



Requisite Skills and Abilities

Purpose

Manitobans expect safe, competent and ethical care. This includes ensuring that RNs demonstrate the knowledge, skills, judgment and personal attributes required for the delivery of safe, competent and ethical registered nursing care.

Students require certain basic skills and abilities so they can attain the *Entry-level Competencies for Registered Nurses in Manitoba* during their nursing education. This includes behavioural, cognitive, communication, environmental, interpersonal, sensory and physical skills/abilities to assess clients then plan, implement and evaluate care. This document sets out these requisite skills and abilities.

Requisite skills and abilities provide both the public and potential nursing students with information about the types of activities that nursing students need to perform and the general demands of a registered nurse. This information may be used by potential nursing students to identify their abilities to meet the requirements for pursuing a career in nursing. counsellors, parents, friends, members of the public and others may find the requisite skills and abilities informative.

Requisite Skills

RNs facilitate individuals, families and groups to achieve their physical, mental and social potential within the challenging context of the environment in which they live, work, play and are educated. This requires an understanding and application of specific knowledge, skill and judgment drawing on experience, research and education from nursing, the humanities and the physical, social and biological sciences.

At the completion of their nursing education program, students must demonstrate they meet the College's *Entry-level Competencies for Registered Nurses in Manitoba* and can practice according to the *Practice Expectations for RNs*.

Anyone who has concerns about whether they have the required skills and abilities for admission to or progression through a nursing education program should contact the education program to which they intend to apply. The applicant may disclose and provide evidence of their needs to explore the kinds of support they may require.

According to Manitoba human rights legislation, if there is a human rights case based on grounds of any of the following, the education institution would then engage with the student to negotiate reasonable accommodation for their needs so that they may be able to meet the requisite skills and abilities.

- ancestry, including colour and perceived race,
- nationality or national origin,
- ethnic background or origin,
- religion, religious belief, association or activity,
- age,
- sex, including pregnancy,
- gender identity,
- sexual orientation,
- marital or family status,
- source of income,
- political belief, association or activity,
- physical or mental disability, or
- social disadvantage.

As well, individuals who decide to pursue a career as an RN need to meet the College’s registration requirements:

- Successful completion of a recognized RN education program,
- Passing the entry-to-practice exam, and
- Background check that includes a satisfactory criminal record check, adult abuse registry check and child abuse registry check.

Note that the complete list of the College’s registration requirements can be found in the application information packages available in the applicant section of the College website www.crnmb.ca.

Examples of Requisite Skills and Abilities

The requisite skills and abilities are organized into seven categories with examples of entry-level student activities. The examples do not constitute the requisite skills and abilities in their entirety and are intended to represent “including, but not limited to” the examples provided. The examples are included to provide a snapshot of the nature and kinds of activities involved in typical entry-level registered nursing practice.

Requisite Skill And Ability	Examples
<p>Cognitive</p> <p>Ability to perform skills which demonstrate thinking capacity:</p> <ul style="list-style-type: none"> • recall information over time, • demonstrate mathematic skills including adding, subtracting, multiplying, dividing and calculating percentages, • demonstrate critical inquiry skills, • prioritize tasks, • demonstrate concentration skills, • demonstrate problem-solving skills, and • manage self in stressful situations. 	<ul style="list-style-type: none"> • Recall written, oral, or recorded information provided by clients. • Recall clinical presentation, multiple signs/symptoms and diagnoses from previous clients. • Use experience to inform current decision-making. • Anticipate actual and potential health risks and possible unintended consequences. • Perceive, recognize and intervene when situations require further assessment. • Calculate and verify medication dosages. • Analyze and interpret data from a client assessment for ongoing decision-making about client health status and plan of care. • Use critical inquiry when reviewing written material.
<p>Communication</p> <p>Ability to express and receive written, verbal or non-verbal information:</p> <ul style="list-style-type: none"> • English language proficiency (reading, writing, listening and speaking), • awareness of one’s own non-verbal communication and the ability to interpret non-verbal communication of others, • ability to document and understand information, in writing, in the client’s health record, and • interacts with others in a clear, respectful and professional manner. 	<ul style="list-style-type: none"> • Elicit and respond to information from a client during an assessment (both verbal and nonverbal communication). • Communicate both verbally and in-writing to other health-care providers.

<p>Behavioural</p> <p>Ability to conduct oneself in a professional manner:</p> <ul style="list-style-type: none"> • take direction, • behave in a professional manner, • practise in a manner consistent with established client safety policies and procedures, • provide care in an unpredictable environment, • manage time and establishes timelines, and • react appropriately to giving and receiving physical touch and working in proximity with clients. 	<ul style="list-style-type: none"> • Set priorities in the face of multiple demands. • Maintain a steady presence with clients regardless of the clients' behaviour. • Able to share opinion differences with classmates in a respectful manner. • Demonstrate respect for the Human Rights Code's protected characteristics. • Differentiate between appropriate and inappropriate social media use.
<p>Environmental</p> <p>Ability to function in the presence of the following commonly encountered and unavoidable environmental factors:</p> <ul style="list-style-type: none"> • noise, • distractions, • disease agents, and • various bodily odours or smells. 	<ul style="list-style-type: none"> • Tolerate unpleasant odours from infections, body wastes, urine, feces or vomit while interacting and providing care to a client. • Answer questions when there are background noises and activity.
<p>Interpersonal</p> <p>Ability to demonstrate empathy and compassion:</p> <ul style="list-style-type: none"> • develop rapport with individuals and groups, and • recognize the needs of clients and colleagues. 	<ul style="list-style-type: none"> • Support a client during a painful procedure. • Identify that others have differing needs and perspectives. • Recognize the need to maintain professional boundaries.
<p>Sensory</p> <p>Ability to perceive with each of the following senses to provide care and participate in educational activities:</p> <ul style="list-style-type: none"> • sight, • touch, • hearing, and • smell. 	<ul style="list-style-type: none"> • See well enough to read numbers and lines on a syringe. • Feel a pulse. • Perceive differences in temperature with hand touch. • Hear alarms on equipment, and client call systems. • Hear through a stethoscope to note heart rate and breath sounds. • Hear client's voice without looking directly at them.

<p>Physical</p> <p>Ability to perform the following activities to provide client care and participate in educational activities:</p> <ul style="list-style-type: none"> • lift, • carry, • stand and maintain balance, • perform repetitive actions, • push and pull, • climb, • bend, • reach, • walk, • move within confined spaces, and • hand-eye coordination (manual dexterity). 	<ul style="list-style-type: none"> • Provide Cardiopulmonary Resuscitation (CPR). • Assist someone to get out of bed and walk. • Assist to lift, turn and/or transfer clients from a bed. • Move within a small space such as between a client’s bed and equipment or a client’s bathroom. • Able to safely draw up and prepare to inject a medication. • Enter information into a computer while taking client health history.
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Resources

College of Registered Nurses of Manitoba (2019). *Entry-level Competencies (ELCs) for the Practice of Registered Nursing*. <https://www.crnmb.ca/wp-content/uploads/2022/01/Entry-Level-Competencies-ELCs.pdf>.

College of Registered Nurses of Manitoba (2022). *Practice Expectations for RNs*. <https://www.crnmb.ca/resource/practice-expectations-for-rns/>.

College of Registered Nurses of Manitoba. *Registration Services*. <https://www.crnmb.ca/rns-nps/registration-services/>.

Manitoba Human Rights Commission (2024). *Human Rights in Manitoba*. <http://www.manitobahumanrights.ca/>.

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