



Massachusetts Board  
of Higher Education



**MONE**  
Massachusetts  
Organization of  
Nurse Executives

# CREATIVITY AND CONNECTIONS



BUILDING THE FRAMEWORK FOR THE FUTURE OF  
NURSING EDUCATION AND PRACTICE

Board of Higher Education Nursing Initiative  
Nurse of the Future  
Nursing Core Competencies®  
Draft 11/02/07

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## OVERVIEW

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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 the March conference, 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 nineteen months, the Nursing Competency Committee has identified and synthesized competencies collected from other states, current practice standards; education accrediting standards; national initiatives and projected patient demographic and health care profiles for Massachusetts. Through this process of research, analysis and dialogue, the Competency Committee has developed the following set of Nursing Core Competencies® for the Nurse of the Future.

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 across all segments of nursing education and clinical staff nurses and nurse leaders in a variety of practice settings.

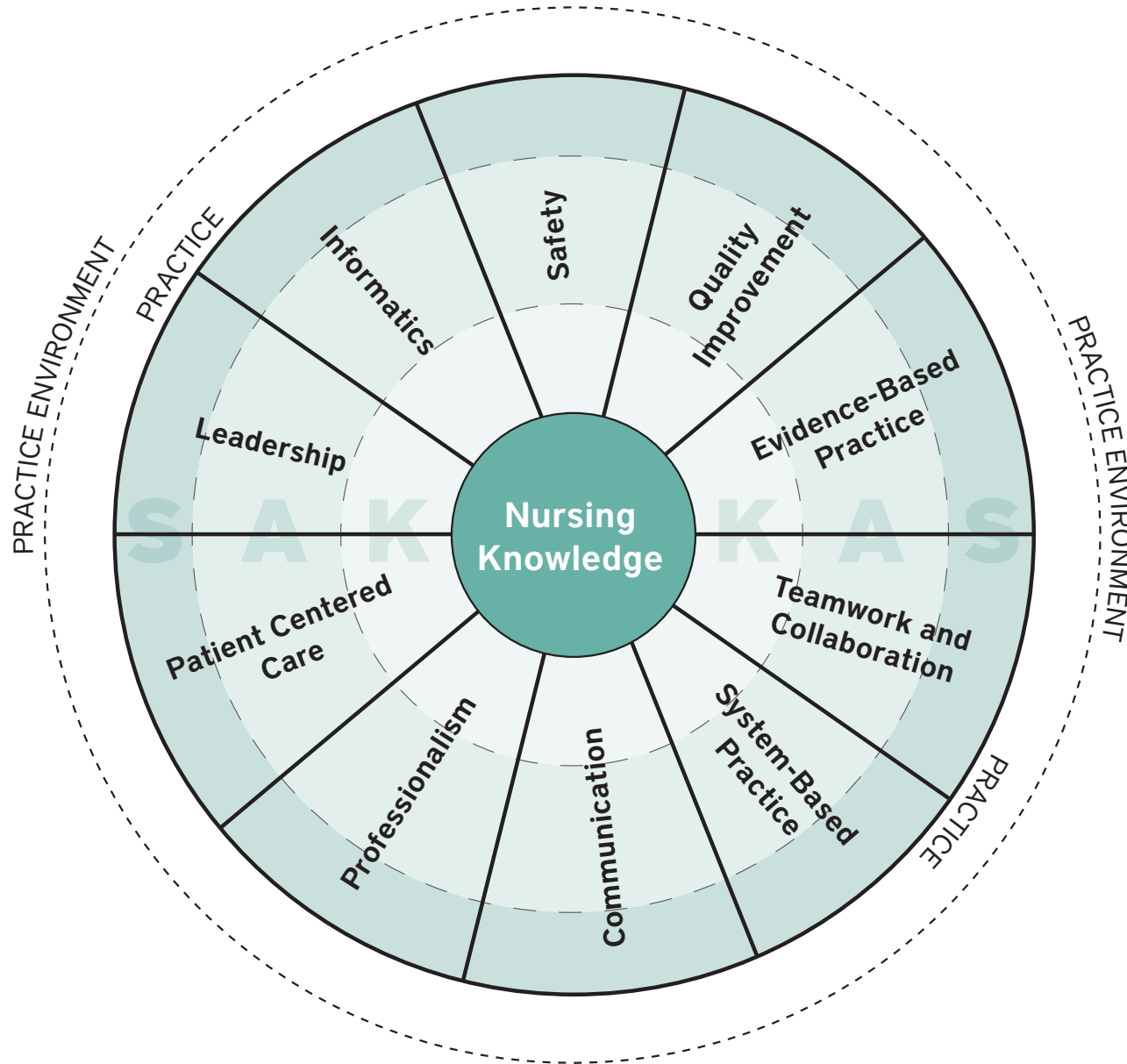
The feedback process will include an extended web based input opportunity and competitive grant opportunities to assess current curriculum and plan for new approaches to a competency based curriculum.

If you have any questions or would like additional information, please contact the competency committee co-chairs: Maureen Sroczyński RN, MS at [msrocz@aol.com](mailto:msrocz@aol.com) or Paulette Seymour Route, PhD, RN at [paulette.seymour-route@umassmed.edu](mailto:paulette.seymour-route@umassmed.edu)

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

# NURSING KNOWLEDGE CONT.

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

# NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<b>Core Knowledge of the Discipline <i>cont.</i></b>		
<p><b>K3</b> Illness and disease management</p>	<p><b>A3</b> Values a concern for the well being of others (altruism)</p>	<p><b>S3</b> Assesses and manages physical and psychological symptoms related to disease and treatment</p> <p><b>S3a</b> Administers pharmacological and non-pharmacological therapies</p> <p><b>S3b</b> Demonstrates sensitivity to personal and cultural influences on the individual's reactions to the illness experience and end of life</p> <p><b>S3c</b> Maintains, restores and optimizes an individual's level of functioning</p> <p><b>S3d</b> Anticipates and manages complications of disease progression</p> <p><b>S3e</b> Assists patients to achieve a peaceful end of life</p> <p><b>S3f</b> 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
Core Knowledge of the Discipline <i>cont.</i>		
<p><b>K4</b> Information and health care technologies</p>	<p><b>A4</b> Values the use of technologies to enhance patient care</p>	<p><b>S4</b> Uses information and communication technologies to document and evaluate patient care, advance patient education, and enhance the accessibility of care</p> <p><b>S4a</b> Uses appropriate technologies in the process of assessing and monitoring patients</p> <p><b>S4b</b> Works in an interdisciplinary team to make ethical decisions regarding the application of technologies and the acquisition of data</p> <p><b>S4c</b> Adapts the use of technologies to meet patient needs</p> <p><b>S4d</b> Teaches patients about health care technologies</p> <p><b>S4e</b> Protects the safety and privacy of patients in relation to the use of health care and information technologies</p> <p><b>S4f</b> 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><b>K5</b> Ethics</p>	<p><b>A5</b> Values and upholds the moral, legal and humanistic principles (social justice)</p>	<p><b>S5</b> Clarifies personal and professional values and recognizes their impact on decision-making and professional behavior</p> <p><b>S5a</b> Applies a professional nursing code of ethics and professional guidelines to clinical practice</p> <p><b>S5b</b> 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><b>S5c</b> Apply legal and ethical guidelines to advocate for patient well-being and preferences</p> <p><b>S5d</b> Applies communication, negotiation, and mediation skills to the ethical decision-making process</p> <p><b>S5e</b> Demonstrate accountability for one’s own practice</p> <p><b>S5f</b> Takes action to prevent or limit unsafe or unethical health and nursing care practices by others</p> <p><b>S5g</b> 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
<b>Core Knowledge of the Discipline <i>cont.</i></b>		
<p><b>K9</b> Role development: provider of care</p>	<p><b>A9</b> Values the right to self-determination (autonomy)</p>	<p><b>S9</b> Integrates theory and research-based knowledge from the arts, humanities, and sciences to develop a foundation for practice</p> <p><b>S9a</b> Applies appropriate knowledge of major health problems and cultural diversity in performing nursing interventions</p> <p><b>S9b</b> Demonstrates knowledge of the importance and meaning of health and illness for the patient in providing nursing care</p> <p><b>S9c</b> Applies health care technologies to maximize optimal outcomes for patients</p> <p><b>S9d</b> Participates in research focusing on the efficacy and effectiveness of nursing interventions</p> <p><b>S9e</b> Delegates and supervises the performance of nursing interventions</p> <p><b>S9f</b> Incorporates principles of quality management into the plan of care</p> <p><b>S9g</b> Utilizes outcome measures to evaluate effectiveness of care</p> <p><b>S9h</b> Performs direct and indirect therapeutic interventions</p> <p><b>S9i</b> Develops a comprehensive plan of care in collaboration with the patient</p> <p><b>S9j</b> Serves as the patient's advocate</p> <p><b>S9k</b> Integrates care with other members of the interdisciplinary health care team</p> <p><b>S9l</b> Evaluates and assesses the usefulness in integrating traditional and complementary health care practices</p>

# NURSING KNOWLEDGE CONT.

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

# NURSING KNOWLEDGE CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<b>Core Knowledge of the Discipline <i>cont.</i></b>		
<p><b>K11</b> Member of the profession</p>	<p><b>A11</b> Values acting in accordance with appropriate code of ethics and accepted standards of practice (Integrity)</p>	<p><b>S11</b> Understands the history and philosophy of the nursing profession</p> <p><b>S11a</b> Incorporates professional nursing standards and accountability into practice</p> <p><b>S11b</b> Advocates for professional standards of practice using organizational and political processes</p> <p><b>S11c</b> Understands limits to one's scope of practice and adheres to licensure law and regulations</p> <p><b>S11d</b> Articulates to the public the values of the profession as they relate to patient welfare</p> <p><b>S11e</b> Negotiates and advocates for the role of the professional nurse as a member of the interdisciplinary health care team</p> <p><b>S11f</b> 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><b>K1</b> Recognizes use of essential components of nursing process appropriate to individual, family and group health care needs across the life span</p> <p><b>K2</b> Understands that health care is delivered across a continuum that includes a variety of settings</p> <p><b>K3</b> Relates understanding of multiple dimensions of patient-centered care:</p> <ul style="list-style-type: none"> <li>■ Patient/family/community preferences, values</li> <li>■ Coordination and integration of care</li> <li>■ Information, communication and education</li> <li>■ Physical comfort and emotional support</li> <li>■ Involvement of family and friend</li> <li>■ Transition and continuity</li> </ul>	<p><b>A1</b> Values use of scientific inquiry, as demonstrated in the nursing process, as an essential tool for provision of nursing care</p> <p><b>A1a</b> Appreciates the differences between data collection and assessment</p> <p><b>A2</b> Values assessing health care situations “through patient’s eyes”</p> <p><b>A2a</b> Respects and encourages the patients input relative to decisions about health care</p> <p><b>A3</b> Respects and encourages individual expression of patient values, preferences and needs</p> <p><b>A3a</b> Values the patient’s expertise with own health and symptoms</p> <p><b>A3b</b> Respects and encourages the patients input into decisions about health care</p>	<p><b>S1</b> Provides priority based nursing care to individuals, families and groups through independent and collaborative application of the nursing process</p> <p><b>S1a</b> Demonstrates cognitive, affective and psychomotor nursing skills when delivering patient care</p> <p><b>S2</b> Elicits patient values, preferences and expressed needs as part of ongoing assessment, clinical interview, implementation of care plan and evaluation of care</p> <p><b>S3</b> 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><b>K1</b> Understands the concept of accountability for own nursing practice</p> <p><b>K2</b> Describes legal, ethical and regulatory factors that apply to nursing practice</p> <p><b>K3</b> Understands the standards of professional practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice</p> <p><b>K4</b> Describes factors essential to the promotion of professional development</p> <p><b>K4a</b> Describes the role of a professional organization shaping the practice of nursing</p> <p><b>K5</b> Identifies the meaning of autonomy and self-regulation in nursing practice</p> <p><b>K5a</b> Understand the culture of nursing and the health care system</p>	<p><b>A1</b> Accepts responsibility for own behavior</p> <p><b>A1a</b> Shows commitment to provision of high quality, safe and effective patient care</p> <p><b>A2</b> Values established standards of professional practice</p> <p><b>A3</b> Recognizes personal capabilities, knowledge base, and areas for development</p> <p><b>A3a</b> Values collegiality, openness to critique and peer review</p> <p><b>A4</b> Committed to life-long learning</p> <p><b>A4a</b> Values the mentoring relationship for professional development</p> <p><b>A5</b> Recognizes the responsibility to function within acceptable behavioral norms appropriate to the discipline of nursing and the health care organization</p>	<p><b>S1</b> Demonstrates accountability for own nursing practice.</p> <p><b>S1a</b> Exercises critical thinking within standards of practice</p> <p><b>S2</b> Uses recognized standards of professional nursing practice</p> <p><b>S2a</b> Implements plan of care within legal, ethical and regulatory framework of nursing practice</p> <p><b>S3</b> Demonstrates professional comportment (openness, honesty, integrity, and authenticity)</p> <p><b>S3a</b> Provides and receives constructive feedback to/from peers</p> <p><b>S4</b> Participates in life-long learning through education, skill development, evidence-based practice and seeking appropriate mentors</p> <p><b>S5</b> Seeks ways to advance nursing's professional autonomy, accountability, and self-regulation.</p> <p><b>S5a</b> Promotes and maintains a positive image of nursing</p> <p><b>S5b</b> Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct</p> <p><b>S5c</b> Demonstrates professional behaviors</p>

# PROFESSIONALISM CONT.

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

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

# LEADERSHIP CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p><b>K4</b> 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><b>K5</b> Understands the principles of accountability and delegations.</p>	<p><b>A4</b> Recognizes that personal attitudes, beliefs, and experiences influence one’s leadership style.</p> <p><b>A4a</b> Stays open to new ideas and approaches</p> <p><b>A4b</b> Values an environment encouraging creative thinking and innovations.</p> <p><b>A4c</b> Values openness to critique and peer review</p> <p><b>A4d</b> Recognizes the opportunity to appropriately question health care practice that could compromise patient care</p> <p><b>A5</b> Recognizes the value of delegation</p> <p><b>A5a</b> Accepts accountability for nursing care given by self and delegated to others</p> <p><b>A5b</b> Accepts accountability and responsibility for one’s own professional judgment and actions and continued competence</p>	<p><b>S4</b> Recognizes self-limitations</p> <p><b>S4a</b> Adapts to stressful situations.</p> <p><b>S4b</b> Seeks appropriate mentors</p> <p><b>S4c</b> Acts as a effective role model and resource for students and support staff</p> <p><b>S4d</b> Has the courage to appropriately speak up and question health care practices when necessary for safety and quality improvement.</p> <p><b>S5</b> Delegates responsibly to others, activities according to ability, level of preparation, the standards of practice and regulatory guidelines.</p> <p><b>S5a</b> Assigns, directs and supervises ancillary personnel and support staff in carrying out particular roles/ functions towards achievement of patient care goals</p> <p><b>S5b</b> 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><b>K1</b> Understands system theory in the planning, organizing and delivery of patient care.</p> <p><b>K1a</b> Understands the relationship among nursing, the nursing practice setting and organizational goals</p> <p><b>K1b</b> Understands the difference between first order (fixing) and second order problem solving and the impact on system performance</p> <p><b>K2</b> Understands types of nursing practice and delivery systems</p> <p><b>K2a</b> Understands the role and responsibilities of the health care team members in fiscal and resource management to achieve quality outcomes</p>	<p><b>A1</b> Appreciates the complexity of the nursing practice environment and the effect on individual and group practice</p> <p><b>A1a</b> Appreciates the impact of practice setting decisions on the organizational system</p> <p><b>A1b</b> 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><b>A2</b> Acknowledges the tension that may exist between a goal driven model vs. a resource driven nursing care delivery model</p> <p><b>A2a</b> Values the contributions of each member of the health care team and the organizational system in evaluating the effectiveness of resources</p>	<p><b>S1</b> Plans, organizes and delivers patient care using a systems thinking approach</p> <p><b>S1a</b> Collaborates with management and other team members in decision making regarding clinical or systems problems.</p> <p><b>S1b</b> Identifies problems that occur in day to day work routines and participates in deriving solutions to inefficiencies</p> <p><b>S2</b> Contributes to the plan of care for a patient or groups of patients considering both the environment and resources</p> <p><b>S2a</b> Identifies system resources effectively allocates them appropriately at the care delivery level</p> <p><b>S2b</b> Collaborates with colleagues and leadership to focus and prioritize resources so that the needs of individuals are served</p> <p><b>S2c</b> 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><b>K3</b> Understands how nurses assist patients in dealing with system complexities by advocating for quality patient care</p> <p><b>K3a</b> Understands the ethics and values of advocacy that underlie the delivery of health care in a dynamic and complex health care system</p> <p><b>K4</b> Understands the interrelationship among patient care and professional nursing practices, the health care organization, and the larger global society</p>	<p><b>A3</b> Values the goal of referrals and partnership in the provision of high quality patient care across the continuum of care</p> <p><b>A3a</b> Values effective communication and information sharing across disciplines and throughout transitions in care</p> <p><b>A3b</b> Appreciates the nurse’s role in assisting the patient/family’s ability to navigate the health care system</p> <p><b>A4</b> Values how legal, political, regulatory and economic factors influence nursing practice and public and social policy.</p> <p><b>A4a</b> Values the need to remain informed of local and national legislation that would impact public and social policy and professional nursing practice</p>	<p><b>S3</b> Facilitates the transition of the patient through the continuum of care cycle</p> <p><b>S3a</b> 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><b>S3b</b> Enlists system resources in resolving ethical issues in daily practice</p> <p><b>S4</b> 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><b>K1</b> 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><b>K2</b> Identifies essential information that must be available in a common database to support patient care</p> <p><b>K3</b> Contrasts benefits and limitations of different communication technologies and their impact on safety and quality</p> <p><b>K4</b> Describes patients' rights as they pertain to computerized information management</p>	<p><b>A1</b> Appreciates the necessity for all health professionals to seek lifelong, continuous learning of information technology skills</p> <p><b>A2</b> Values technologies that support clinical decision making, patient education, error prevention, and care coordination</p> <p><b>A3</b> Values nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care</p> <p><b>A4</b> Protects confidentiality of protected health information in electronic health records</p>	<p><b>S1</b> Uses information technology to enhance own knowledge</p> <p><b>S1a</b> Seeks education about how information is managed in care setting before providing care</p> <p><b>S1b</b> Applies technology and information management tools to support processes of care and evaluate impact on patient outcomes</p> <p><b>S2</b> Navigates the electronic health record</p> <p><b>S2a</b> Documents and plans patient care in an electronic health record</p> <p><b>S3</b> Applies technology and information management tools to support processes of care and evaluate impact on patient outcomes</p> <p><b>S4</b> Maintains confidentiality of patient information</p>

# INFORMATICS CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p><b>K5</b> Describes examples of how technology and information management are related to the quality and the safety of patient care</p> <p><b>K6</b> Recognizes the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care</p>		<p><b>S5</b> Responds appropriately to clinical decision-making supports and alerts</p> <p><b>S5a</b> Uses information management tools to monitor outcomes of care processes</p> <p><b>S6</b> Works in an interdisciplinary team to make ethical decisions regarding the application of technologies and the acquisition of data</p> <p><b>S6a</b> Uses applications for structured data entry (e.g. patient acuity or classification)</p> <p><b>S6b</b> 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><b>K1</b> Knows grammar, spelling, and medical terminology</p> <p><b>K2</b> Analyzes differences in communication style preferences</p> <p><b>K2a</b> Understands the influence of anxiety, culture, learning styles, developmental stages and disabilities on effective communication</p> <p><b>K2b</b> Describes the impact of "own" communication style on others</p> <p><b>K3</b> Understands the principles of physical and emotional presence</p> <p><b>K3a</b> Understands the principles of active listening</p> <p><b>K3b</b> Understands the principles of body language and cultural differences</p>	<p><b>A1</b> Accepts the responsibility to provide effective communication</p> <p><b>A2</b> Values different styles of communication</p> <p><b>A2a</b> Values the perspectives and expertise of others</p> <p><b>A2b</b> Values an individual cultural and personal diversity</p> <p><b>A2c</b> Respects persons' rights to make decisions in planning care</p>	<p><b>S1</b> Uses clear, concise and effective written, electronic and verbal communications</p> <p><b>S1a</b> Documents interventions and nursing outcomes thoroughly and accurately</p> <p><b>S2</b> Chooses the right setting and time to initiate conversation</p> <p><b>S2a</b> Assesses the patient's readiness to communicate</p> <p><b>S2b</b> Assesses barriers to effective communication (language, developmental level, disabilities, anxiety, learning styles, etc.) and makes appropriate adaptations</p> <p><b>S2c</b> Assesses the impact of use of self in effective communication</p> <p><b>S3</b> Establishes rapport</p> <p><b>S3a</b> Actively listens to comments, concerns, and questions</p> <p><b>S3b</b> Demonstrates effective interviewing techniques</p> <p><b>S3c</b> Provides opportunity to ask and respond to questions (AACN)</p> <p><b>S3d</b> Assesses verbal and non-verbal responses and adapts communication as needed</p>

## COLLEGIAL COMMUNICATION & CONFLICT RESOLUTION

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p><b>K4</b> Understands the principles of effective communication</p> <p><b>K4a</b> Discusses effective strategies for communicating and resolving conflict</p> <p><b>K4b</b> Understands the principles of group process and negotiation</p>	<p><b>A4</b> Values the role of each member of the health care team</p> <p><b>A4a</b> Contributes to resolution of conflict and disagreement</p>	<p><b>S4</b> Works effectively with others as a member of a health care team</p> <p><b>S4a</b> 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><b>S4b</b> Initiates actions to resolve conflict</p> <p><b>S4c</b> Integrates the contributions of others in helping patient/family achieve health goals</p>
TEACHING/LEARNING		
<p><b>K5</b> Understands the effects of anxiety, culture, learning styles, developmental stages and disabilities on learning</p> <p><b>K5a</b> Analyzes differences in learning styles</p> <p><b>K5b</b> Understands the principles of teaching and learning</p>	<p><b>A5</b> Values different styles of communication used by patients, families and health care providers</p> <p><b>A5a</b> Accepts the responsibility to provide health education to patients and families</p>	<p><b>S5</b> Assesses patient’s readiness to learn</p> <p><b>S5a</b> Assesses patient’s preference for learning</p> <p><b>S5b</b> Assesses factors that influence the patient and family’s ability to learn</p> <p><b>S5c</b> Assists patients to access and interpret the meaning and validity of health information</p> <p><b>S5d</b> Provides relevant and sensitive health education information and counseling to patients</p> <p><b>S5e</b> 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><b>SELF</b></p> <p><b>K1</b> Identifies own strengths, limitations, and values in functioning as a member of a team</p>	<p><b>A1</b> Recognizes the responsibility to contribute to effective team functioning</p> <p><b>A1a</b> Appreciates the importance of intra- and inter-professional collaboration</p>	<p><b>S1</b> Demonstrates self-awareness of strengths and limitations as a team member</p> <p><b>S1a</b> Initiates plan for self-development as a team member</p> <p><b>S1b</b> Acts with integrity, consistency and respect for differing views</p>
<p><b>TEAM</b></p> <p><b>K2</b> Describes scope of practice and roles of interdisciplinary and nursing health care team members</p> <p><b>K3</b> Recognizes contributions of other individuals and groups in helping patients and families achieve health goals</p> <p><b>K4</b> Describes strategies for identifying and managing overlaps in team member roles and accountabilities</p>	<p><b>A2</b> Values the perspectives and expertise of all health team members</p> <p><b>A3</b> Respects the centrality of the patient and family as core members of any health care team</p> <p><b>A4</b> Respects the unique professional and cultural attributes that members bring to a team.</p>	<p><b>S2</b> Functions competently within own scope of practice as a member of the health care team</p> <p><b>S3</b> Assumes the role of team member or leader based on the situation</p> <p><b>S4</b> Initiates requests for assistance when situation warrants it</p> <p><b>S4a</b> Manages, within the scope of practice, areas of overlap in role and/or accountability in team member functioning</p> <p><b>S4b</b> Integrates the contributions of others in assisting patient/family to achieve health goals</p>

# TEAMWORK AND COLLABORATION CONT.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p><b>TEAM COMMUNICATION</b></p> <p><b>K5</b> Analyzes differences in communication styles among patients and families, nurses and other members of the health team</p>	<p><b>A5</b> Values teamwork and the relationships upon which it is based</p>	<p><b>S5</b> Adapts own communication style to meet the needs of the team and situation</p> <p><b>S5a</b> Demonstrates commitment to team goals</p> <p><b>S5b</b> Solicits input from other team members to improve individual and performance</p>
<p><b>EFFECT OF TEAM ON SAFETY &amp; QUALITY</b></p> <p><b>K6</b> Understands the impact of effective team functioning on safety and quality of care</p> <p><b>K6a</b> Discusses how authority and hierarchy influence teamwork and patient safety</p>	<p><b>A6</b> Appreciates the risks associated with transfer patient care responsibilities to another professional ("hand-offs") across transitions in care.</p>	<p><b>S6</b> Follows communication practices to minimize risks associated with transfers between providers and across transitions in care delivery</p> <p><b>S6a</b> Asserts own position/perspective in discussions about patient care</p>
<p><b>IMPACT OF SYSTEM ON TEAM FUNCTIONING</b></p> <p><b>K7</b> Identifies system barriers and facilitators of effective team functioning</p> <p><b>K7a</b> Explore strategies for improving systems to support team functioning</p>	<p><b>A7</b> Recognizes tensions between professional autonomy and system functioning</p> <p><b>A7a</b> Values the creation of system solutions in achieving quality of care</p>	<p><b>S7</b> Compares system factors that facilitate or interfere with effective team functioning</p> <p><b>S7a</b> 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><b>K1</b> Identifies human factors and basic safety design principles that affect unsafe practices</p> <p><b>K2</b> Describes the benefits and limitations of commonly used safety technology</p> <p><b>K3</b> Discusses effective strategies to enhance memory and recall</p> <p><b>K4</b> Delineates general categories of errors and hazards in care</p> <p><b>K4a</b> Describes factors that create a culture of safety</p> <p><b>K5</b> Describes how patients, families, individual clinicians, health care teams and systems can contribute to promoting safety and reducing errors</p> <p><b>K6</b> Describes processes used in understanding causes of error and in allocation of responsibility and accountability</p> <p><b>K6a</b> Discusses potential and actual impact of national patient safety resources, initiatives and regulations</p>	<p><b>A1</b> Appreciates the cognitive and physical limitations of human performance</p> <p><b>A2</b> Appreciates the tension between professional autonomy and standardization</p> <p><b>A3</b> Appreciates that both the individual and the system have accountability for a safety culture</p> <p><b>A4</b> Recognizes the importance of communication with the patient, family and health care team around safety and adverse events</p> <p><b>A5</b> Recognizes the value of analyzing the system rather than blaming individuals when errors or near misses occur</p> <p><b>A6</b> Values the benchmarks that arise from national safety initiatives.</p>	<p><b>S1</b> Demonstrates effective use of technology and standardized practices that support safe practice</p> <p><b>S2</b> Demonstrates effective use of strategies at the individual, service and institutional levels to reduce risk of harm to self and others</p> <p><b>S3</b> Uses appropriate strategies to reduce reliance on memory</p> <p><b>S4</b> Participates in data collection and aggregation of safety data</p> <p><b>S4a</b> Uses organizational error reporting system for “near miss” and error reporting</p> <p><b>S4b</b> Communicates observations or concerns related to hazards and errors to patients, families and/or health care team</p> <p><b>S4c</b> Utilizes timely data collection to facilitate effective transfer of patient care responsibilities to another professional across transitions in care (“hand-offs”).</p> <p><b>S5</b> Participates in analyzing errors and designing system improvements</p> <p><b>S6</b> 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 uses improvement methods to design and test changes to continuously improve the quality and safety of health care.

KNOWLEDGE	ATTITUDES/BEHAVIORS	SKILLS
<p><b>K1</b> Describes the nursing context for improving care</p> <p><b>K2</b> Understands that the nurse and nursing care delivered is part of a broader health care system</p> <p><b>K3</b> Explains the importance of measurement in providing quality nursing care</p> <p><b>K4</b> Describes approaches for improving processes of care</p>	<p><b>A1</b> Recognizes that quality improvement is an important part of being a nurse</p> <p><b>A2</b> Recognizes that interdependent relationships and a formalized work process are important to quality improvement</p> <p><b>A3</b> Appreciates how standardization supports quality patient care</p> <p><b>A3a</b> Recognizes how unwanted variation compromises care.</p> <p><b>A4</b> Recognizes the value of what individuals and teams can do to improve care</p>	<p><b>S1</b> Actively seeks information about quality initiatives in their own care settings and organization</p> <p><b>S1a</b> Actively seeks information about quality improvement in the care setting from relevant institutional, regulatory and local/national sources</p> <p><b>S2</b> Participates in the use of quality improvement tools (such as flow charts, cause &amp; effect diagrams) to make processes of care interdependent and explicit</p> <p><b>S3</b> 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><b>S4</b> 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><b>K1</b> Demonstrates knowledge of basic scientific methods and processes</p> <p><b>K2</b> Describes the concept of EBP including the components of research evidence, clinical expertise and patient/family values</p> <p><b>K3</b> Describes reliable sources for locating evidence reports and clinical practice guidelines</p> <p><b>K4</b> Differentiates clinical opinion from research and evidence summaries</p> <p><b>K5</b> Explains the role of evidence in determining best clinical practice</p> <p><b>K6</b> Identifies evidence-based rationale when developing and/or modifying clinical practices</p> <p><b>K6a</b> Understands data collection methodologies appropriate to individuals, families, and groups in meeting health care needs across the life span</p>	<p><b>A1</b> Appreciates strengths and weaknesses of scientific bases for practice</p> <p><b>A1a</b> Values the need for ethical conduct in practice and research</p> <p><b>A2</b> Values the concept of EBP as integral to determining best clinical practice</p> <p><b>A3</b> Appreciates the importance of accessing relevant clinical evidence</p> <p><b>A4</b> Appreciates that the strength and relevance of evidence should be determinants when choosing clinical interventions</p> <p><b>A5</b> Questions the rationale supporting routine approaches to care processes and decisions</p> <p><b>A5a</b> Values the need for continuous improvement in clinical practice based on new knowledge</p> <p><b>A6</b> Acknowledges own limitations in knowledge and clinical expertise before seeking evidence and modifying clinical practice</p>	<p><b>S1</b> Participates in appropriate data collection and other research activities</p> <p><b>S1a</b> Adheres to Institutional Review Board (IRB) guidelines</p> <p><b>S2</b> Bases individualized care plan on best current evidence, patient values and clinical expertise</p> <p><b>S3</b> Locates evidence reports related to clinical practice topics and guidelines</p> <p><b>S4</b> Applies original research and evidence reports related to area of practice</p> <p><b>S4a</b> Facilitates the integration of best current evidence into system practices</p> <p><b>S5</b> Facilitates integration of new evidence into standards of practice</p> <p><b>S6</b> Uses current evidence and clinical experience to decide when to modify clinical practice</p>

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