

Minnesota State **Associate** Degree Nursing Programs Performance Standards

The system of Minnesota State Colleges provides the following example of performance standards, based on the Minnesota Nurse Practice Act, that associate degree nursing students are required to meet and maintain to provide safe and effective care, to be successful and progress in nursing programs. The examples listed are for illustrative purposes only and are not intended to be a complete list of all tasks in a nursing program.

Students with documented disabilities, or who believe they may have a protected disability, can request accommodation, which may assist with meeting the standards for nursing programs.

Requirements	Standards	Examples include but are not limited to...
Critical-thinking Skills	Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation	<ul style="list-style-type: none"> • Ability to assess, plan, implement, and evaluate care. • Organize workload to manage time effectively and prioritize the delivery of client care. • Use resources effectively to understand the evidence, context of situations, and perspectives (their own and others) to make logical and informed decisions. • Possess problem-solving skills, including the ability to reason, measure, calculate and use data to make decisions in time-pressured environment. • Assimilate information from class, lab and clinical to demonstrate achievement of learning outcomes. • Ongoing demonstration of skills mastery while integrating and mentally sorting new information.
Interpersonal Skills	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups	<ul style="list-style-type: none"> • Maintain and protect client confidentiality and privacy. • Establish professional and ethical relationships with others. • Accept feedback and integrate new understanding into behavior. • Display personal accountability, integrity, understanding that student behavior affects others. • Practice the ability to delegate. • Promote a team-building environment. • Provide effective and therapeutic care in a variety of cultural settings. • Convey empathy, compassion and sensitivity in interactions and relationships.
Communication Skills	Communication skills sufficient for verbal and written professional interactions	<ul style="list-style-type: none"> • Assimilate verbal and non-verbal information, process and exchange information with clients, families, instructors and members of the healthcare team. • Accurately interpret and document nursing actions and client responses. • Display the capacity to engage in successful conflict resolution and advocate for client rights and needs. • Effectively communicate in English in verbal, written, and electronic resources with colleagues, school staff, and members of the interdisciplinary team. • Use therapeutic communication techniques to provide support to peers, clients and families. • Process relevant information; accurately and timely communicate to the healthcare team. • Ability to design teaching plans for client education and assess effectiveness. • Provide disease prevention and health promotion, care coordination and case findings.

Psychomotor Skills	Psychomotor skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Move about client's room and/or workspaces to complete client assessment. • Administer rescue procedures - cardiopulmonary resuscitation. • Demonstrate the ability to work for long periods. • Safely use and calibrate equipment in a variety of settings. • Perform procedures necessary to safely admit, transfer, or discharge a client. • Prepare and administer medications and treatments. • Perform nursing skills safely and efficiently.
Assessment Skills	Assessment skills sufficient for providing safe, effective nursing care	<ul style="list-style-type: none"> • Ability to provide comprehensive assessment of client's health status through collection and synthesis of data to establish baseline status for client. • Ability to integrate assessment information to form a plan of care. • Recognize emergent needs; perform appropriate targeted assessment, interventions and evaluation. • Assume accountability for delivered care; recognize limits of knowledge, skills and licensure scope. • Understand and process healthcare provider orders according to assessment data, evaluate effectiveness of interventions and communicate with members of the healthcare team. • Demonstrate distinction between provider-dependent and independent nursing interventions.
Emotional-Behavioral Skills	Demonstrates appropriate behavior to function effectively under stress and assume accountability for one's actions	<ul style="list-style-type: none"> • Demonstrate emotional stability while encountering a wide variety of emotions in self and others. • Communicate empathy, recognize own values, attitudes, beliefs, emotions and experiences affect perceptions and relationships with others. • Personal flexibility to adapt to rapidly changing environments. • Ability to apply sound judgement in pressured situations.
Professional Conduct Skills	Process attributes that include compassion, altruism, integrity, honesty, responsibility and tolerance	<ul style="list-style-type: none"> • Provide safe and effective care to patients along the age continuum without regard to disability, ethnic origin, gender status or social standing. • Recognize and preserve individual human dignity. • Advocate for the client's best interest. • Demonstrate professional accountability and ability to work in hierarchical environment. • Demonstrate intent to follow the ANA Code of Ethics. • Practice participation in development of healthcare policies, procedures. • Demonstrate understanding of nursing theory and practice.
Environmental Stressors	Other considerations	<ul style="list-style-type: none"> • Ability to work with infectious agents and blood-borne pathogens. • Ability to work in area with potential chemical and radiation hazards, potential allergens such as latex. • Ability to work in areas of potential violence. • Ability to work in close proximity to others.
Other	Sensory	<ul style="list-style-type: none"> • Visual and auditory ability to perform assessments, safe nursing care, and meet program outcomes.

References

H.C. Gonzalez, E-L. Hsiao / Teaching and Learning in Nursing 15 (2020) 53-56.

Minnesota Nurse Practice Act – Minnesota Statute Section 148.171.

Revised and approved by AD and PN Nursing Directors of Minnesota State June 2020.