## Core Performance Standards

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| Critical Thinking Ability | Critical thinking ability sufficient for clinical judgment. | • Identify cause/effect relationships in clinical situations  
• Develop nursing care plans, evaluate the plan of care and revise as appropriate  
• Analyze and use assessment findings to plan and implement care for clients and families  
• Use relevant data to support the decision-making process  
• Identify priorities of care based analysis of data  
• Manage multiple priorities in stressful situations  
• Respond instantly to emergency situations  
• Exhibit arithmetic competence that would allow the student to read, understand and perform calculations for computing dosages  
• Solve problems and make valid rational decisions using logic, creativity, and reasoning  
• Remember multiple messages and information and communicate to all interdisciplinary team members and family/client where consented. |
| Interpersonal Skills   | Interpersonal skills sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. | • Establish rapport (relationship) with clients/colleagues.  
• Maintain therapeutic relationships with clients and colleagues.  
• Respect cultural diversity and the rights of others.  
• Work effectively in small groups as a team member and as a team leader  
• Practice verbal and non-verbal therapeutic communication  
• Recognize adverse events and attempt to resolve for both client and colleague. |
| Communication Ability  | Communication abilities sufficient for interaction in verbal, written, electronic format. | • Write and speak English effectively so as to be understood by the general public.  
• Communicate therapeutically with clients, families, and groups in a variety of settings.  
• Document client data and nursing care completely and accurately use correct medical terminology.  
• Obtain health history information from client/family.  
• Interpret nonverbal cues and behaviors.  
• Provide health teaching information for clients, families, and/or groups based on assessed needs, available resources, age, lifestyle and cultural considerations. |
| Gross and Fine Motor Skills | Gross and fine motor skills sufficient to provide safe and effective nursing care. | • Perform physical activities necessary to do basic fundamental nursing skills such as putting on sterile gloves, donning mask and gown, operating a manual and/or electronic blood pressure cuff, sterile technique and other essential fundamental nursing skills.  
• Perform correct hand washing technique and behaviors.  
• Provide or assist with activities of daily living such as... |
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| Visual Ability        | Visual ability sufficient for observation and assessment necessary for safe client care. | • Perform basic nursing skills such as insertion of a catheter, insertion of an IV, counting respirations, preparing and administering medications.  
• Observe client responses (level of consciousness, respirations patterns) and recognize subtle physical changes.  
• Read the small print, gauges, thermometers, measuring cups, syringes, and other equipment.  
• Discriminate colors, changes in color, size, and continuity of body part.  
• Accurately identify, prepare, and administer medications.  
• Identify hazards in the environment (safety rails, restraints, water spills and harmful situations).  
• Correctly visualize written words and information on paper and on a computer screen. |
| Tactile Ability       | Tactile ability sufficient for physical assessment                         | • Correctly perform palpation, functions of physical examination and/or those related to therapeutic intervention.  
• Don and wear gloves and other protective devices while accurately performing a physical assessment.  
• Correctly perform skills that require tactile sensation.  
• Accurately palpate for pulses, temperature, texture, hardness or softness, landmarks, etc. |
| Emotional Stability   | Emotional stability sufficient to tolerate rapidly changing               | • Establish therapeutic interpersonal boundaries.  
• Provide clients with emotional support.  
• Adapt to changing the environment and stress while maintaining professional conduct and standards without displaying hostility, agitation, rudeness or belligerence. |
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| conditions and environmental stress | • Poses no threat to self or others.  
• Perform potentially stressful tasks concurrently. |
| Professional Behavior     | Student nurses are expected to respect the nursing profession to which they aspire and perform and behave in a respectful, ethical and professional manner with others in the class, and lab or clinical. |
|                           | Adapted from guidelines from American Nurses Association (2012):  
• Interacts respectfully with peers, superiors, and patients  
• Strives to provide quality care to patients  
• Applies knowledge and learning in nursing situations  
• Reflects on own behavior and practice performance with patients, engages in self-evaluation  
• Is able to interact with peers and colleagues appropriately.  
• Is able to collaborate with patients, family and others in nursing situations  
• Integrates ethical behavior in nursing practice  
• Performs activities safely, so as not to injure or harm others  
• Recognizes that as a student they represent the nursing profession, and must behave accordingly  
• Respects and adheres to the policies and procedures of the School of Nursing and clinical agencies. |