

Requisite Skills and Abilities for Registered Nurses in Prince Edward Island

Prince Edward Island College of Nursing and Midwifery

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Acknowledgment

This document is based on the original work of the College of Registered Nurses of British Columbia, now British Columbia College of Nurses and Midwives (BCCNM). Other regulatory bodies across Canada have also used BCCNM's framework to develop their own jurisdictional specific documents including CNO, CRNA, NSCN, NANB, and CRNM. PEICNM's document is adapted, with appreciation, from that work.

Introduction and Purpose

The Prince Edward Island College of Nursing and Midwifery (PEICNM) is the regulatory body for Registered Nurses (RNs) in Prince Edward Island. The college's mandate is to protect the public by promoting the provision of safe, competent, ethical, and compassionate care by its registrants.

The purpose of this document is to 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. The information may be used by potential nursing students to identify their personal fit with the requirements for registered nursing as a career choice.

Nursing education prepares students to meet the Entry-Level Competencies (ELCs) necessary to be knowledgeable, skilled, and competent to practice nursing safely and ethically. An ELC is defined as an observable ability of a registered nurse at entry-level that integrates the knowledge, skills, abilities, and judgment required to practice nursing safely and ethically. Requisite skills and abilities (RSAs) are the basic skills and abilities that an individual requires to meet the ELCs for RNs to practice in Prince Edward Island. By the completion of the education program, all nursing students must demonstrate the capacity to meet PEICNM's ELCs and be able to practice within the context of the Registered Nursing Standards for Nursing Practice.

Anyone who has concerns about whether or not they have the required skills and abilities for admission or progression through an RN education program should contact the education program to which they intend to apply (eg: accessibility services and/or nursing program). Universities and regulatory bodies must balance their obligations to uphold individual rights with the requirement to ensure graduates of approved programs achieve ELCs for safe, competent, compassionate and ethical nursing practice (Nova Scotia College of Nurses, 2019).

Requisite Skills and Abilities

The requisite skills and abilities are organized in to seven categories with examples of entry-level registered nursing activities to illustrate the requisite. The examples do not constitute the requisite skills and abilities in their entirety and are not the requisites as such. They are to provide a glimpse into the nature and kind of activities involved in typical entry-

level nursing practice.

The categories are:

1. Cognitive
2. Behavioural
3. Communication
4. Interpersonal
5. Physical
6. Sensory
7. Environmental

Cognitive

Ability to perform skills which demonstrate thinking capacity:

- Exercise critical inquiry skills to develop a professional judgement
- Recall information over a period of time
- Demonstrate problem solving skills
- Prioritize tasks
- Demonstrate concentration skills
- Apply mathematical skills and abilities in order to:
 - Add, subtract, multiply, and divide
 - Calculate ratios and percentages and apply formulas

Examples: Uses math skills to calculate medication dosages; uses past experiences to inform current decision-making; makes sense of complex information; recalls written, oral, or recorded information provided by colleagues and clients; recognizes when situations require further inquiry.

Behavioural

Ability to conduct oneself in a professional manner:

- Manage own behaviour to provide safe, competent, ethical, and compassionate nursing care
- Accept individual differences
- Take direction
- Manage time appropriately
- Recognize diversity and cultural differences in others
- Identify the influence of personal values and beliefs
- Respond appropriately in situations that are stressful or that involve conflict
- Demonstrate honesty, integrity, and respect in all interactions
- React appropriately to giving and receiving physical touch and working in close proximity with a full range of clients
- Fulfill responsibility as part of a team

Examples: Remains calm in stressful situations; reacts quickly and effectively to

unexpected or unusual situations; uses social media and other technology in a way that maintains public trust in the profession; sets priorities in the face of multiple demands; demonstrates an understanding of professional boundaries; engages in practices that contribute to lifelong learning.

Communication

Ability to express and receive written, verbal, or non-verbal information, and the ability to interact with others in a clear, respectful and professional manner:

- English language proficiency (reading, writing, listening, and speaking)
- Recognizing own non-verbal communication and the ability to interpret non-verbal communication of others
- Ability to document and understand information, in writing as well as electronically, in the client's chart/health record

Examples: Elicits and attends to information from clients while taking a health history; communicates well with other health care team members about clients; reads and understands the client record; documents and reports clearly, concisely, accurately, and in a timely manner.

Interpersonal

Ability to establish professional relationships with other people:

- Develop relationships and rapport with individuals and groups
- Recognize the needs of clients and colleagues
- Recognize the importance of maintaining boundaries in the therapeutic nurse-client relationship

Examples: Supports a client during a painful procedure; recognizes the difference between a therapeutic and non-therapeutic relationship; identifies that others have needs and perspectives that might be different; recognizes the importance of client perspectives and feelings.

Physical

Ability to perform each of the following well enough to provide client care and participate in educational activities:

- Stand and maintain balance
- Manual dexterity
- Move within limited spaces
- Push and pull
- Perform repetitive movements
- Perform complex sequences of hand eye coordination
- Bend
- Reach

- Lift
- Walk
- Climb
- Carry objects

Examples: Provides CPR to a client; assists a person to get out of bed and walk; helps lift, turn and/or transfer clients; prepares and administers injections; changes a dressing on a wound; climbs stairs while carrying supplies for a home visit.

Sensory

Ability to perceive with each of the following senses well enough to provide care and participate in educational activities:

- Sight
- Hearing
- Touch
- Smell

Examples: Sees well enough to read numbers and lines of demarcation on a syringe; feels a pulse; hears a call bell and alarms on equipment; hears through a stethoscope to note heart rate and breath sounds; assesses client colour and skin temperature; recognizes foul smelling urine.

Environmental

Ability to function in the presence of each of the following commonly encountered and unavoidable environmental factors:

- Noxious smells
- Disease agents
- Distractions
- Noise
- Chemicals
- Unpredictable behaviour in others

Examples: Maintains focus while distracted or interrupted in the middle of a procedure; tolerates the odour of infections, body wastes, urine, feces, and vomit; recognizes dangers in the client environment; recognizes the potential exposure to infectious diseases, chemicals, and allergens.

References

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