Dear Health Care Provider,

_______________________________ is seeking clearance for participation in the Nursing Program at the College of Saint Benedict/Saint John’s University. This form must be completed after May 6th.

**Mandated Health Requirements – All checkboxes are required for clearance.**

- □ Official immunization record for the student must be attached to this form. The immunizations must include:
  - □ Completed measles/mumps/rubella series (two-doses of MMR vaccine administered at least 28 days apart) or titer blood draw showing immunity to all three diseases.
  - □ Tdap booster administered after age 11 then Td (tetanus) booster every 10 years.
  - □ Completed Hepatitis B three-dose series OR first dose administered by final acceptance to the major with completion of series within 6 months.
  - □ Varicella vaccine (two doses administered at least 28 days apart) OR positive varicella titer. A history of varicella disease is not sufficient.

- □ Health examination completed with no health conditions identified that would affect this student’s ability to perform the functions of a professional nurse. See attached Functional Abilities list. This student:
  - □ meets minimum requirements, no accommodations needed.
  - □ meets minimum requirements with accommodations.
  - □ does not meet minimum requirements.

Comments:

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

□ This student **HAS BEEN CLEARED** for participation in the Nursing Program

□ This student **HAS NOT BEEN CLEARED** for participation in the Nursing Program

Provider Name (printed) ___________________________________________   Date_________________

Provider Signature ____________________________________________________________

Clinic Name and Location _______________________________________________________

# Functional Abilities

Following is the list of minimum requirements needed to provide safe nursing care.

## Gross Motor Skills
- Move within confined spaces
- Sit and maintain balance
- Stand and maintain balance
- Reach above shoulders (e.g., IV poles)
- Reach below waist (e.g., plug electrical appliance into wall outlets)
- Reach below waist (e.g., plug electrical appliance into wall outlets)
- Reach below waist (e.g., plug electrical appliance into wall outlets)

## Fine Motor Skills
- Pick up objects with hands
- Grasp small objects with hands (e.g., IV tubing, pencil)
- Write with pen or pencil
- Key/type (e.g., use a computer)
- Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
- Twist (e.g., turn objects/knobs using hands)
- Squeeze with finger (e.g., eye dropper)

## Physical Endurance
- Stand (e.g., at client side during surgical or therapeutic procedure)
- Sustain repetitive movements (e.g., CPR)
- Maintain physical tolerance (e.g., work entire shift)
- Push and pull 25 pounds (e.g., position clients)
- Support 25 pounds of weight (e.g., ambulate client)
- Lift 25 pounds (e.g., pick up a child, transfer client)
- Move light objects weighing up to 10 pounds (e.g., IV poles)
- Move heavy objects weighing from 11 to 25 pounds
- Use upper body strength (e.g., perform CPR)
- Squeeze with hands (e.g., operate fire extinguisher)

## Mobility
- Twist
- Bend
- Stoop/squat
- Move quickly (e.g., response to an emergency)
- Climb (e.g., ladders/stools/stairs)
- Walk

## Hearing
- Hear normal speaking level sounds (e.g., person-to-person report)
- Hear faint voices
- Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
- Hear in situations when not able to see lips (e.g., when masks are used)
- Hear auditory alarms (e.g., monitors, fire alarms, call bells)

## Visual
- See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
- See objects up to 20 feet away (e.g., client in a room)
- See objects more than 20 feet away (e.g., client at end of hall)
- Use depth perception
- Use peripheral vision
- Distinguish color (e.g., color codes on supplies, charts, bed)
- Distinguish color intensity (e.g., flushed skin, skin paleness)
- Visual acuity to read calibrations on 1 ml syringe
- Comprehends spatial relationships adequate to properly administer injections, start intravenous lines, or assess wounds of varying depths
Tactile
- Ability to feel pulses, temperature, palpate veins, etc.

Smell
- Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.)
- Detect smoke
- Detect gases or noxious smells

Arithmetic Competence
- Read and understand columns of writing (flow sheet, charts)
- Read digital displays
- Read graphic printouts (e.g., EKG)
- Calibrate equipment
- Convert numbers to and/or from the Metric System
- Read graphs (e.g., vital sign sheets)
- Measure time (e.g., count duration of contractions, etc.)
- Count rates (e.g., drips/minute, pulse)
- Use measuring tools (e.g., thermometer)
- Read measurement marks (e.g., measurement tapes, scales, etc.)
- Add, subtract, multiply, and/or divide whole numbers and fractions

Emotional Stability
- Establish therapeutic boundaries
- Provide client with emotional support
- Adapt to changing environment/stress
- Deal with the unexpected (e.g., complex patient situation, crisis)
- Focus attention on task, including in distracting/chaotic environment
- Monitor own emotions
- Perform multiple responsibilities concurrently

Analytical Thinking
- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve
- Prioritize tasks
- Use long term and short term memory

Critical Thinking
- Identify cause-effect relationships
- Plan/control activities for others
- Synthesize knowledge and skills
- Sequence information

Interpersonal Skills
- Negotiate conflict
- Respect differences in clients
- Establish rapport with clients and co-workers
- Teach (e.g., client/family about health care)
- Explain procedures
- Give oral reports (e.g., report on client's condition to others)
- Convey information through writing (e.g., progress notes)