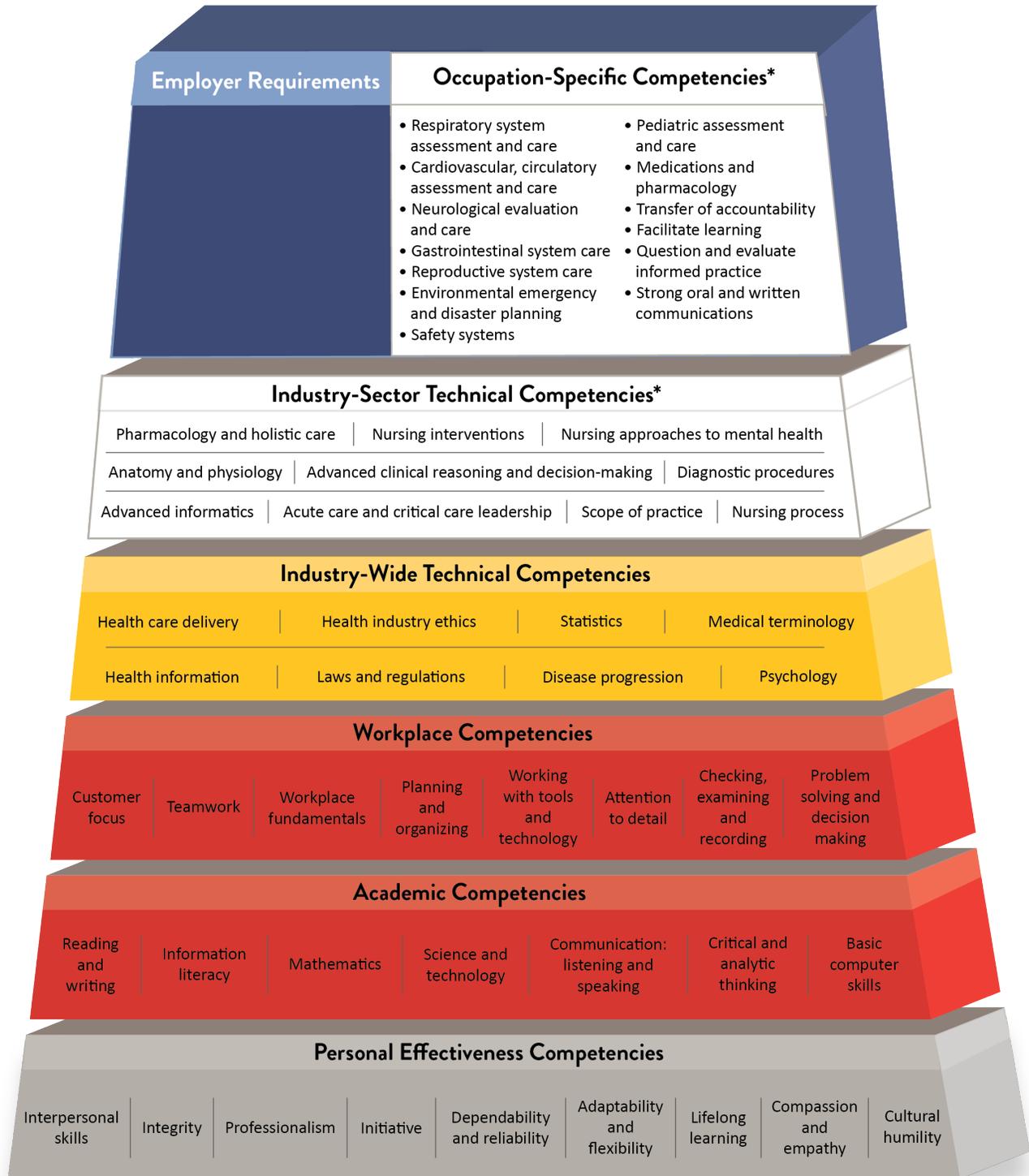


Minnesota Dual-Training Pipeline Competency Model for Health Care Services Occupation: Emergency Room Nurse



Based on: Health: Allied Health Competency Model Employment and Training Administration, United States Department of Labor, December 2011.

* Pipeline recommends the Industry-Sector Technical Competencies as formal training opportunities (provided through related instruction) and the Occupation-Specific Competencies as on-the-job training opportunities.



Competency Model for Emergency Room Nurse

Emergency Room Nurse – An emergency room nurse is a registered nurse who specializes in caring for patients in an emergency room setting. The often stressful and fast-paced environment of an emergency room requires a specialized skill set. Emergency room nurses assist doctors, perform minor medical operations, and treat patients experiencing a critical injury, allergic reactions, and/or trauma.

Industry-Sector Technical Competencies

Related Instruction for dual training means the organized and systematic form of education resulting in the enhancement of skills and competencies related to the dual trainee's current or intended occupation.

- **Advanced Informatics** – Understand the science and practice that integrates nursing information with communication technologies to promote the health of people, families and communities.
- **Anatomy and physiology** – Know the foundation in normal physiology, pathophysiology, histology, integumentary, skeletal, muscular, nervous, and sensory systems.
- **Pharmacology and holistic care** – Understand the pharmacologic treatment of diseases and threats to health from a variety of cultural perspectives. Ability to monitor therapeutic responses, side effects, adverse reactions, and interactions.
- **Nursing approaches to mental health** – Know how to have a culturally sensitive approach to the health care needs of individuals, families and groups experiencing alterations in mental health.
- **Acute care and critical care leadership** – Understand the transformational, considerate, and exemplary leadership practices, and trusted leadership styles guarantee higher quality of nursing care.
- **Advanced clinical reasoning and decision-making** – Understand the continuous, purposeful, theory and knowledge-based process of assessment, analysis, strategic planning and intentional follow up.

- **Scope of practice** – Understand that the practice of professional nursing means the performance of those services that incorporates caring for all patients in all settings through recognized nursing standards.
- **Nursing interventions** – Ability to apply evidence-based nursing interventions to patients across the continuum of care and through the lifespan.
- **Diagnostic procedures** – Understand the evidence-based critical analysis and interpretation of assessments in order to provide the basis for the health care plan.
- **Nursing process** – Demonstrate assessment, diagnosis, planning, implementation, and evaluation skills.

Occupation-Specific Competencies

On-the-Job Training (OJT) is hands-on instruction completed at work to learn the core competencies necessary to succeed in an occupation. Common types of OJT include job shadowing, mentorship, cohort-based training, assignment-based project evaluation and discussion-based training.

- **Respiratory system assessment and care** – Know how to identify normal and abnormal breathing sounds, how to set up oxygen therapies, and how to evaluate data related to the respiratory system including the intubated/ventilated patient.
- **Cardiovascular, circulatory assessment and care** – Interprets and evaluates data related to bloodwork results, physical assessment, use of the ED cardiac bedside monitors, ability to interpret cardiac arrhythmias and identify which are life threatening.
- **Neurological evaluation and care** – Demonstrates the ability to assess level of consciousness, maintenance of spinal stabilization and immobilization and appropriate pain scale.
- **Gastrointestinal system care** – Evaluates and understands data related to the GI emergency.
- **Reproductive system care** – Understands and evaluates data related to the reproductive emergency including emergency childbirth.
- **Environmental emergency and disaster planning** – Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the event of environmental emergency and disaster.

- **Pediatric assessment and care** – Understands the need of age appropriate physical and psychological assessment.
- **Medications and pharmacology** – Utilizes the eight rights of safe medication administration including the right patient, the right medication, the right dose, the right route, the right time, the right documentation, the right reason and the right response.
- **Transfer of accountability** – Demonstrates the ability to give a concise transfer of accountability to oncoming shifts, colleagues and transfer units.
- **Facilitate learning** – Know how to include both formal and informal facilitation of learning for patients, families, and healthcare team.
- **Question and evaluate informed practice** – Develop the skills aimed at improving the quality of care offered to patients and for enhancing the treatment outcomes.
- **Strong oral and written communications**– Able to communicate clearly, especially during periods of intense stress, to provide comprehensive care and positive health outcomes in both writing and orally.
- **Safety systems** – Understand the systems that seek to prevent harm to patients, their families and friends, health care professionals, contract-service workers, volunteers and other individuals that are in a health care setting.

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