



Massachusetts Department
of Higher Education



CREATIVITY AND CONNECTIONS



BUILDING THE FRAMEWORK FOR THE FUTURE OF
NURSING EDUCATION AND PRACTICE

Massachusetts Department of Higher Education Nursing Initiative

Nurse of the Future Nursing Core Competencies[®]

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OVERVIEW

In March of 2006, the Massachusetts Board of Higher Education and the Massachusetts Organization of Nurse Executives (MONE) convened a facilitated working session entitled *Creativity and Connections: Building the Framework for the Future of Nursing Education and Practice*. This invitational session brought together 32 experienced professionals from the major statewide stakeholders in nursing education and practice. These included nurse leaders from a variety of practice settings, educators from both public and private higher education representing all degree levels, and representatives from the Board of Higher Education, the Board of Registration in Nursing, the Massachusetts Center for Nursing, and other national accrediting agencies.

One important outcome of the conference was the development of the following mission statement for future work. The participants agreed to: *Establish a formal coalition to create a seamless progression through all levels of nursing that is based on consensus competencies that include transitioning nurses into their practice settings.*

While the participants represented a wide range of perspectives on nursing education and nursing practice, they agreed on these top priorities:

- Creation of a seamless progression through all levels of nursing education
- Development of sufficient consensus on competencies to serve as a framework for educational curriculum
- Development of a statewide nurse internship/preceptor program

Since 2006, a working group composed of deans and faculty representing all segments of nursing education and nursing leaders and clinical nursing staff representing the continuum of care have begun the research and review needed to form the foundation to move these priorities forward. The group formed a structure composed of two working committees. The Nursing Competency Committee has focused on the ongoing development of a seamless continuum of nursing education built on a set of identified competencies. The MONE Academic Practice Integration Committee agreed to then utilize the developed competencies as a framework for the development of a statewide transition into practice model.

Over the past two years, the Competency Committee has identified and synthesized competencies collected from other states, current practice standards; education accrediting standards; national initiatives and projected patient demographic and healthcare profiles for Massachusetts. Through this process of research, analysis and dialogue, and with a focus on the Institute of Medicine's core competencies for all healthcare professionals, the Competency Committee has developed the following set of Nursing Core Competencies[®] for the Nurse of the Future.

The definition of each competency defines the expectations for all professional nurses of the future. The Knowledge, Attitudes and Skills(KAS) grids are the minimal expectations for initial nursing practice following completion of a pre-licensure professional nursing educational program.

Through a formalized process of focused communication and feedback, the Nursing Competency Committee, in collaboration with the Board of Higher Education and MONE, is seeking to refine these competencies and translate them into a curriculum model for the future of nursing education.

We hope to gain feedback from faculty in all segments of nursing education and nurses and nurse leaders in a variety of practice settings.

The feedback process includes an extended web based input opportunity (www.mass.edu/nursing) and competitive grant opportunities to assess current curriculum and plan for new approaches to a seamless, coordinated competency based curriculum.

If you have any questions or would like additional information, please contact the competency committee co-chairs: Maureen Sroczynski RN,MS at msroc@com or Paulette Seymour Route, PhD, RN at paulette.seymour-route@umassmed.edu.

MODEL ASSUMPTIONS

The Nursing Core Competencies® for the Nurse of the Future have been developed around a set of assumptions to serve as a framework and guiding principles for the design of a competency-based education and practice model. These assumptions include:

- **Education and Practice partnerships are key to developing an effective model.**
 - There is a decreasing supply and increasing demand on the nursing profession in both education and practice settings.
 - Nursing education and practice settings should facilitate individuals to move to more effectively through the educational system.
 - An integrated practice/education competency model will positively impact patient safety and improve patient care.

- **Practice environments that support and enhance professional competence are essential.**

- **Nurses work synergistically with other professionals to provide patient centered care.**

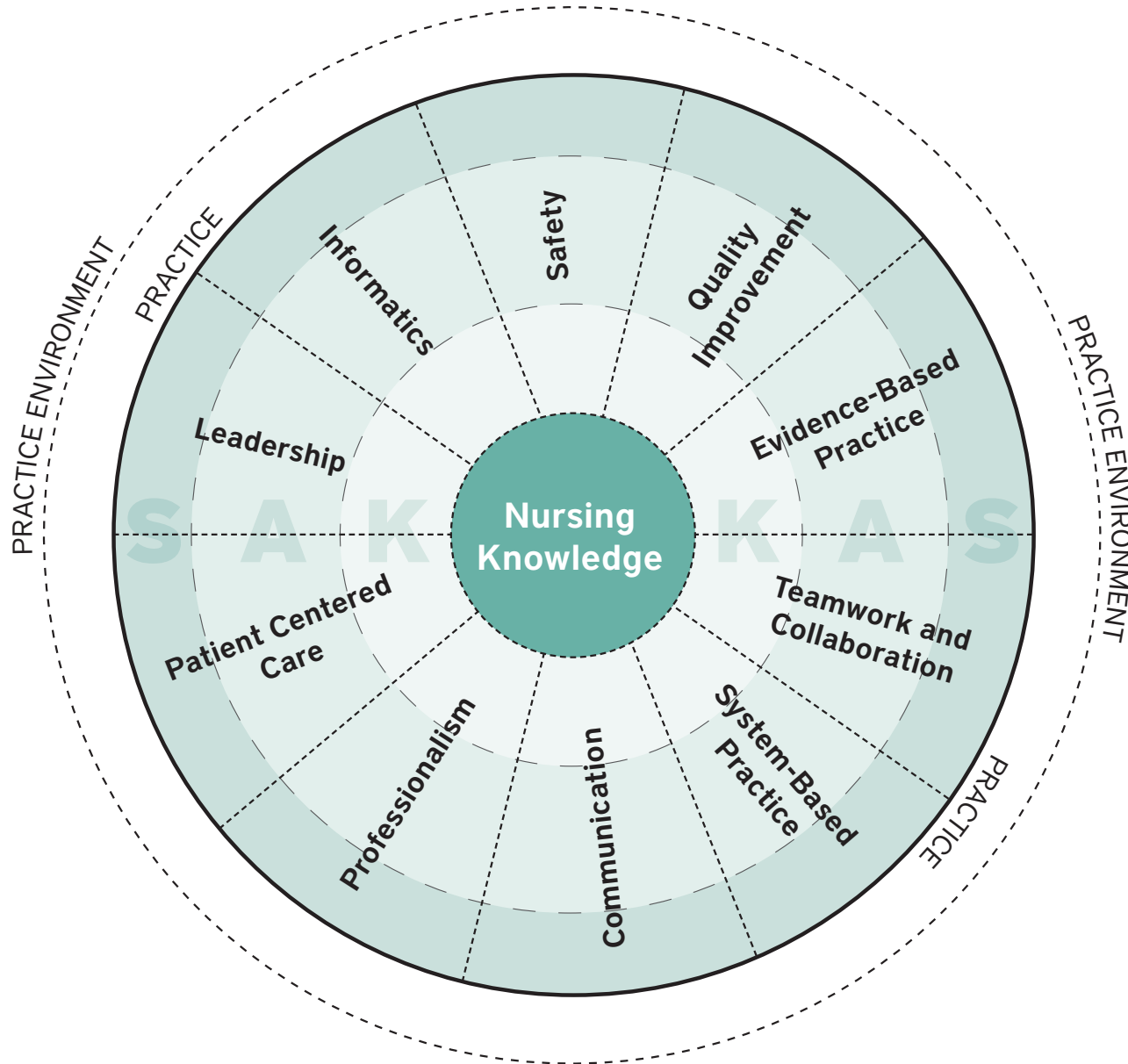
- **There is a need to develop a more effective educational system to have the nursing workforce better prepared to care for current and future populations.**

- **The nurse of the future will be proficient at a core set of competencies.**
 - The wording of the competencies is designed to be applicable across all care settings and to encompass all patient populations across the lifespan from neonate to older adult.
 - There is a differentiation in competencies among practicing nurses at various levels.
 - Competence is developed over a continuum and can be measured.

BOARD OF HIGHER EDUCATION NURSING INITIATIVE

NURSING CORE COMPETENCIES®

The Science and Practice of Nursing



K-Knowledge
A-Attitudes
S-Skills

NURSING KNOWLEDGE

The Nurse of the Future will recognize the *science* and *practice* of nursing as the profession’s two major dimensions.

The *science* of nursing is a discrete body of knowledge that incorporates:

- Knowledge of relationships among nurses, patients and their environments within the context of health
- Nursing concepts and theories
- Concepts and theories derived from the basic sciences, humanities and other disciplines

The *practice* of nursing utilizes scientific inquiry evidenced in the nursing process.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Liberal Education		
<p>K1 Physical, biological, quantitative and computer sciences</p> <p>K1a Behavioral and social sciences</p> <p>K1b Philosophy, the arts and humanities</p>	<p>A1 Values liberal learning as a solid foundation for the development of the clinical judgment skills required for the practice of professional nursing and critical thinking</p>	<p>S1 Develops and uses problem-solving and critical thinking skills</p> <p>S1a Integrates concepts from behavioral, biological, and natural sciences in order to understand self and others</p> <p>S1b Interprets and uses quantitative data</p> <p>S1c Uses the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions</p> <p>S1d Applies knowledge regarding social, political, economic and historical issues to the analysis of societal and professional problems</p> <p>S1e Communicates effectively in a variety of written and spoken formats</p> <p>S1f Engages in effective working relationships</p> <p>S1g Appreciates cultural differences and bridges cultural and linguistic barriers</p> <p>S1h Understands the nature of human values</p> <p>S1i Develops and articulates personal standards against which to ensure new ideas and experiences</p> <p>S1j Appreciates and understands the character of professions</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Core Knowledge of the Discipline		
K2 Health Promotion, risk reduction and disease prevention	A2 Values the core knowledge of nursing as a discipline	<p>S2 Assesses protective and predictive factors that influence the health of patients</p> <p>S2a Assesses genetic factors and risks that influence the health of individuals</p> <p>S2b Fosters strategies for health promotion, risk reduction</p> <p>S2c Recognizes the need for and implements risk reduction strategies to address social and public health issues, including societal and domestic violence, family abuse, sexual abuse, and substance abuse</p> <p>S2d Uses information technologies to communicate health promotion/disease prevention information to the patient in a variety of settings</p> <p>S2e Develops an awareness of complementary modalities and their usefulness in promoting health</p> <p>S2f Assists patients to access and interpret health information to identify healthy lifestyle behaviors</p> <p>S2g Initiates community partnerships to establish health promotion goals and implement strategies to meet those goals</p> <p>S2h Evaluates the efficacy of health promotion and education modalities for use in a variety of settings and with diverse populations</p> <p>S2i Demonstrates sensitivity to personal and cultural definitions of health</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Core Knowledge of the Discipline <i>cont.</i>		
<p>K3 Illness and disease management</p>	<p>A3 Values a concern for the well being of others (altruism)</p>	<p>S3 Assesses and manages physical and psychological symptoms related to disease and treatment</p> <p>S3a Administers pharmacological and non-pharmacological therapies</p> <p>S3b Demonstrates sensitivity to personal and cultural influences on the individual's reactions to the illness experience and end of life</p> <p>S3c Maintains, restores and optimizes an individual's level of functioning</p> <p>S3d Anticipates and manages complications of disease progression</p> <p>S3e Assists patients to achieve a peaceful end of life</p> <p>S3f Anticipates, plans for, and manages physical, psychological, social, and spiritual needs of the patient and family/caregiver</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<i>Core Knowledge of the Discipline cont.</i>		
<p>K4 Information and health care technologies</p>	<p>A4 Values the use of technologies to enhance patient care</p>	<p>S4 Uses information and communication technologies to document and evaluate patient care, advance patient education, and enhance the accessibility of care</p> <p>S4a Uses appropriate technologies in the process of assessing and monitoring patients</p> <p>S4b Works in an interdisciplinary team to make ethical decisions regarding the application of technologies and the acquisition of data</p> <p>S4c Adapts the use of technologies to meet patient needs</p> <p>S4d Teaches patients about health care technologies</p> <p>S4e Protects the safety and privacy of patients in relation to the use of health care and information technologies</p> <p>S4f Uses information technologies to enhance one's own knowledge base</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<i>Core Knowledge of the Discipline cont.</i>		
<p>K5 Ethics</p>	<p>A5 Values and upholds the moral, legal and humanistic principles (social justice)</p>	<p>S5 Clarifies personal and professional values and recognizes their impact on decision-making and professional behavior</p> <p>S5a Applies a professional nursing code of ethics and professional guidelines to clinical practice</p> <p>S5b Applies an ethical decision-making framework to clinical situations that incorporates moral concepts, professional ethics, and law and respects diverse values and beliefs</p> <p>S5c Apply legal and ethical guidelines to advocate for patient well-being and preferences</p> <p>S5d Applies communication, negotiation, and mediation skills to the ethical decision-making process</p> <p>S5e Demonstrate accountability for one's own practice</p> <p>S5f Takes action to prevent or limit unsafe or unethical health and nursing care practices by others</p> <p>S5g Enables individuals and families to make quality-of-life and end-of-life decisions and achieve a peaceful death</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Core Knowledge of the Discipline <i>cont.</i>		
<p>K9 Role development: provider of care</p>	<p>A9 Values the right to self-determination (autonomy)</p>	<p>S9 Integrates theory and research-based knowledge from the arts, humanities, and sciences to develop a foundation for practice</p> <p>S9a Applies appropriate knowledge of major health problems and cultural diversity in performing nursing interventions</p> <p>S9b Demonstrates knowledge of the importance and meaning of health and illness for the patient in providing nursing care</p> <p>S9c Applies health care technologies to maximize optimal outcomes for patients</p> <p>S9d Participates in research focusing on the efficacy and effectiveness of nursing interventions</p> <p>S9e Delegates and supervises the performance of nursing interventions</p> <p>S9f Incorporates principles of quality management into the plan of care</p> <p>S9g Utilizes outcome measures to evaluate effectiveness of care</p> <p>S9h Performs direct and indirect therapeutic interventions</p> <p>S9i Develops a comprehensive plan of care in collaboration with the patient</p> <p>S9j Serves as the patient's advocate</p> <p>S9k Integrates care with other members of the interdisciplinary health care team</p> <p>S9l Evaluates and assesses the usefulness in integrating traditional and complementary health care practices</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Core Knowledge of the Discipline <i>cont.</i>		
<p>K10 Designer/manager/coordinator of care</p>	<p>A10 Values the role of the nurse in guiding the patient through the health care system</p>	<p>S10 Assumes a leadership role within one's scope of practice</p> <p>S10a Coordinates and manages care to meet the special needs of vulnerable populations, such as frail elders, in order to maximize independence and quality of life</p> <p>S10b Coordinates the health care of individuals across the lifespan utilizing principles and knowledge of interdisciplinary models of care delivery and case management</p> <p>S10c Delegates and supervises the nursing care given by others while retaining the accountability for the quality of care given to the patient</p> <p>S10d Organizes, manages, and evaluates the development of strategies to promote healthy communities</p> <p>S10e Organizes, manages, and evaluates the functioning of a team or unit</p> <p>S10f Uses appropriate evaluation methods to analyze the quality of nursing care</p> <p>S10g Utilizes cost-benefit analysis and variance data in providing and evaluating care</p>

NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
Core Knowledge of the Discipline <i>cont.</i>		
<p>K11 Member of the profession</p>	<p>A11 Values acting in accordance with appropriate code of ethics and accepted standards of practice (Integrity)</p>	<p>S11 Understands the history and philosophy of the nursing profession</p> <p>S11a Incorporates professional nursing standards and accountability into practice</p> <p>S11b Advocates for professional standards of practice using organizational and political processes</p> <p>S11c Understands limits to one's scope of practice and adheres to licensure law and regulations</p> <p>S11d Articulates to the public the values of the profession as they relate to patient welfare</p> <p>S11e Negotiates and advocates for the role of the professional nurse as a member of the interdisciplinary health care team</p> <p>S11f Develops personal goals for professional development</p>

PATIENT-CENTERED CARE

The Nurse of the Future will provide individualized care that recognizes patient’s preferences, values and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, appropriate, safe and effective care.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Recognizes use of essential components of nursing process appropriate to individual, family and group health care needs across the life span</p> <p>K2 Understands that health care is delivered across a continuum that includes a variety of settings</p> <p>K3 Relates understanding of multiple dimensions of patient-centered care:</p> <ul style="list-style-type: none"> ■ Patient/family/community preferences, values ■ Coordination and integration of care ■ Information, communication and education ■ Physical comfort and emotional support ■ Involvement of family and friend ■ Transition and continuity 	<p>A1 Values use of scientific inquiry, as demonstrated in the nursing process, as an essential tool for provision of nursing care</p> <p>A1a Appreciates the differences between data collection and assessment</p> <p>A2 Values assessing health care situations “through patient’s eyes”</p> <p>A2a Respects and encourages the patients input relative to decisions about health care</p> <p>A3 Respects and encourages individual expression of patient values, preferences and needs</p> <p>A3a Values the patient’s expertise with own health and symptoms</p> <p>A3b Respects and encourages the patients input into decisions about health care</p>	<p>S1 Provides priority based nursing care to individuals, families and groups through independent and collaborative application of the nursing process</p> <p>S1a Demonstrates cognitive, affective and psychomotor nursing skills when delivering patient care</p> <p>S2 Elicits patient values, preferences and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care</p> <p>S3 Communicates patient values, preferences and expressed needs to other members of health care team</p>

PROFESSIONALISM

The Nurse of the Future will demonstrate accountability for practicing nursing within established moral, legal, ethical, regulatory and humanistic principles.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Understands the concept of accountability for own nursing practice</p> <p>K2 Describes legal, ethical and regulatory factors that apply to nursing practice</p> <p>K3 Understands the standards of professional practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice</p> <p>K4 Describes factors essential to the promotion of professional development</p> <p>K4a Describes the role of a professional organization shaping the practice of nursing</p> <p>K5 Identifies the meaning of autonomy and self-regulation in nursing practice</p> <p>K5a Understand the culture of nursing and the health care system</p>	<p>A1 Accepts responsibility for own behavior</p> <p>A1a Shows commitment to provision of high quality, safe and effective patient care</p> <p>A2 Values established standards of professional practice</p> <p>A3 Recognizes personal capabilities, knowledge base, and areas for development</p> <p>A3a Values collegiality, openness to critique and peer review</p> <p>A4 Committed to life-long learning</p> <p>A4a Values the mentoring relationship for professional development</p> <p>A5 Recognizes the responsibility to function within acceptable behavioral norms appropriate to the discipline of nursing and the health care organization</p>	<p>S1 Demonstrates accountability for own nursing practice.</p> <p>S1a Exercises critical thinking within standards of practice</p> <p>S2 Uses recognized standards of professional nursing practice</p> <p>S2a Implements plan of care within legal, ethical and regulatory framework of nursing practice</p> <p>S3 Demonstrates professional comportment (openness, honesty, integrity, and authenticity)</p> <p>S3a Provides and receives constructive feedback to/from peers</p> <p>S4 Participates in life-long learning through education, skill development, evidence-based practice and seeking appropriate mentors</p> <p>S5 Seeks ways to advance nursing's professional autonomy, accountability, and self-regulation.</p> <p>S5a Promotes and maintains a positive image of nursing</p> <p>S5b Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct</p> <p>S5c Demonstrates professional behaviors</p>

PROFESSIONALISM CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K6 Understands the unique role of nursing in the provision of patient care</p> <p>K7 Understands ethical principles, values, concepts and decision-making that apply to nursing and patient care</p>	<p>A6 Shows initiative for new ideas and actions to improve patient care</p> <p>A7 Values the application of ethical principles in daily practice</p>	<p>S6 Advocates for the role of the nurse as a member of the profession and health care team</p> <p>S7 Incorporates Code of Ethics into daily practice</p> <p>S7a Identifies and responds to ethical concerns, issues and dilemmas that affect nursing practice</p> <p>S7b Recognizes ethical problems and enlists system resources in resolving ethical issues in daily practice</p>

LEADERSHIP

The Nurse of the Future will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Identifies leadership skills essential to the practice of nursing</p> <p>K2 Understands critical thinking and problem-solving process</p> <p>K3 Understands human behavior, mental processes, and individual and group performance</p> <p>K3a Understands the roles and skills of the health care team.</p> <p>K3b Understands the principles of group process and negotiation</p>	<p>A1 Recognizes the role of the nurse as leader</p> <p>A2 Willing to be flexible to meet patient care and organizational needs.</p> <p>A2a Accepts the responsibility to promote effective communication</p> <p>A3 Recognizes the centrality of a multidisciplinary team approach to patient care.</p> <p>A3a Values the perspectives and expertise of each member of the health care team</p> <p>A3b Recognizes the limits of one's own role and competence and, where necessary, consults with other health professionals with the appropriate competencies</p> <p>A3c Values new ideas and interventions to improve patient care</p>	<p>S1 Applies leadership responsibilities to meet patient needs</p> <p>S2 Treats others with respect, trust, and dignity.</p> <p>S3 Participates in multidisciplinary team</p> <p>S3a Promotes a productive culture by valuing individuals and their contributions.</p> <p>S3b Models effective communication and promotes cooperative behaviors.</p> <p>S3c Communicates with other members of the health care team across the continuum of care</p>

LEADERSHIP CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K4 Understands the need to monitor one’s own feelings and emotions, to discriminate among them and use this information to guide one’s own thinking and actions.</p> <p>K5 Understands the principles of accountability and delegations.</p>	<p>A4 Recognizes that personal attitudes, beliefs, and experiences influence one’s leadership style.</p> <p>A4a Stays open to new ideas and approaches</p> <p>A4b Values an environment encouraging creative thinking and innovations.</p> <p>A4c Values openness to critique and peer review</p> <p>A4d Recognizes the opportunity to appropriately question health care practice that could compromise patient care</p> <p>A5 Recognizes the value of delegation</p> <p>A5a Accepts accountability for nursing care given by self and delegated to others</p> <p>A5b Accepts accountability and responsibility for one’s own professional judgment and actions and continued competence</p>	<p>S4 Recognizes self-limitations</p> <p>S4a Adapts to stressful situations.</p> <p>S4b Seeks appropriate mentors</p> <p>S4c Acts as a effective role model and resource for students and support staff</p> <p>S4d Has the courage to appropriately speak up and question health care practices when necessary for safety and quality improvement.</p> <p>S5 Delegates responsibly to others, activities according to ability, level of preparation, the standards of practice and regulatory guidelines.</p> <p>S5a Assigns, directs and supervises ancillary personnel and support staff in carrying out particular roles/ functions towards achievement of patient care goals</p> <p>S5b Participates in learning opportunities for staff under the direct supervision and contributes to the education and professional development of students and colleagues</p>

SYSTEMS-BASED PRACTICE

The Nurse of the Future will demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal quality and value.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Understands system theory in the planning, organizing and delivery of patient care.</p> <p>K1a Understands the relationship among nursing, the nursing practice setting and organizational goals</p> <p>K1b Understands the difference between first order (fixing) and second order problem solving and the impact on system performance</p> <p>K2 Understands types of nursing practice and delivery systems</p> <p>K2a Understands the role and responsibilities of the health care team members in fiscal and resource management to achieve quality outcomes</p>	<p>A1 Appreciates the complexity of the nursing practice environment and the effect on individual and group practice</p> <p>A1a Appreciates the impact of practice setting decisions on the organizational system</p> <p>A1b Acknowledges the tendency to engage in short term fixes and values the learning from the problem solving process and its impact on system performance</p> <p>A2 Acknowledges the tension that may exist between a goal driven model vs. a resource driven nursing care delivery model</p> <p>A2a Values the contributions of each member of the health care team and the organizational system in evaluating the effectiveness of resources</p>	<p>S1 Plans, organizes and delivers patient care using a systems thinking approach</p> <p>S1a Collaborates with management and other team members in decision making regarding clinical or systems problems.</p> <p>S1b Identifies problems that occur in day to day work routines and participates in deriving solutions to inefficiencies</p> <p>S2 Contributes to the plan of care for a patient or groups of patients considering both the environment and resources</p> <p>S2a Identifies system resources effectively allocates them appropriately at the care delivery level</p> <p>S2b Collaborates with colleagues and leadership to focus and prioritize resources so that the needs of individuals are served</p> <p>S2c Evaluates outcomes of nursing care and uses data to promote change and to efficiently achieve desired outcomes</p>

SYSTEMS-BASED PRACTICE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K3 Understands how nurses assist patients in dealing with system complexities by advocating for quality patient care</p> <p>K3a Understands the ethics and values of advocacy that underlie the delivery of health care in a dynamic and complex health care system</p> <p>K4 Understands the interrelationship among patient care and professional nursing practices, the health care organization, and the larger global society</p>	<p>A3 Values the goal of referrals and partnership in the provision of high quality patient care across the continuum of care</p> <p>A3a Values effective communication and information sharing across disciplines and throughout transitions in care</p> <p>A3b Appreciates the nurse’s role in assisting the patient/family’s ability to navigate the health care system</p> <p>A4 Values how legal, political, regulatory and economic factors influence nursing practice and public and social policy.</p> <p>A4a Values the need to remain informed of local and national legislation that would impact public and social policy and professional nursing practice</p>	<p>S3 Facilitates the transition of the patient through the continuum of care cycle</p> <p>S3a Advocates for and assists patients/families in dealing with system complexities by educating and/or referring patients and families to information and resources</p> <p>S3b Enlists system resources in resolving ethical issues in daily practice</p> <p>S4 Provides care based on current regulatory and legal, political and economic requirements</p>

INFORMATICS

The Nurse of the Future will use information and technology to communicate, manage knowledge, mitigate error and support decision-making.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Explains why information and technology skills are essential for the professional nurse to practice in an informatics, patient centered, evidence-based health care environment</p> <p>K2 Identifies essential information that must be available in a common database to support patient care</p> <p>K3 Contrasts benefits and limitations of different communication technologies and their impact on safety and quality</p> <p>K4 Describes patients' rights as they pertain to computerized information management</p>	<p>A1 Appreciates the necessity for all health professionals to seek lifelong, continuous learning of information technology skills</p> <p>A2 Values technologies that support clinical decision making, patient education, error prevention, and care coordination</p> <p>A3 Values nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care</p> <p>A4 Protects confidentiality of protected health information in electronic health records</p>	<p>S1 Uses information technology to enhance own knowledge</p> <p>S1a Seeks education about how information is managed in care setting before providing care</p> <p>S1b Applies technology and information management tools to support processes of care and evaluate impact on patient outcomes</p> <p>S2 Navigates the electronic health record</p> <p>S2a Documents and plans patient care in an electronic health record</p> <p>S3 Applies technology and information management tools to support processes of care and evaluate impact on patient outcomes</p> <p>S4 Maintains confidentiality of patient information</p>

INFORMATICS CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K5 Describes examples of how technology and information management are related to the quality and the safety of patient care</p> <p>K6 Recognizes the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care</p>		<p>S5 Responds appropriately to clinical decision-making supports and alerts</p> <p>S5a Uses information management tools to monitor outcomes of care processes</p> <p>S6 Works in an interdisciplinary team to make ethical decisions regarding the application of technologies and the acquisition of data</p> <p>S6a Uses applications for structured data entry (e.g. patient acuity or classification)</p> <p>S6b Uses high quality electronic sources of health care technology to deliver care across settings</p>

COMMUNICATION

The Nurse of the Future will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision-making, to enhance patient satisfaction and health outcomes.

THERAPEUTIC COMMUNICATION

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Knows grammar, spelling, and medical terminology</p> <p>K2 Analyzes differences in communication style preferences</p> <p>K2a Understands the influence of anxiety, culture, learning styles, developmental stages and disabilities on effective communication</p> <p>K2b Describes the impact of "own" communication style on others</p> <p>K3 Understands the principles of physical and emotional presence</p> <p>K3a Understands the principles of active listening</p> <p>K3b Understands the principles of body language and cultural differences</p>	<p>A1 Accepts the responsibility to provide effective communication</p> <p>A2 Values different styles of communication</p> <p>A2a Values the perspectives and expertise of others</p> <p>A2b Values an individual cultural and personal diversity</p> <p>A2c Respects persons' rights to make decisions in planning care</p>	<p>S1 Uses clear, concise and effective written, electronic and verbal communications</p> <p>S1a Documents interventions and nursing outcomes thoroughly and accurately</p> <p>S2 Chooses the right setting and time to initiate conversation</p> <p>S2a Assesses the patient's readiness to communicate</p> <p>S2b Assesses barriers to effective communication (language, developmental level, disabilities, anxiety, learning styles, etc.) and makes appropriate adaptations</p> <p>S2c Assesses the impact of use of self in effective communication</p> <p>S3 Establishes rapport</p> <p>S3a Actively listens to comments, concerns, and questions</p> <p>S3b Demonstrates effective interviewing techniques</p> <p>S3c Provides opportunity to ask and respond to questions (AACN)</p> <p>S3d Assesses verbal and non-verbal responses and adapts communication as needed</p>

COLLEGIAL COMMUNICATION & CONFLICT RESOLUTION

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K4 Understands the principles of effective communication</p> <p>K4a Discusses effective strategies for communicating and resolving conflict</p> <p>K4b Understands the principles of group process and negotiation</p>	<p>A4 Values the role of each member of the health care team</p> <p>A4a Contributes to resolution of conflict and disagreement</p>	<p>S4 Works effectively with others as a member of a health care team</p> <p>S4a Uses standardized approach to communications around transfer of patient care responsibilities to another professional across transitions in care (“hand-offs”), including opportunities to ask and respond to questions</p> <p>S4b Initiates actions to resolve conflict</p> <p>S4c Integrates the contributions of others in helping patient/family achieve health goals</p>
TEACHING/LEARNING		
<p>K5 Understands the effects of anxiety, culture, learning styles, developmental stages and disabilities on learning</p> <p>K5a Analyzes differences in learning styles</p> <p>K5b Understands the principles of teaching and learning</p>	<p>A5 Values different styles of communication used by patients, families and health care providers</p> <p>A5a Accepts the responsibility to provide health education to patients and families</p>	<p>S5 Assesses patient’s readiness to learn</p> <p>S5a Assesses patient’s preference for learning</p> <p>S5b Assesses factors that influence the patient and family’s ability to learn</p> <p>S5c Assists patients to access and interpret the meaning and validity of health information</p> <p>S5d Provides relevant and sensitive health education information and counseling to patients</p> <p>S5e Evaluates learning: patient and family able to verbalize or demonstrate understanding</p>

TEAMWORK AND COLLABORATION

The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision-making, team learning and development.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>SELF</p> <p>K1 Identifies own strengths, limitations, and values in functioning as a member of a team</p>	<p>A1 Recognizes the responsibility to contribute to effective team functioning</p> <p>A1a Appreciates the importance of intra- and inter-professional collaboration</p>	<p>S1 Demonstrates self-awareness of strengths and limitations as a team member</p> <p>S1a Initiates plan for self-development as a team member</p> <p>S1b Acts with integrity, consistency and respect for differing views</p>
<p>TEAM</p> <p>K2 Describes scope of practice and roles of interdisciplinary and nursing health care team members</p> <p>K3 Recognizes contributions of other individuals and groups in helping patients and families achieve health goals</p> <p>K4 Describes strategies for identifying and managing overlaps in team member roles and accountabilities</p>	<p>A2 Values the perspectives and expertise of all health team members</p> <p>A3 Respects the centrality of the patient and family as core members of any health care team</p> <p>A4 Respects the unique professional and cultural attributes that members bring to a team.</p>	<p>S2 Functions competently within own scope of practice as a member of the health care team</p> <p>S3 Assumes the role of team member or leader based on the situation</p> <p>S4 Initiates requests for assistance when situation warrants it</p> <p>S4a Manages, within the scope of practice, areas of overlap in role and/or accountability in team member functioning</p> <p>S4b Integrates the contributions of others in assisting patient/family to achieve health goals</p>

TEAMWORK AND COLLABORATION CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>TEAM COMMUNICATION</p> <p>K5 Analyzes differences in communication styles among patients and families, nurses and other members of the health team</p>	<p>A5 Values teamwork and the relationships upon which it is based</p>	<p>S5 Adapts own communication style to meet the needs of the team and situation</p> <p>S5a Demonstrates commitment to team goals</p> <p>S5b Solicits input from other team members to improve individual and performance</p>
<p>EFFECT OF TEAM ON SAFETY & QUALITY</p> <p>K6 Understands the impact of effective team functioning on safety and quality of care</p> <p>K6a Discusses how authority and hierarchy influence teamwork and patient safety</p>	<p>A6 Appreciates the risks associated with transfer patient care responsibilities to another professional ("hand-offs") across transitions in care.</p>	<p>S6 Follows communication practices to minimize risks associated with transfers between providers and across transitions in care delivery</p> <p>S6a Asserts own position/perspective in discussions about patient care</p>
<p>IMPACT OF SYSTEM ON TEAM FUNCTIONING</p> <p>K7 Identifies system barriers and facilitators of effective team functioning</p> <p>K7a Explore strategies for improving systems to support team functioning</p>	<p>A7 Recognizes tensions between professional autonomy and system functioning</p> <p>A7a Values the creation of system solutions in achieving quality of care</p>	<p>S7 Compares system factors that facilitate or interfere with effective team functioning</p> <p>S7a Participates in designing systems that support effective teamwork</p>

SAFETY

The Nurse of the Future will minimize risk of harm to patients and providers through both individual performance and system effectiveness.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Identifies human factors and basic safety design principles that affect unsafe practices</p> <p>K2 Describes the benefits and limitations of commonly used safety technology</p> <p>K3 Discusses effective strategies to enhance memory and recall</p> <p>K4 Delineates general categories of errors and hazards in care</p> <p>K4a Describes factors that create a culture of safety</p> <p>K5 Describes how patients, families, individual clinicians, health care teams and systems can contribute to promoting safety and reducing errors</p> <p>K6 Describes processes used in understanding causes of error and in allocation of responsibility and accountability</p> <p>K6a Discusses potential and actual impact of national patient safety resources, initiatives and regulations</p>	<p>A1 Appreciates the cognitive and physical limitations of human performance</p> <p>A2 Appreciates the tension between professional autonomy and standardization</p> <p>A3 Appreciates that both the individual and the system have accountability for a safety culture</p> <p>A4 Recognizes the importance of communication with the patient, family and health care team around safety and adverse events</p> <p>A5 Recognizes the value of analyzing the system rather than blaming individuals when errors or near misses occur</p> <p>A6 Values the benchmarks that arise from national safety initiatives.</p>	<p>S1 Demonstrates effective use of technology and standardized practices that support safe practice</p> <p>S2 Demonstrates effective use of strategies at the individual, service and institutional levels to reduce risk of harm to self and others</p> <p>S3 Uses appropriate strategies to reduce reliance on memory</p> <p>S4 Participates in data collection and aggregation of safety data</p> <p>S4a Uses organizational error reporting system for “near miss” and error reporting</p> <p>S4b Communicates observations or concerns related to hazards and errors to patients, families and/or health care team</p> <p>S4c Utilizes timely data collection to facilitate effective transfer of patient care responsibilities to another professional across transitions in care (“hand-offs”).</p> <p>S5 Participates in analyzing errors and designing system improvements</p> <p>S6 Uses national safety resources for professional development and to focus attention on assuring safe practice</p>

QUALITY IMPROVEMENT

The Nurse of the Future will use data to monitor outcomes and care processes, and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Describes the nursing context for improving care</p> <p>K2 Understands that the nurse and nursing care delivered is part of a broader health care system</p> <p>K3 Explains the importance of measurement in providing quality nursing care</p> <p>K4 Describes approaches for improving processes of care</p>	<p>A1 Recognizes that quality improvement is an important part of being a nurse</p> <p>A2 Recognizes that interdependent relationships and a formalized work process are important to quality improvement</p> <p>A3 Appreciates how standardization supports quality patient care</p> <p>A3a Recognizes how unwanted variation compromises care.</p> <p>A4 Recognizes the value of what individuals and teams can do to improve care</p>	<p>S1 Actively seeks information about quality initiatives in their own care settings and organization</p> <p>S1a Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources</p> <p>S2 Participates in the use of quality improvement tools (such as flow charts, cause & effect diagrams) to make processes of care interdependent and explicit</p> <p>S3 Participates in the use of quality measures (such as control and run charts) to assess performance and identify gaps between local and best practices</p> <p>S4 Participates in the use of quality indicators and core measures to evaluate the effect of changes in the delivery of care</p>

EVIDENCE-BASED PRACTICE (EBP)

The Nurse of the Future will identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p>K1 Demonstrates knowledge of basic scientific methods and processes</p> <p>K2 Describes the concept of EBP including the components of research evidence, clinical expertise and patient/family values</p> <p>K3 Describes reliable sources for locating evidence reports and clinical practice guidelines</p> <p>K4 Differentiates clinical opinion from research and evidence summaries</p> <p>K5 Explains the role of evidence in determining best clinical practice</p> <p>K6 Identifies evidence-based rationale when developing and/or modifying clinical practices</p> <p>K6a Understands data collection methodologies appropriate to individuals, families, and groups in meeting health care needs across the life span</p>	<p>A1 Appreciates strengths and weaknesses of scientific bases for practice</p> <p>A1a Values the need for ethical conduct in practice and research</p> <p>A2 Values the concept of EBP as integral to determining best clinical practice</p> <p>A3 Appreciates the importance of accessing relevant clinical evidence</p> <p>A4 Appreciates that the strength and relevance of evidence should be determinants when choosing clinical interventions</p> <p>A5 Questions the rationale supporting routine approaches to care processes and decisions</p> <p>A5a Values the need for continuous improvement in clinical practice based on new knowledge</p> <p>A6 Acknowledges own limitations in knowledge and clinical expertise before seeking evidence and modifying clinical practice</p>	<p>S1 Participates in appropriate data collection and other research activities</p> <p>S1a Adheres to Institutional Review Board (IRB) guidelines</p> <p>S2 Bases individualized care plan on best current evidence, patient values and clinical expertise</p> <p>S3 Locates evidence reports related to clinical practice topics and guidelines</p> <p>S4 Applies original research and evidence reports related to area of practice</p> <p>S4a Facilitates the integration of best current evidence into system practices</p> <p>S5 Facilitates integration of new evidence into standards of practice</p> <p>S6 Uses current evidence and clinical experience to decide when to modify clinical practice</p>

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