Nurse Practitioner Core Competencies Content

A delineation of suggested content specific to the NP core competencies

2014

NP Core Competencies Content Work Group

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Acknowledgments: NONPF also wishes to recognize members of the Curricular Leadership Committee who provided review and comment on the draft document. The comments from the following people shaped the final document: Susan Buchholz, Holly Dileo, Kathy Dontje, Judith Haber, Ann Marie Hart, Kathleen Reeve, Susan Ruppert, Susan Schaffer, and Courtney Young.
Nurse Practitioner Core Competencies with Suggested Curriculum Content 2014

In the development of the nurse practitioner (NP) population-focused competencies, a task force had extensive discussions of competencies vs. content. The task force concluded that it would be beneficial to programs if some content could be included as exemplars of how to support curriculum development for addressing a competency. Within the 2013 edition of the NP population-focused competencies, the final column in each population’s competency table presents the respective competency work group’s ideas of relevant content.

In 2014, NONPF convened a work group to identify the suggested curriculum content for the NP Core Competencies. This work group consisted of members of the task force that prepared the 2011/12 edition of the NP Core Competencies, as well as additional representation from the NONPF Board and Curricular Leadership Committee. A sub-group of the NONPF Curricular Leadership Committee completed a review of the draft content, and the work group incorporated the review feedback into the final document presented herein. Please see the cover page for a list of work group members and an acknowledgment of the reviewers.

The table that follows includes the NP Core Competencies and a list of suggested curriculum content. NONPF does not intend for the requirement of all of this content, nor is the content list comprehensive for all that a program would cover with population-focused competencies. The content column reflects only suggestions for content relative to the core competencies. This document should be used in combination with the population-focused competencies.

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>NP Core Competencies</th>
<th>Curriculum Content to Support Competencies</th>
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<tbody>
<tr>
<td>Scientific Foundation Competencies</td>
<td>1. Critically analyzes data and evidence for improving advanced nursing practice.</td>
<td>Comparison of patient data sets with evidence-based standards to improve care</td>
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<td></td>
<td>2. Integrates knowledge from the humanities and sciences within the context of nursing science.</td>
<td>Scientific foundations to practice, including, but not limited to, knowledge of advanced pathophysiology, pharmacology, physiology, genetics, and communication skills</td>
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<td>3. Translates research and other forms of knowledge to improve practice processes and outcomes.</td>
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<td>4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.</td>
<td>Science from other disciplines relevant to health care</td>
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<td>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies</td>
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<td>Theories/conceptual frameworks/principles for practice:</td>
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<td>• Translational research that guides practice</td>
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<td>• Critical evaluation of research findings</td>
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<td>• Mid-range nursing theories and concepts to guide nursing practice</td>
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<td>• Evidence-based care</td>
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<td>• Behavior change</td>
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<td>• Population health</td>
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<td>Critical thinking development:</td>
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<td>• Evidence appraisal</td>
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<td>• Formulating a practice problem</td>
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<td></td>
<td>• Use of science-based theories and concepts to assess, enhance, and ameliorate health care delivery phenomena</td>
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<td></td>
<td>• Use of PICO questions to initiate research and quality improvement projects</td>
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<td>Leadership Competencies</td>
<td>1. Assumes complex and advanced leadership roles to initiate and guide change.</td>
<td>Leadership, change, and management theories with application to practice</td>
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<td></td>
<td>2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care)</td>
<td>Political processes, political decision making processes, and health care advocacy</td>
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<td>Competency Area</td>
<td>NP Core Competencies</td>
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<td>teams, and policy makers) to improve health care.</td>
<td>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies</td>
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<td>3.</td>
<td>Demonstrates leadership that uses critical and reflective thinking.</td>
<td>Problem solving:</td>
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<td>• Influencing and negotiation</td>
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<td>• Conflict management</td>
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<td>• Strategic thinking</td>
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<td>• Managing change</td>
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<td>4.</td>
<td>Advocates for improved access, quality and cost effective health care.</td>
<td>Business development:</td>
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<td>• High reliability organization principles</td>
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<td>• Building and maintaining effective teams</td>
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<td>• Project management concepts</td>
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<td>• Principles of effective decision making</td>
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<td>• Principles of change management</td>
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<td>5.</td>
<td>Advances practice through the development and implementation of innovations incorporating principles of change.</td>
<td>Communications:</td>
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<td>• Scholarly writing, manuscript, and abstract preparation</td>
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<td>• Structuring and presenting persuasive arguments</td>
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<td>6.</td>
<td>Communicates practice knowledge effectively, both orally and in writing.</td>
<td>Peer review:</td>
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<td>• Publications</td>
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<td>• Presentations</td>
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<td>• Research</td>
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<td>• Practice.</td>
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<td>7.</td>
<td>Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</td>
<td>Leadership development:</td>
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<td>• Skills to influence decision-making bodies at the system, state, or national level</td>
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<td>• Interprofessional leadership</td>
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<td>• Assuming leadership positions in professional, political, or regulatory organizations</td>
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<td>• Structure and functions of editorial/board roles</td>
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<td>Quality Competencies</td>
<td>1. Uses best available evidence to continuously improve quality of clinical practice.</td>
<td>Quality Safety Education in Nursing (QSEN) principles and content Evaluation of outcomes of care such as quality improvement projects with an evaluation component Reflective practice Culture of safety Quality improvement processes and practices Cost benefit analysis Peer review process Collaborative team processes and practices Leadership skills for leading change for quality clinical practice</td>
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<td>2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.</td>
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<td>3. Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.</td>
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<td>4. Applies skills in peer review to promote a culture of excellence.</td>
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<td>5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality</td>
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| Practice Inquiry Competencies   | 1. Provides leadership in the translation of new knowledge into practice.               | Leadership for role in practice improvement Clinical investigation strategies:  
• Identifying clinical practice problems  
• Appraising evidence for application to practice (e.g., design, methods, tools, analysis)  
• Literature search methods, including, but not limited to, the PICO Model to define a clinical question and search for the best clinical evidence  
Use of electronic databases, such as electronic health records:  
• Assessing clinical practice  
• Reviewing patient technology  
• Exploring behaviors and risk factors  
• Using data to support evidence based changes in clinical management  
• Template development |
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<td>Patient management, including, but not limited to, discerning gaps in care and barriers to care needing resolution during patient encounters</td>
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<td>Project development and management:</td>
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<td>• Synthesis and translation/extrapolation of research to selected populations</td>
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<td>• Frameworks to guide projects</td>
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<td>• Assessment of resources needed and available for projects</td>
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<td>• Data-based, needs assessment for project</td>
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<td>• Processes used in conducting projects based on current and best evidence, including evaluation of the application of evidence or inquiry to the population of concern</td>
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<td>• Evaluation of outcomes (for health status of patient and population as well as system outcomes)</td>
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<td>• Evaluation of why expected results were or were not attained and lessons learned</td>
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<td>• Making recommendations for further work</td>
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<td>• Addressing issues of sustainability of project findings</td>
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<td>Dissemination of work and findings:</td>
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<td>• Abstract and manuscript writing to support the dissemination of project/research outcomes</td>
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<td>• Discussion of clinically meaningful results that may or may not be statistically significant</td>
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<td>• Presentation skill development with modification for different audiences</td>
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<td>Integration of findings:</td>
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<td>• Results, methods, and tools, as appropriate, into care delivery</td>
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<td>• Identification of best practices</td>
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<td>• Opportunities for multidisciplinary team/inter-professional collaboration for patient care</td>
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| Technology and Information Literacy Competencies | 1. Integrates appropriate technologies for knowledge management to improve health care.  
2. Translates technical and scientific health information appropriate for various users’ needs.  
2.a Assesses the patient’s and caregiver’s educational needs to provide effective, personalized health care.  
2.b Coaches the patient and caregiver for positive behavioral change.  
3. Demonstrates information literacy skills in complex decision making.  
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.  
5. Uses technology systems that capture data on variables for the evaluation of nursing care. | Technology available in clinical practice:  
- Electronic resources that identify current evidenced-based care  
- Electronic resources that enhance patient safety  
- Technological care delivery systems  
- Telehealth  
- Information databases used by health care systems  
- Electronic communication with other professionals and patients  
- Encrypted and unencrypted technology  
- Electronic resources to support differential diagnosis, algorithmic thinking, and medical record review  
- Templates for documentation in nursing care  
- Use of electronic datasets to evaluate practice and improve quality, cost, and efficiency of care  
Technology available to support education:  
- Standardized patient encounters  
- Electronic/computer based learning modules based on characteristics such as cultural literacy, educational level, and home assessment  
- Coaching/teaching resources adapted to population, health literacy, and age of patient learning styles,  
- Age-appropriate concepts and development of educational tools  
- Use of applications for references at point of care  
Compliance issues related to patient privacy with use of technology  
Population-appropriate clinical indicators for incorporation into information systems, such as electronic health records |
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| Policy Competencies | 1. Demonstrates an understanding of the interdependence of policy and practice.  
2. Advocates for ethical policies that promote access, equity, quality, and cost.  
3. Analyzes ethical, legal, and social factors influencing policy development.  
4. Contributes in the development of health policy.  
5. Analyzes the implications of health policy across disciplines.  
6. Evaluates the impact of globalization on health care policy development. | Policy analysis process:  
- Political environment  
- Political feasibility  
- Economic feasibility  
- Implementation strategy and planning  
- Outcomes evaluation at local, state, national, and international levels  
- Specific NP role for influencing health care agenda and patient advocacy  
Health policy and health care reform:  
- Federal budget  
- National health priorities  
- Methods for appropriation of funding  
- Vulnerable populations and needs  
- The relationship between the USPSTF guidelines and Affordable Care Act implementation  
Legislative and regulatory processes:  
- Origin of laws  
- Regulatory process  
- How to influence/impact passage of laws and their translation into regulation  
- Health care financing and third party reimbursement  
Population health model and its impact on policy planning  
Introduction of global issues:  
- Infections  
- Travel  
- Immigration  
- Disasters/terrorism  
- Access to health care |
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<td>Health Delivery System Competencies</td>
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<td>Ethical issues in health care planning:</td>
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<td>- Fairness</td>
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<td>- Equity and health disparities</td>
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<td>- Access and resource allocation</td>
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<td>- Health behavior</td>
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<td>- Social determinants of health</td>
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<td>Comparative health systems</td>
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<td>1.</td>
<td>Applies knowledge of organizational practices and complex systems to improve health care delivery.</td>
<td>Organizational practices:</td>
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<td>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</td>
<td>- Organizational structure, tables of organization</td>
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<td>3. Minimizes risk to patients and providers at the individual and systems level.</td>
<td>- Organizational decision making</td>
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<td>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</td>
<td>- Organizational theory</td>
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<td>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</td>
<td>- Principles of management</td>
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<td>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</td>
<td>Interprofessional collaborative partnerships</td>
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<td>7. Collaborates in planning for transitions across the continuum of care.</td>
<td>Informatics/information systems:</td>
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<td>- Interpreting variations in outcomes</td>
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<td>- Use of data to improve practice</td>
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<td>- Use of collateral information</td>
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<td>- Organizational delivery subsystems, (e.g. electronic prescription writing-pharmacy software)</td>
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<td>Needs assessment of populations served:</td>
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<td>- Socioeconomic and cultural factors</td>
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<td>- Unique population needs</td>
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<td>- System resources to meet population needs (e.g. use interpreters to facilitate communication)</td>
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<td>- Community resources/system outreach to community</td>
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<td>- Diversity among providers</td>
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<td>Financial issues:</td>
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<td>• Financial business principles</td>
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<td>• Health care system financing</td>
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<td>• Reimbursement systems</td>
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<td>• Resource management</td>
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<td>• Billing and coding principles</td>
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<td>Interprofessional/team competencies:</td>
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<td>• Communication (theory)</td>
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<td>• Collaboration</td>
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<td>• Conflict resolution</td>
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<td>• Consultations/referrals</td>
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<td>• Team building</td>
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<td>• Values and ethics</td>
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<td>• Roles and responsibilities</td>
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<td>Safety and quality:</td>
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<td>• Cost-effective care</td>
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<td>• Legal/ethical issues</td>
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<td>• Research and quality improvement</td>
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<td>• Continuous quality improvement</td>
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<td>• Quality and Safety Education in Nursing</td>
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<td>Transitional care:</td>
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<td>• Navigating transitions across health care settings</td>
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<td>• Coordination of services</td>
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<td>Planning, delivering and/or evaluating models of care:</td>
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<td>• Models of planned change</td>
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<td>• Process and evaluation design implementation</td>
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<td>• Evaluation models</td>
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<td>• Process of proposing changes in practice</td>
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<td>Legislative and regulatory issues:</td>
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<td>Relevant and current issues (e.g., Accountable Care Act implementation)</td>
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<td>Process of health care legislation</td>
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<td>Scope and standards of practice</td>
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<td>Cultural competence</td>
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<td>Theories of vulnerability</td>
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<td>Social determinants of health</td>
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<td>Policy and advocacy:</td>
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<td>Reducing environmental health risks</td>
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<td>Implications of health policy</td>
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<td>Variations in policy</td>
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<tr>
<td>Ethics Competencies</td>
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<tr>
<td>1. Integrates ethical principles in decision making.</td>
<td>Ethics in decision making:</td>
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<tr>
<td>2. Evaluates the ethical consequences of decisions.</td>
<td></td>
<td>Ethical considerations in decision making in clinical practice</td>
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<tr>
<td>3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.</td>
<td></td>
<td>Applications of ethical principles in policy making and in care delivery</td>
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<td></td>
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<td>Sources of information to facilitate ethical decision making</td>
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<tr>
<td></td>
<td></td>
<td>- theories of ethical decision making</td>
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<td></td>
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<td>- ethics committee</td>
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<td></td>
<td></td>
<td>- genetic counseling</td>
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<td></td>
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<td>- clinical research</td>
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<td></td>
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<td>- legal statutes</td>
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<td>- cultural sensitivity</td>
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<td>- scope of practice</td>
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<td></td>
<td></td>
<td>Evaluation of ethical decisions:</td>
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<tr>
<td></td>
<td></td>
<td>- Methods of evaluating outcomes (long-term and short-term)</td>
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<td></td>
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<td>- Debriefing and assessment of outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ethical frameworks.</td>
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<td></td>
<td></td>
<td>Population-specific complex ethical issues occurring in clinical practice</td>
</tr>
<tr>
<td></td>
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<td>System-specific resources to implement ethical decisions (e.g. hospice care, palliative care)</td>
</tr>
</tbody>
</table>
## Competency Area: Independent Practice Competencies

<table>
<thead>
<tr>
<th>NP Core Competencies</th>
<th>Curriculum Content to Support Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functions as a licensed independent practitioner.</td>
<td>Clinical decision making based on evidence and patient/provider partnership</td>
</tr>
<tr>
<td>2. Demonstrates the highest level of accountability for professional practice.</td>
<td>Current and emerging professional standards</td>
</tr>
<tr>
<td>3. Practices independently managing previously diagnosed and undiagnosed patients.</td>
<td>Novice to expert continuum of clinical practice</td>
</tr>
<tr>
<td>3.a Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care.</td>
<td>Political, policy and regulatory issues regarding licensure, national certification, and scope of practice.</td>
</tr>
<tr>
<td>3.b Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</td>
<td>Leadership approaches for employment contract negotiation, networking, and advancing professional standards and roles</td>
</tr>
<tr>
<td>3.c Employs screening and diagnostic strategies in the development of diagnoses.</td>
<td>Application of select sciences to practice:</td>
</tr>
<tr>
<td>3.d Prescribes medications within scope of practice.</td>
<td>- Pharmacology</td>
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<tr>
<td>3.e Manages the health/illness status of patients and families over time.</td>
<td>- Physiology</td>
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<tr>
<td>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</td>
<td>- Pathophysiology</td>
</tr>
<tr>
<td>4.a Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</td>
<td>Specific areas of assessment, including but not limited to:</td>
</tr>
<tr>
<td>4.b Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</td>
<td>- Physical</td>
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<tr>
<td>4.c Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</td>
<td>- Psychosocial</td>
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<td>duplicate.</td>
<td>- Developmental</td>
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<td>- Family</td>
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<td>- Psychiatric mental health</td>
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<td>- Oral health</td>
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</tbody>
</table>

Screenings

Diagnostics (tests, labs)

Specific procedures

Health promotion, prevention, and disease management

Pharmacology and complementary alternative therapies

Provider-patient relationship:
<table>
<thead>
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<th>NP Core Competencies</th>
<th>Curriculum Content to Support Competencies</th>
</tr>
</thead>
</table>
|                 | 4.d Preserves the patient’s control over decision making by negotiating a mutually acceptable plan of care. | • Role of culture in patient-centered care  
• Contracting a management plan with patient and/or family  
• Culture of trust in interpersonal relationship w/patient and/or families  

Business of practice:  
• Legal, business, and ethical issues  
• How to set up, finance and evaluate a practice  
• Writing a business plan  

Cultural issues  
Concepts of life-long learning |