

Office Use Only:

Prerequisite GPA: \_\_\_\_\_

TEAS Score: \_\_\_\_\_

Composite Score: \_\_\_\_\_

**McHenry County College**  
**Nursing (RN) Degree Application**



- Applications for Fall semester will be accepted from February 1 through March 15
- \*March 15 is the program deadline; however, if all openings are not filled, applications will continue to be accepted beyond the deadline until the program is closed.

**CHECK ONE:**

**ADN Program**

**Weekend clinical preference (no guarantee)**

**Weekday clinical preference**

**LPN Bridge Program**

<b>NAME:</b>	<b>STUDENT ID NUMBER:</b>
<b>FORMER NAME(S)</b>	<b>DATE OF BIRTH:</b>
<b>PREFERRED PHONE NUMBER:</b>	<b>ALTERNATE PHONE NUMBER:</b>
<b>EMAIL ADDRESS:</b>	
<b>ADDRESS:</b>	

Have you been previously enrolled in a nursing (RN) program at McHenry County College or any other college or university?      yes      no

If yes, please indicate the name of the institution and year(s) attended:

Reason for Non-Progression:

Academic Prerequisite Checklist:

PREREQUISITES:
<b>ENG 151 Composition I</b> Grade: _____ College: _____
<b>SPE 151 Intro to Speech</b> Grade: _____ College: _____
<input type="checkbox"/> <b>PHI 251 Ethics</b> or <input type="checkbox"/> <b>PHI 252 Bioethics</b> Grade: _____ College: _____
<b>BIO 255 Microbiology</b> Grade: _____ College: _____
<b>PSY 151 Intro to Psychology</b> Grade: _____ College: _____
<b>BIO 263 Human Anatomy &amp; Physiology I (5 YEAR LIMIT)</b> Grade: _____ College: _____ SEMESTER-YEAR TAKEN: _____
<b>BIO 264 Human Anatomy &amp; Physiology II (5 YEAR LIMIT)</b> Grade: _____ College: _____ SEMESTER-YEAR TAKEN: _____

**HFE 250 Nutrition for Wellness**

Grade: \_\_\_\_\_ College: \_\_\_\_\_

**PSY 250 Human Development Over the Life Span**

Grade: \_\_\_\_\_ College: \_\_\_\_\_

**HCE 110 Medication Math (1 YEAR LIMIT)**

Grade: \_\_\_\_\_ College: \_\_\_\_\_

SEMESTER-YEAR TAKEN: \_\_\_\_\_

PROFICIENCY EXAM TAKEN & PASSED

DATE: \_\_\_\_\_

**HCE 111 Evidence Based Practice**

Grade: \_\_\_\_\_ College: \_\_\_\_\_

**Math Requirement**

Course Taken: \_\_\_\_\_

Grade: \_\_\_\_\_ College: \_\_\_\_\_

Placed into MAT 161 on Math Placement Exam

**Chemistry 164 Introductory Chemistry or Equivalent**

Grade: \_\_\_\_\_ College: \_\_\_\_\_

Two semesters of High School Chemistry with a grade of B each semester\* (5 year limit)

**\* Please include High School Transcripts**

By submitting this application, the student understands:

- Acceptance into the program is not guaranteed
- If a student is not accepted, the student must reapply for the following year
- It is the student's responsibility to submit all required documents:
  - Official college transcripts from all colleges attended sent for evaluation
  - Please attach an unofficial copy of college transcripts to the application
  - High school transcript if chemistry taken in high school
  - Proof of Illinois Healthcare Worker Registry qualification (Attach to application)
  - TEAS test results if available
- The student will be required to meet the General Functional Abilities requirements (See below)
- Communication regarding the nursing program will be done through personal email.
- Clinical days and times are not guaranteed.
- If accepted, the student must attend the mandatory nursing program orientation which is the third Monday in June.
- If accepted, the student is required to submit proof of the following prior to the first day of class:
  - McHenry County College Nursing Program Physical Form
  - Immunization Record
  - Two step TB test
  - American Heart Association Healthcare Provider BLS certification
  - Personal health insurance

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## General Functional Abilities

From: Yocum, C. (1996). Validation study: Functional abilities essential for nursing practice. National Council of State Boards of Nursing, Inc.

### 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)

### 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)

### Mobility:

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

**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

### 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)

### 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)

### **Emotional Stability**

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

### **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 & 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

### **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

### **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)

### **Analytical Thinking**

- Transfer knowledge from one situation to another
- Process information
- Evaluate outcomes
- Problem solve, prioritize tasks