>
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Student Success Program Components Students who fail to meet expectations for academic progress may be identified through performance on standardized tests, grades in required coursework, clinical evaluations, or may be self identified by students themselves. Options for addressing academic problems are negotiated between the student and the advisor or may be required as determined by the Dean, the Associate Dean, or the Admission and Progression Committee. Alternatives include:

1. Repeating a course; auditing a course
2. Enrolling in NURS 3800 or NURS 3900
3. Referral to the campus Student Success Center for testing, tutoring or other services
4. Referral to VSU Counseling Center

Resources:

American Association of Colleges of Nursing, (2000). *Guidelines for Accommodating Students with Disabilities in Schools of Nursing.*
 SREB Council on Collegiate Education for Nursing. (1993). *The American with Disabilities Act: Implications for Nursing Education.*