

MnSCU Performance Standards For Nursing Programs

The following Core Performance Standards have been developed for all applicants and current students in nursing programs. These standards are based upon required abilities that are compatible with effective performance in nursing programs and scope of practice as defined by the Minnesota State Board of Nursing. Applicants unable to meet the Core Performance Standards are responsible for discussing the possibility of reasonable accommodations with the designated institutional office. Before final admission into a nursing program, applicants are responsible for providing medical and other documentation related to any disability and the appropriate accommodations needed to meet the Core Performance Standards. These materials must be submitted in accordance with the institution's ADA Policy.

Capability	Standard	Examples
INTELLECTUAL		
Cognitive Perception	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	<ul style="list-style-type: none"> • Identify changes in client health status • Prioritize multiple nursing activities in a variety of situations
<p>Critical Thinking</p> <p>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</p>	<p>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 problem solve rapidly, consider alternatives and make a decision for managing or intervening in the care of a client.</p>	<ul style="list-style-type: none"> • 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.

unavailable.		
Capability	Standard	Examples
MOTOR SKILLS		
Motor Skills	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client	<ul style="list-style-type: none"> • Positions clients • Reach, manipulate, and operate equipment, instruments and supplies e.g. syringes, sterile equipment, monitors • Electronic documentation/ • Keyboarding • Lift carry, push and pull • Perform CPR
Mobility	Ambulatory capability sufficient to maintain a center of gravity when met with an opposing force as in lifting, supporting, and/or transferring a client	<ul style="list-style-type: none"> • Able to propel wheelchairs, stretchers, etc., alone or with assistance as available • Carry 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 • Lift a minimum wgt. of 30 pounds
Activity Tolerance	Ability to tolerate lengthy periods of physical activity	<ul style="list-style-type: none"> • Move quickly and/or continuously • Tolerate long periods of standing and/or sitting

Capability	Standard	Examples
COMMUNICATIONS		
Communication	<p>Communication abilities in English sufficient for appropriate interaction with others in verbal and written form</p> <p>Able to communicate with clients and members of the health care team in order to plan and deliver safe care</p>	<ul style="list-style-type: none"> • Utilize verbal and written communication skills sufficiently for teaching/learning and for interaction with others • Read, understand, write, and speak English according to college admission standards • Explain treatment procedures • Initiate and/or reinforce health teaching • Document client responses • Validate responses/messages
Interpersonal Relationships	<p>Interact with clients, families, staff, peers, instructors, and groups from a variety of social, emotional, cultural and intellectual backgrounds.</p>	<ul style="list-style-type: none"> • Establish rapport with clients, families, and colleagues • Respond in a professional/therapeutic manner to a variety of client expressions and behaviors

Capability	Standard	Examples
SENSES		
Hearing	Auditory ability sufficient to hear normal conversation and/or asses health needs	<ul style="list-style-type: none"> • Hears monitor alarms, emergency signals, auscultatory sounds, cries for help e.g. B/P, heart, lung, and bowel sounds, and cries for help • Hears telephone interactions/ dictation • Hears conversation with clients, families and colleagues
Vision	Visual ability sufficient for observation, assessment, and performance of safe nursing care	<ul style="list-style-type: none"> • Observes client responses • Discriminates color changes • Accurately reads measurement on client related equipment • Read medication labels • Read syringe accurately • Evaluate for a safe environment
Tactile	Tactile ability sufficient for physical assessment, inclusive of size, shape, temperature and texture	<ul style="list-style-type: none"> • Performs palpation e.g. pulse • Performs functions of physical examination and/or those related to therapeutic intervention e.g. insertion of a catheter

Capabilities	Standard	Examples
PSYCHOSOCIAL		
Psychosocial Behaviors	Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities	<ul style="list-style-type: none"> • Demonstrate professional abilities of trust-worthiness, empathy, integrity, confidentiality, etc., in work school or volunteer activities • Be able to change, and display flexibility • Learn to function in the face of uncertainties and stressful situations

Capabilities	Standard	Examples
ENVIRONMENTAL		
Environmental Adaptability	Ability to tolerate environmental stressors	<ul style="list-style-type: none"> • 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

A task force of representatives from nursing education in Minnesota developed these Core Performance Standards. Educational institutions represented were: Bemidji State University, The College of St. Scholastica, Lake Superior College, Itasca Community College, Rainy River Community College, Mesabi 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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