



Ilam University of Medical Sciences

## **Description of The Essential Requirements for Students in IUMS Baccalaureate Programs in Nursing**

### **Cognition**

Students must be able to acquire and retain new information from various sources. Examples include reading and comprehending a range of written documents, including anatomical diagrams, digital displays, medication labels, textbooks, articles, and columns of numbers such as those recorded on flow charts. Students must be able to sustain prolonged attention, concentration and focus in various academic activities, as well as in stressful and distracting practice environments. They must be able to retain information as memory and apply and transfer information from one situation to another. Other cognitive skills that are required include: telling time; counting rates such as a pulse; accurately adding, subtracting, multiplying and dividing; computing fractions; using a calculator; writing numbers in records; identifying and differentiating sounds related to heart, lung or other body systems; and recognizing abnormal odors.

### **Information Gathering Abilities**

Students must be able to participate in learning situations and client interactions for the purposes of gathering and recording information. This information may be gathered in a number of different ways, including but not limited to observing (using all relevant senses), listening, searching, reading, understanding and synthesizing. Students will learn to gather information through interviewing, auscultating (listening with a stethoscope), palpating, smelling, percussing, and reviewing documents (such as reading charts and electronic documents). In addition, a student must be able to use, observe and use diagnostic aids and/or instruments directly or in an adaptive form for the purposes of gathering information.

### **Critical Thinking Capabilities**

Students must be able to learn to use cognitive and information gathering skills to address individual patient/client needs by noticing, reasoning, interpreting, and responding in a safe, caring and appropriate manner. This requires problem solving and judgment in order to analyze, integrate, synthesize, and apply information to the patient/client situation or context. Students must be able to become familiar with clinical models, theoretical nursing frameworks, and scholarly evidence in order to critically appraise these, and interpret and apply them in a particular patient/client context.

### **Physical/Motor Abilities**

To succeed in a nursing program, students must have sufficient fine motor skills, physical endurance, physical strength and mobility to learn the clinical skills required to safely care for clients.

Examples include:(1)

### **Mobility**



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- Move within small spaces
- Raise equipment above shoulders
- Bend and reach
- Walk, stand and maintain balance

### **Fine Motor Skills**

- Manual dexterity to pick up, grasp and manipulate small objects with hands, with and without gloves
- Use a computer
- Perform complex sequences of hand/eye coordination, e.g., preparing and giving an injection

### **Physical Endurance**

- Correctly sustain repetitive movements (e.g., Cardio-Pulmonary Resuscitation)
- Work for up to 12 hours, with occasional rest times

### **Physical Strength**

- Support clients with position changes, e.g., bed to chair.
- Move, push, pull, and/or carry objects, e.g., computers, medication carts, lift machines
- Use upper body strength for Cardio-Pulmonary Resuscitation

### **Resilience**

Students must be able to adapt to and manage a range of unexpected, changing, stressful, emotionally charged, and/or ethically challenging situations, for example respiratory arrest, bleeding, patient death, or disclosure of abuse. Students must be able to deal with academic requirements through prioritization of activities, effective time management, focus and discipline. Some examples of academic requirements may include: presentations to colleagues, oral examinations, practical examinations, debates, and assignment deadlines. Students must be able to receive, reflect on and integrate constructive feedback. Students must be aware of their own emotions and behaviors and develop the ability to further regulate these in order to focus on required program activities. They must have the ability to recognize their own stress, develop stress management abilities and self-care strategies, including being able to seek resources and assistance when needed.

### **Ethics**

Students entering a nursing program must have an interest in assisting individuals and their families and communities in achieving their goals, and to do so in ways that acknowledge ethical



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values. The IUMS has identified the following values as being most important to providing nursing care in IUMS Department of Nursing and Midwifery <sup>(2)</sup>: client well-being, client choice, privacy and confidentiality, respect for life, maintaining commitments, truthfulness, and fairness. To succeed in nursing, students must demonstrate integrity, sensitivity, compassion and concern for others including clients, peers and colleagues with whom they work collaboratively to build trusting relationships. They must be respectful of the individuality and diversity of others, regardless of their background characteristics such as age, health status, place of origin, race, culture, ethnicity, political or spiritual beliefs, socio-economic status, marital status, occupation, sex, gender identity, sexual orientation, lifestyle, mental ability, or physical ability.

### **Communication/Interpersonal Abilities**

The ability to develop mature, sensitive, and effective relationships with patients, families and other members of the health care team is required. This includes the ability to communicate with and relate to other people in a caring manner.

Students must have the ability to develop excellent observational, listening, oral and written communication skills, as well as to develop the capacity to sensitively perceive and convey verbal and non-verbal information effectively and efficiently. Students must also be able to develop the ability to coherently summarize the patient/client condition, assessment, and intervention plan, both verbally and in text, in compliance with regulatory and organizational record-keeping standards and privacy and confidentiality legislation and standards.

Examples include:

- Hear, speak, write, and comprehend the principal language or languages of the program
- Learn to understand and respond to patient and colleague perspectives
- Become aware of and respond to the body language of oneself and others
- Develop an understanding and use of clinical terminology
- Learn to document pertinent patient findings in writing or in electronic format



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### **References**

1. University of Manitoba. Modified from, "Requisite Skills and Abilities for the Bachelor of Nursing Program: Policy and procedure statements" [cited 2021 25th July ]. Available from: <https://umanitoba.ca/nursing/programs-of-study>.
2. College of Nurses of Ontario. Practice Standard: Ethics Toronto Queen University 2019 [cited 2021 25th July ]. Available from: [https://www.cno.org/globalassets/docs/prac/41034\\_ethics.pdf](https://www.cno.org/globalassets/docs/prac/41034_ethics.pdf).