

Ozarks Technical Community College

Practical Nursing Programs

Technical Standards

Practical Nursing students must be able to perform essential functions. If a student's ability to perform essential functions depends on utilization of accommodations, it should be noted that students must request accommodations from the Disability Support Services Department (DSS) and must be accompanied by appropriate medical or psychological/psychiatric documentation to support this request. Contact DSS, located in Information Commons, at 417-447-8189 for further information.

All students must possess the following abilities, with or without accommodation:

Essential Function	Technical Standard	Examples of Necessary Activities (not all inclusive)
Critical Thinking	Critical thinking and problem-solving ability sufficient to demonstrate appropriate clinical judgment in the lab and clinical setting and on exams.	<ol style="list-style-type: none"> 1) Identify cause-effect relationships in the clinical setting. 2) Use the clinical judgment model and problem-solving methods to assess, plan, implement and evaluate care. 3) Apply use of logic or scientific thinking to define problems, collect data, and draw valid conclusions. 4) Demonstrate ability to make appropriate decisions in an emergency or where a situation is not clearly governed by specific guidelines. 5) Use judgment and assessment data to anticipate patient needs.
Physical/Motor Skills	<ol style="list-style-type: none"> 1) Gross motor skills that allow for personal movement in small spaces. 2) Fine motor skills in both hands that allow for the dexterity necessary for precise manipulation of hands and fingers while maintaining sterility. 3) Stamina that allows for standing, sitting, walking, bending (at the waist or knees) and staying on task for long periods of time. 4) Psychomotor skills (hand-eye coordination) that allow for precision of movement. 5) Strength sufficient to assist in ambulating, transferring and positioning a patient safely. 	<ol style="list-style-type: none"> 1) Ease of movement around and between equipment in patient rooms, workspaces and treatment areas. 2) Administer CPR. 3) Manipulate equipment needed for safe medication administration (syringes, needles) 4) Stand and walk for extensive periods of time. 5) Dexterity in both hands and hand-eye coordination sufficient to take vital signs, operate equipment, don (put on using proper aseptic technique) sterile gloves, set up sterile field, perform sterile procedures, withdraw and inject medications, and start intravenous catheters. 6) Strength necessary to lift 50 lbs while safely positioning, transferring, ambulating patients, and utilizing equipment.
Communication Ability	1) Written and verbal communication sufficient to accurately communicate with patients and other professionals.	1) Communicate in fluent English, both verbally and in writing, when interacting

	<p>2) Must read, write and speak the English language proficiently enough to convey information in a concise and accurate manner. If English is a second language, achieving the required score on the TOEFL exam.</p>	<p>with patients, clinical personnel, peers and faculty.</p> <p>2) Accurately interpret verbal responses in English, from the patient, clinical personnel and faculty.</p> <p>3) Provide verbal explanations/responses using proper pronunciation and syntax.</p> <p>4) Document treatments and patient responses accurately.</p> <p>5) Communicate and interpret complex medical/health information using proper format, grammar, spelling, punctuation and parts of speech.</p>
Interpersonal Skills	<p>1) Skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds.</p> <p>2) Demonstrate therapeutic communication, sympathy and empathy in all communications.</p> <p>3) Skills necessary to adapt to rigors of program and clinical requirements.</p>	<p>1) Establish and maintain effective working relationships and rapport with patients, peers, the public, and clinical and college personnel.</p> <p>2) Effectively function as a part of a team.</p> <p>3) Respect and care for patients whose appearance, condition, beliefs and values may differ from the student.</p> <p>4) Respond therapeutically to patients and family members, both verbally and non-verbally.</p> <p>5) Must be able to adapt to change and be able to focus and function in an environment with multiple extraneous stimuli.</p> <p>6) Accept constructive feedback (academic and clinical) and alter performance as needed.</p>
Sensory Skills- Visual Ability	<p>Normal or corrected visual ability sufficient for observing patient physical assessment and/or treating of patient. Ability to discriminate between subtle changes in density (black to gray) of a color in low light and ability to discern color variations.</p>	<p>1) Accurately read patient ID bracelet, and other pertinent materials for safe patient care and professional practice.</p> <p>2) Accurately observe patient responses, condition of dressings, drainage/secretions (to include color), lesions, and wounds, etc.</p> <p>3) Accurately read sphygmomanometer, charts, computer screens, digital print outs, labels, gauges, and syringes of all sizes.</p> <p>4) If corrective lenses are required, they must be worn during all lab and clinical assignments.</p>
Sensory Skills- Hearing Ability	<p>Normal or corrected/augmented auditory ability sufficient to monitor and assess patient and recognize and respond to environmental stimuli (calls for help and alarms)</p>	<p>1) Must be able to understand and hear verbal instructions, soft whispers of patients, calls for help, equipment alarms, equipment malfunction alerts, and emergency signals.</p> <p>2) Must be able to tolerate loud, sustained, high-pitched noises.</p>

		<p>3) Accurately discern heart, lung, and bowel and blood pressure sounds through a stethoscope.</p> <p>4) Accurately perceive and interpret sound through a telephone.</p> <p>5) If corrective hearing devices are required, they must be worn during all lab and clinical assignments.</p>
Sensory Skills- Olfactory Ability	Olfactory senses (smell) sufficient for maintaining environmental and patient safety and performing accurate physical assessment.	<p>1) Distinguishing odors which contribute to assessing a patient's health status or environmental safety.</p> <p>2) Possesses significant tolerance to smells that may be considered malodorous.</p>
Sensory Skills- Tactile Skills	<p>1) Tactile ability sufficient for physical assessment and/or those related to therapeutic intervention.</p> <p>2) Ability to handle, manipulate, program, and run safety/quality checks on equipment.</p>	<p>1) Accurately perform palpation, percussion, and any other physical manipulation of the patient required to complete assessment (rolling patient from side to side, assessing skin, palpating pulse, etc)</p> <p>2) Tactile ability sufficient to discern texture, temperature, weight, pressure when assessing and personal proprioception when providing interventions (detecting heat on skin, insertion of catheter or IV, etc).</p>
Numerical Ability	<p>1) Student must possess skills necessary to perform basic mathematical operations and drug dose calculation.</p> <p>2) Further, students must be able to evaluate numerical trends and implications in lab values and vital signs.</p>	<p>1) Perform addition, subtraction, multiplication and division.</p> <p>2) Convert between decimals and fractions.</p> <p>3) Accurately calculate drug dosages directly or based on patient weight.</p> <p>4) Understand and interpret meaning of numeric lab values and changes in vital signs.</p>
Professional Attitude and Demeanor	<p>1) Ability to present professional appearance and attitude.</p> <p>2) Implement measures to maintain own physical and mental health and emotional stability</p>	<p>1) Tolerate stressful work/clinical conditions and irregular hours.</p> <p>2) Maintains poise and self-control in stressful situations.</p> <p>3) Demonstrates concern, compassion, sympathy and empathy where appropriate.</p> <p>4) Demonstrates emotional stability and psychological health in daily interactions with patients, peers, and personnel related to the educational and clinical environment.</p> <p>5) Demonstrate personal integrity, civility, and mutual respect.</p>