

Duke University School of Nursing

Technical Standards¹

The Duke University School of Nursing has a responsibility to educate competent nurses to care for their patients/clients (persons, families and/or communities) with critical judgment, broad based knowledge, and well-honed technical skills. The Duke University School of Nursing has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from their programs.

Technical Standards: The Duke University School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Duke University School of Nursing. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; (5) implementing and evaluating nursing interventions; and, (6) incorporating appropriate professional attitudes and behaviors into nursing practice (See Table 1).

¹ Adapted from Appendix A. Retrieved from <http://www.aacn.nche.edu/education-resources/Student-Disabilities-White-Paper.pdf>

Table 1: Requirements, Standards, and Selected Examples

Requirements	Standards	Examples
Acquire fundamental knowledge	<ol style="list-style-type: none"> 1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner 	<ul style="list-style-type: none"> • Acquire, conceptualize and use 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 and physical demonstrations
Develop communication skills	<ol style="list-style-type: none"> 1. Communication abilities for sensitive and effective interactions with patients/clients (persons, families and/or communities) 2. Communication abilities for effective interaction with the healthcare team (patients/clients, their supports, other professional and non-professional team members) 	<ul style="list-style-type: none"> • Accurately elicit or interpret information: medical history and other information to adequately and effectively evaluate a patient's/client's condition • Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (such as TTY [text telephone) and/or electronic) to patients/clients and the healthcare team • Effectively communicate in teams
Interpret data	<ol style="list-style-type: none"> 1. Ability to observe patient/client conditions and responses to health and illness 2. Ability to assess and monitor health needs 	<ul style="list-style-type: none"> • Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, blood glucose, neurological status, etc. • Obtain and interpret information from diagnostic representations of physiologic phenomena during a comprehensive assessment of patients/clients • Obtain and interpret information from assessment of patient's/client's environment and responses to health across the continuum • Obtain and interpret for evaluation information about responses to nursing actions.
Integrate knowledge to establish clinical judgment	<ol style="list-style-type: none"> 1. Critical thinking, problem-solving and decision-making ability needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care 2. Intellectual and conceptual abilities to accomplish the essentials of the nursing program (for example, baccalaureate essentials²) 	<ul style="list-style-type: none"> • Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care

² American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author. Retrieved from <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

Requirements	Standards	Examples
Implement and evaluate nursing interventions	1. Ability to administer nursing interventions based on assessment data and designated plan of care.	<ul style="list-style-type: none"> • Demonstrate safe and accurate administration of medications, treatments, and procedures.
Incorporate appropriate professional attitudes and behaviors into nursing practice	<ol style="list-style-type: none"> 1. Concern for others, integrity, ethical conduct, accountability, interest and motivation 2. Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities 3. Acquire interpersonal skills for professional interactions with members of the healthcare team including patients/clients, their supports, other healthcare professionals and team members 4. Acquire skills necessary for promoting change for necessary quality healthcare 	<ul style="list-style-type: none"> • Maintain effective, mature, and sensitive relationships with patients/clients, students, faculty, staff and other professionals under all circumstances • Make proper judgments regarding safe and quality care • Function effectively under stress and adapt to changing environments inherent in clinical practice • Demonstrate professional role in interactions with patients/clients, intra and inter professional teams

To be qualified for the Duke University School of Nursing, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. The Duke University School of Nursing wishes to insure that access to its facilities, programs and services are available to all students, including students with disabilities, and all students can study and practice nursing with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Student Disability Access Office, as soon as possible at 919-668-1267 or <http://www.access.duke.edu/>.