



**Nurses Association**  
OF NEW BRUNSWICK

Becoming a Registered Nurse in  
New Brunswick:

# Requisite Skills and Abilities

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# Introduction

The Nurses Association of New Brunswick (NANB) is responsible to regulate registered nurses (RN) and nurse practitioners (NP) to ensure the provision of safe, competent, compassionate and ethical care in the interest of the public. This document provides information to potential nursing students, educators and the public about the knowledge, skills, abilities, and judgement required of nursing students to successfully progress through a nursing education program and achieve the established entry-level competencies for RNs in New Brunswick (NB). The requisite skills and abilities serve as a benchmark, outlining the requirements to meet the minimum standard necessary to ensure client safety and public protection. Individuals considering a career as an RN in NB should review this document and assess their ability to meet these requirements.

Upon completion of their nursing education program, all nursing students must demonstrate the ability to meet the NANB [Entry-Level Competencies for Registered Nurses in New Brunswick](#) which describe the knowledge, skill, abilities, and judgement required of an entry-level RN.

In turn, entry-level RNs must be able to practise in accordance with the NANB [Standards of Practice for Registered Nurses](#). The standards of practice articulate the conduct and performance required of RNs. In the interest of client safety, certain skills and abilities are required to achieve entry-level competencies and gain initial entry to the nursing profession.

## Requisite Skills and Abilities

Requisite skills and abilities are foundational, and they enable nursing students (with or without accommodation) to successfully complete a nursing education program and achieve the knowledge, skill and judgement required of an RN.

Newly graduated RNs have the theoretical and practical knowledge to provide safe, competent, ethical, compassionate, and evidence-informed nursing care in any practice settings (NANB, 2019). They are prepared to provide individualized nursing care to people of all ages and genders across the spectrum of diversity, in situations related to health promotion, prevention and population health; altered health status, including acute and chronic health conditions and rehabilitative care; and, hospice, palliative and end-of-life care. Newly graduated RNs are prepared as generalists to practice in diverse practice environments, ranging from large urban to remote rural settings (e.g., hospitals, communities, homes, clinics, schools, residential facilities) (Nova Scotia College of Nursing, 2019).

Individuals who decide to pursue a career in the profession of nursing need to meet certain formal requirements for registration with NANB, including, but not limited to:

- Successful completion of an approved RN education program;
- Completing and submitting a registration application and paying all applicable fees;
- Providing NANB with a criminal record check;
- Passing the entry-to-practice exam; and
- Completing the on-line module on jurisprudence, which includes information regarding federal and provincial legislation impacting RN practice.



The complete list of NANB’s registration requirements can be found under “Registration” at <http://www.nanb.nb.ca/>.

## Categories of Requisite Skills and Abilities

The requisite skills and abilities are organized in seven categories with examples of entry-level RN practice. They are included to provide a snapshot of the nature and kinds of activities involved in typical entry-level RN practice. Note: The examples are intended to mean “including, but not limited to” the particular examples provided.

Requisite Skills and Abilities	Examples
<p><b>Cognitive</b> Ability to perform skills that demonstrate thinking capacity:</p> <ul style="list-style-type: none"> <li>• Recall information over time</li> <li>• Demonstrate concentration skills</li> <li>• Demonstrate problem-solving skills</li> <li>• Demonstrate critical inquiry skills</li> <li>• Prioritize actions</li> <li>• Apply mathematical skills and abilities in order to:               <ul style="list-style-type: none"> <li>o Add, subtract, multiply and divide</li> <li>o Calculate ratios, percentages</li> </ul> </li> </ul>	<p>When administering a pain medication, the entry-level RN:</p> <ul style="list-style-type: none"> <li>• critically analyzes client assessment data (observes the client, recalls information from the past, recalls information from colleagues)</li> <li>• chooses from appropriate interventions (amount of pain medication)</li> <li>• calculates correct medication dosage, safely administers the medication</li> <li>• recognizes untoward effects and intervenes as necessary</li> </ul>
<p><b>Communication</b> Ability to express and receive written, verbal and non-verbal communication and ability to interact with others in a clear, respectful and professional manner:</p> <ul style="list-style-type: none"> <li>• English and/or French language proficiency (reading, writing, listening and speaking)</li> <li>• Recognizing own non-verbal communication and the ability to interpret non-verbal communication of others while considering individual differences in expression and associated meaning</li> <li>• Ability to document and understand information, in writing as well as electronically, in the client’s chart/health record</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• listens effectively to clients</li> <li>• elicits and attends to information from clients while taking a health history</li> <li>• communicates clearly and accurately with other health care team members about clients in a timely manner</li> <li>• reads and understands client record</li> <li>• documents and reports clearly, concisely, accurately, and in a timely manner</li> </ul>
<p><b>Behavioural</b> Ability to conduct oneself in a professional manner:</p> <ul style="list-style-type: none"> <li>• Manage own behavior to provide safe, competent, ethical and compassionate nursing care</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• recognizes client priorities</li> <li>• manages time and sets priorities in the face of multiple demands</li> </ul>

<ul style="list-style-type: none"> <li>• Engage in self-reflection to improve care</li> <li>• Engage with others to create a safe environment</li> <li>• Respond calmly and respectfully in situations that are stressful and may involve conflict</li> <li>• React respectfully to giving and receiving physical touch and working in close proximity with a full range of clients</li> <li>• Fulfill responsibility as part of a team</li> <li>• Manage time appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• maintains calm presence with clients regardless of the client's behavior</li> <li>• reflects on actions taken</li> </ul>
<p><b>Interpersonal</b> Ability to establish professional relationships with other people:</p> <ul style="list-style-type: none"> <li>• Develop therapeutic relationships and rapport with individuals and groups</li> <li>• Recognize the needs of clients and colleagues</li> <li>• Recognize the importance of maintaining boundaries in the therapeutic nurse-client relationship.</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• provides appropriate support to a client during a painful procedure</li> <li>• identifies that others have needs and perspectives that may be different than one's own</li> <li>• maintains professional boundaries with clients</li> </ul>
<p><b>Physical</b> Ability to perform each of the following requirements in order to participate in educational activities and provide client care:</p> <ul style="list-style-type: none"> <li>• Stand and maintain balance</li> <li>• Manual dexterity</li> <li>• Move within limited spaces</li> <li>• Push and pull</li> <li>• Perform repetitive movements</li> <li>• Perform complex tasks requiring hand-eye coordination</li> <li>• Bend</li> <li>• Reach</li> <li>• Lift</li> <li>• Walk</li> <li>• Climb</li> <li>• Carry objects</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• provides CPR to a client</li> <li>• assists a person to get out of bed and walk</li> <li>• climbs stairs carrying supplies for a home visit</li> <li>• helps lift, turn and/or transfer clients</li> <li>• prepares and administers injections</li> <li>• changes a dressing on a wound and removes sutures</li> </ul>
<p><b>Sensory</b> Ability to perceive with each of the following senses in order to participate in educational activities and provide care:</p> <ul style="list-style-type: none"> <li>• Sight</li> <li>• Hearing</li> <li>• Touch</li> <li>• Smell</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• sees well enough to read numbers and lines of demarcation on a syringe</li> <li>• feels a pulse</li> <li>• perceives differences in temperature with hand touch</li> <li>• hears client call systems and alarms on equipment</li> </ul>



	<ul style="list-style-type: none"> <li>• hears through a stethoscope to note heart rate and breath sounds</li> <li>• hears a client’s voice without looking directly at the client</li> <li>• recognizes abnormal odors</li> </ul>
<p><b>Environmental</b> Ability to function in the presence of each of the following commonly encountered and unavoidable environmental factors:</p> <ul style="list-style-type: none"> <li>• Noxious smells</li> <li>• Disease agents</li> <li>• Chemicals</li> <li>• Distractions</li> <li>• Noise</li> <li>• Unpredictable behaviour of others</li> </ul>	<p>The entry-level RN:</p> <ul style="list-style-type: none"> <li>• maintains focus while distracted or interrupted in the middle of a procedure</li> <li>• recognizes dangers in the client environment</li> <li>• tolerates disposing of body waste (urine, feces, vomit)</li> <li>• tolerates unpleasant and foul odors</li> </ul>

*Adapted from the College of Registered Nurses of Manitoba (2018).*

## Accommodation

“Students have an obligation to inform their post-secondary institution of the need for accommodation. As students are entitled to privacy, there is no requirement to disclose the specific disability to the education provider. The provider may require students to provide a letter from a medical professional outlining the student’s functional impairments or capabilities and the type of accommodation required, but it is unnecessary for the letter to include a diagnosis of the disability” (New Brunswick Human Rights Commission [NBHRC], 2017, p. 8).

“The appropriate accommodation should be based on the opinion of experts in collaboration with the student and the educational institution, rather than on just the wishes of the student or the convenience or preference of the program or instructor. Accommodation of students with a disability involves making adjustments to their educational environment, or providing alternative arrangements, to eliminate any discriminatory effect on the student because of his or her disability” (NBHRC, 2017, p. 5). However, accommodation of a nursing student must not compromise client safety and well-being.

All nursing students are required to successfully complete the nursing program and demonstrate achievement of established entry-level competencies prior to becoming an RN. “Accommodation does not mean that education providers are required to lower their academic standards. On the contrary, students with disabilities are expected to develop the same essential skills as their classmates” (NBHRC, 2017, p.10). All entry-level RNs must be able to practise in a safe, competent, compassionate and ethical manner, in accordance with the standards of practice for RNs.

# Resources

[Guideline on Accommodating Students with Disabilities in Post-Secondary Institutions](#)

[New Brunswick Human Rights Commission](#)

[The New Brunswick Human Rights Act Explained](#)

[NANB Legislation](#)

[Entry-Level Competencies for Registered Nurses in New Brunswick](#)

[Fact Sheet: Graduate Nurse Scope of Practice](#)

[NANB Nursing Standards](#)

[University of New Brunswick - Student Accessibility Centre](#)

[Université de Moncton – Service d'accès et de soutien à l'apprentissage](#)

## For More Information

For more information about the requisite skills and abilities to become an RN in NB, please contact NANB at [practiceconsultation@nanb.nb.ca](mailto:practiceconsultation@nanb.nb.ca).

Prospective students concerned about whether or not they have the required skills and abilities for admission to or progression through a nursing education program should contact the program managers where they intend to apply to discuss these requirements.

## References

College of Registered Nurses of Manitoba. (2018). *Requisite Skills and Abilities*. Winnipeg: Author.

New Brunswick Human Rights Commission. (2017). *Guideline on Accommodating Students with Disabilities in Post-Secondary Institutions*. Fredericton: Author.

Nova Scotia College of Nursing. (2019). *Becoming a Registered Nurse in Nova Scotia. Requisite Skills and Abilities*. Halifax: Author.

Nurses Association of New Brunswick. (2019). *Entry-Level Competencies for Registered Nurses in New Brunswick*. Fredericton: Author.

