

## Technical Standards For Entry-Level Nursing Program

These technical standards are required abilities for effective performance in MnSCU nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing. The examples show how a standard may be applied in entry-level nursing education programs. The examples listed are for illustrative purposes only and not intended to be a complete list of all tasks in an entry-level nursing program.

Reasonable accommodations to meet standards may be available for otherwise program- qualified individuals with disabilities. Contact the college/university's Disability Services Office as soon as possible for more information if you think you may need an accommodation for a disability.

Capability	Standard	Examples
<b>INTELLECTUAL</b>		
<b>Cognitive Perception</b>	The ability to perceive events realistically, to think clearly and rationally, and to function appropriately in routine and stressful situations. Students must be able to independently and accurately assess or contribute to the assessment of a client	Identify changes in client health status Prioritize multiple nursing activities in a variety of situations
<b>Critical Thinking</b>  Careful thought, reasoned judgment. Differentiated from personal opinion and superficial memorization of facts by the ability to obtain and use an appropriate quantity and quality of data for a given situation. Critical thinkers question assumptions, routines, and rituals, reconsider "known facts" when new information becomes available and develop new "rules" when old ones fail or unavailable.	Critical thinking skills demanded of nurses require the ability to learn and reason, to integrate, analyze and synthesize data concurrently. Students must be able to solve problems rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.	Able to make effective decisions in the classroom and in the clinical sites Develop/contribute to nursing care plans that accurately reflect client concerns Able to make decisions reflective of classroom learning in the clinical sites
<b>MOTOR SKILLS</b>		
<b>Motor Skills</b>	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client	Position clients Reach, manipulate, and operate equipment, instruments and supplies, e.g. syringes, sterile equipment, and monitors Perform/use electronic documentation Lift, carry, push and pull Perform CPR
<b>Mobility</b>	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client	Propel wheelchairs, stretchers, etc., alone or with assistance as available Transport supplies to client room Work around bedside with other personnel Lift a child Move and lift clients in and out of bed, wheelchair or cart Assist with transfer and walking of patients who may require substantial support
<b>Activity Tolerance</b>	Ability to tolerate lengthy periods of physical activity	Move quickly and/or continuously Tolerate long periods of standing and/or sitting

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<b>COMMUNICATIONS</b>		
<b>Communication</b>	Communicate in English with others in oral and written form Able to communicate with clients and members of the health care team in order to plan and deliver safe care	Utilize oral and written communication skills sufficiently for teaching/learning and for interaction with others Read, understand, write, and speak English Explain treatment procedures Initiate and/or reinforce health teaching Document client responses Clarify communications received
<b>Interpersonal Relationships</b>	Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds	Establish rapport with clients, families, and colleagues Respond in a professional/therapeutic manner to a variety of client expressions and behaviors
<b>SENSES</b>		
<b>Hearing</b>	Auditory ability sufficient to hear normal conversation and/or assess health needs	Ability to monitor alarms, emergency signals, auscultatory sounds, e.g. B/P, heart, lung, and bowel sounds, cries for help, and telephone interactions/dictation Communicates with clients, families and colleagues
<b>Vision</b>	Visual ability sufficient for observation, assessment, and performance of safe nursing care	Observes client responses Discriminates color changes Accurately reads measurement on client-related equipment Read medication label Read syringe accurately Evaluate for a safe environment
<b>Tactile</b>	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture	Performs palpation, e.g. pulse Performs functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter
<b>PSYCHOSOCIAL</b>		
<b>Psychosocial Behaviors</b>	Possess the emotional health required for full use of intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities	Demonstrate professional abilities of trustworthiness, empathy, integrity, and confidentiality Be able to change and display flexibility Learn to function in the face of uncertainties and stressful situations
<b>ENVIRONMENTAL</b>		
<b>Environmental Adaptability</b>	Ability to tolerate environmental stressors	Work with chemicals and detergents Tolerate exposure to odors Work in close proximity to others Work in areas of potential physical violence Work with infectious agents and blood-borne pathogens Work in environments that may have allergens, such as latex.

A task force of representatives from nursing education in Minnesota developed these Technical Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi Range Community and Technical College, Hibbing Community College, and Riverland Community and Technical College. Adaptations were made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community Colleges.

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