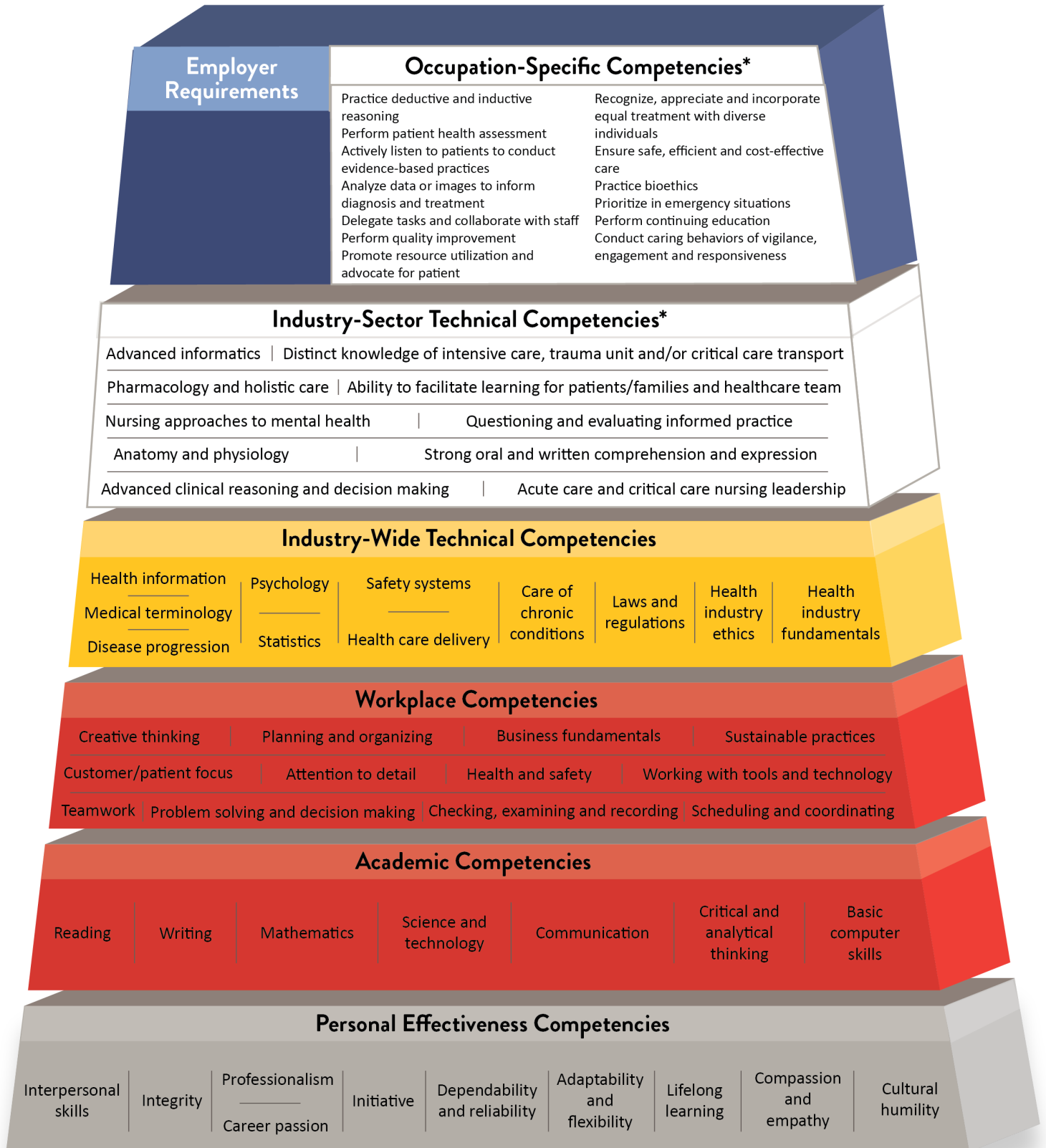


Minnesota Dual-Training Pipeline

Competency Model for Health Care Services

Occupation: Critical Care Nurse



Based on: Fundamentals of Health Care Competency Model, Employment and Training Administration, United States Department of Labor, February 2025. For more detailed information about competency model creation and sources, visit dli.mn.gov/business/workforce/health-care-services.



Competency Model for Critical Care Nurse

Critical Care Nurse – An individual who specializes in the field of nursing who deals specifically with human responses to life-threatening problems. A licensed professional nurse who is responsible for ensuring that all critically ill patients and their families receive optimal care that is most often in the intensive care unit (ICU).

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

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.
- **Distinct knowledge of intensive care, trauma unit and/or critical care transport** – Know how to cater to patients with severe or life-threatening illnesses or injuries, which require constant care, close supervision from life support equipment and medication.
- **Pharmacology and holistic care** – Understand 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.
- **Ability to facilitate learning for patients, families, and healthcare team** – Be able to teach others which may include both formal and informal facilitation of learning for patients, families and the healthcare team.
- **Nursing approaches to mental health** – Know culturally sensitive approaches to the health care needs of individuals, families and groups experiencing alterations in mental health.
- **Questioning and evaluating informed practice** – Understand how to improve the quality of care offered to patients and enhancing the treatment outcomes through continuous evaluation and questioning of the informed practice being implemented.

- **Anatomy and physiology** – Have a foundation of knowledge in normal physiology, pathophysiology, histology, integumentary, skeletal, muscular, nervous, and sensory systems.
- **Strong oral and written comprehension and expression** – Ability to communicate clearly, especially during periods of intense stress, to provide comprehensive care and positive health outcomes.
- **Advanced clinical reasoning and decision making** – Be able to make decisions in a manner that occurs with a continuous, purposeful, theory and knowledge-based process of assessment, analysis, strategic planning, and intentional follow- up.
- **Acute care and critical care nursing leadership** – Understand transformational, considerate, and exemplary leadership practices, and trusted leadership styles guarantee higher quality of nursing care.

Occupation-Specific Competencies

On-the-Job Training 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.

- **Practice deductive and inductive reasoning** – Know how to develop a theory after clinical analysis or testing an existing theory.
- **Perform patient health assessment** – Be able to collect, prioritize, and synthesize the comprehensive data pertinent to the patient’s health or situation to establish a health status baseline and plan of care.
- **Actively listen to patients to conduct evidence-based practices** – Be able to evaluate responses to interventions through active listening and use evidence to enhance the effectiveness of the care plan.
- **Analyze data or images to inform diagnosis and treatment** – Ability to recognize patterns and to conceptualize, correlate and compare data analytically to achieve positive outcomes.
- **Delegate tasks and collaborate with staff** – Understanding what patients and families need and then engage appropriate care givers to achieve desired outcomes.
- **Perform quality improvement** – Know how to perform systematic and continuous actions that lead to measurable improvement for health care clients.
- **Promote resource utilization and advocate for patient** – Be able to incorporate factors related to safety, effectiveness, cost, and impact on practice in planning and delivering patient care.

- **Recognize, appreciate and incorporate equal treatment with diverse individuals** – Understand the differences may include, but are not limited to, individuality, cultural, spiritual, gender, race, lifestyle, socioeconomic, age and values.
- **Ensure safe, efficient, and cost-effective care** – Be able to perform at the level of education, knowledge and skill expected to deliver effective care.
- **Practice bioethics** – Understand the ethical implications of certain medical procedures.
- **Prioritize in emergency situations** – Understand how to quickly shift gears in emergent situations to handle the most pressing medical issue.
- **Perform ongoing education** – Stay up to date on frequent changes in healthcare which require regular certifications and continuous education throughout a career.
- **Conduct caring behaviors of vigilance, engagement, and responsiveness** – Know nursing activities that create a compassionate, supportive, and therapeutic environment for patients and staff, with the aim of promoting healing and preventing unnecessary suffering.

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