JOHNSTON COMMUNITY COLLEGE

Health Education and Nurse Aide Programs

ABILITIES AND SKILLS NECESSARY FOR THE PROFESSION

As a student in the Health Education and Nurse Aide Programs, it is necessary to possess certain physical, mental and emotional abilities / skills to function effectively and efficiently in the role of health care provider. The student must also demonstrate a set of abilities / skills referred to as ‘technical standards’ which include the following six (6) categories: observation, communication, motor, intellectual, behavioral / social and emotional intelligence.

Reasonable accommodations for students with documented disabilities will be considered on an individual basis, but a student must be able to perform in an independent manner. Such accommodations will be provided in accordance with Disabilities Services at Johnston Community College. The following abilities / skills are required, with or without accommodations.

Abilities and Skills Necessary for the Profession

- Physical and mental proficiency
- Energy to fulfill responsibilities of the role
- Visual acuity (with corrective devices as needed)
- Color vision, depth perception, peripheral vision
- Auditory acuity (with corrective devices as needed)
- Speech which can be understood by all persons across the lifespan
- Tactile ability
- Manual dexterity in all limbs
- Strength to push, pull and lift
- Strength / ability to carry, stoop, squat and bend
- Ability to:
  - Reach above shoulder height
  - Stand / walk for long periods of time
  - Organize and effectively manage time to meet deadlines
  - Perform neat and accurate work
  - Respond to increasing pressure, emergencies and workloads
  - Set priorities
  - Communicate effectively with the health care team and consumer of health care services, both verbally and nonverbally
  - Document completely and legible, using acceptable professional terminology
- Computer literacy
Technical Standards of the Profession

**Observation**: Students must have sufficient sensory capacity to observe and participate in the classroom, laboratory and all clinical settings. Functional vision, hearing, olfactory and tactile sensation must be adequate to accurately observe or assess clients and to elicit information through procedures regularly required in the care of clients or groups of clients.

**Communication**: Students must be able to communicate effectively in the classroom, laboratory, and all clinical settings with clients, families, and members of the health care team. Students must demonstrate evidence of effective written and verbal communication skills, and technological literacy.

**Motor**: Students must have sufficient motor function to participate in basic diagnostic and therapeutic procedures and to provide effective, quality care to clients. Motor function includes both gross and fine motor skills, strength and coordination, physical stamina, and should be sufficient to allow the student to endure long periods of sitting, standing, walking, bending, lifting, twisting, and crouching and moving about in complex health care environments.

**Intellectual**: Students must be able to perform measurements, calculations, read charts and graphs, adhere to professional ethics and demonstrate a professional manner and insight in the communication process. In order to complete any coursework in the Health Education and Nurse Aide programs, the student must be able to demonstrate mastery in reading and comprehension and use them together to demonstrate critical thinking and clinical reasoning.

**Behavior and Social**: Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and prompt completion of all academic and client care responsibilities. The development of mature, sensitive and effective relationships with clients and other members of the health care team is essential. The role requires flexibility, compassion, integrity, motivation.

**Emotional Intelligence**: Students must possess and further develop emotional intelligence. Emotional intelligence encompasses knowledge and management of one’s own emotional life and the skills to process the various workplace and client situations that arise including death of a client unexpectedly or with prolonged suffering, negative responses to care, or strained work environments or coworker relationships. Responses to giving and receiving feedback both positive and negative are also a part of emotional intelligence.

**Environment**: Health care is often delivered in high stress areas, requiring management of multiple roles, tasks and decisions simultaneously. The equipment and supplies used in the delivery of care may present a danger to individuals with sensitivities and allergies, especially to certain fumes and / or latex products.
Risks for Health Care Providers

The student must be aware of potential risks related to the delivery of health care which may include, but are not limited to the following:

- Exposure to communicable and infectious diseases
- Exposure to blood and body fluids
- Exposure to radiation
- Cuts and punctures
- Environmental hazards (e.g. slippery floors, various levels of lighting, various room temperatures, etc.)
- Exposure to biological, chemical and / or electrical hazards
- Assault and battery
- Legal / Ethical Dilemmas
- Liability Issues