

## **Expected Competencies of graduates of the nursing program at Philadelphia University**

### **Background**

Educational programs are prepared within the context of the countries they serve. They are expected to respond to the needs of the community and to the evolving change within the systems, including the health care system. Nursing education provides future nurses with steady stream of new nursing knowledge, new development in scientific research, and evidence base that emerges. Educational nursing programs must train entry level nursing, not only for today, but also for the future.

Requirements of nursing professional practice at the entry level determine the expected outcomes of educational programs. Requirements for practice/Expectations of nursing educational programs are translated by the International Council for Nurses (ICN) and the World Health Organization (WHO) into a set of competencies. These competencies are used to guide decisions on curriculum building and delineating outcomes for nursing programs.

The Jordanian nursing Council adopted these competencies and is in the process of adapting them as professional nursing requirements of entry level nursing, and a frame for various nursing specialties.

### **Competencies defined**

Competencies are defined as the knowledge, understanding and the implementation of this knowledge in the performance of nursing care and nursing actions. These competencies cover the following areas:

1. Care provision:
  - Assessment
  - Diagnosis
  - Planning

- intervention
  - health promotion
  - communication
2. Care management:
    - Safe environment
    - Delegation and supervision
    - Inter-professional healthcare
  3. Ethical and legal aspects of care:
    - Accountability
    - Ethical practice
    - Legal Practice
  4. Professional development:
    - Continuing education.
    - Quality improvement
    - Professional advancement

Competencies are expected to be generalized to the different domains of practice, in caring for various populations and age groups; newborns, infants children, adolescents, adults and older adults along the health and illness continuum; in health promotion, disease prevention, health maintenance, and treatment and rehabilitation. These also are duplicated in different settings: hospitals, clinics, communities, homes, schools and factories among other places.

Entry level competencies, have their strong basis in nursing knowledge, humanities, sciences, and research, The graduate draw on their knowledge from humanities basic and medical sciences, nursing knowledge and the health care delivery system , they are equipped with basic skills in human relationship, team work, negotiation, principles of management and leadership. The graduate possesses critical thinking abilities that he\she acquires through learning to problem-solve and make decisions in caring for his\her patients and by engaging in various nursing managerial activities.

The graduating student is expected to have basic computer skills and the ability to retrieve research findings and apply these in the care of patients.

The curriculum of the Faculty of Nursing at Philadelphia University (PU) is a competency-based curriculum that builds its components to support the development of competencies of the students in the program. Competencies set for the program are based on the work of the ICN and the JNC.

The following are the complete list of the competencies and the sub competencies that describe the outcomes of the nursing program at Philadelphia University.

## **Competencies of the graduates of (PU) Nursing Program**

### ***1 Professional, Ethical, & legal Practice***

#### ***1.1 Accountability***

*Competency: Demonstrates sound judgment across a range of situations and a range of professional care contexts.*

#### **Elements**

- Accepts accountability and responsibility for ones own professional judgment and actions.
- Recognizes the limits of one's own role and competency.
- Consults with a registered nurse who has the required expertise, when care required expertise beyond the current competencies.
- Consults with other health professionals when individual needs fall outside the scope of nursing practice.

## **1.2 Ethical Practice**

Competency: Recognize the complexity of the professional ethical framework and its impact on nursing care decision-making.

### **Elements**

- Utilizes the national ethical code to guide practice.
- Maintains patient's confidentiality within legal and regulatory parameters.
- Interacts with peers & other health care providers in a nonjudgmental and nondiscriminatory manner.
- Acts as a patient's advocate to protect human right.
- Respects the patient's right to access information.
- Respects the value, customs, spiritual belief & practices of individuals & groups.
- Respects the patient's right to privacy.
- Provides culturally sensitive care.
- Identifies unsafe practice and take appropriate actions.
- Delivers care in a manner that preserves patients autonomy, dignity, and rights.
- Engages effectively in ethical decision making.
- Respects the patient's /client's to choice self-determination in nursing and health care.

## **1.3 Legal Practice**

Competency: Acts within the legal limits of nursing

### **Elements**

- Practices in accordance with relevant legislation.
- Practices in accordance with national and local policies & procedural guidelines.
- Recognizes and acts upon breaches of law relating to nursing and professional code of practice.

## **2 Care Provision**

### ***2.1 Key Principles of Care Provision***

**Competency:** *Applies the principles of care provision*

#### **Elements**

- Applies knowledge and skills to nursing practice.
- Incorporates valid and relevant research findings and other evidence into practice.
- Applies critical thinking, and problem-solving skills.
- Applies sound clinical judgment and decision making process across the range of professional & care delivery contexts.
- Initiates and enters into discussion about innovation and changes in nursing and health care.
- Provides rationale for delivered nursing care.
- Prioritizes workload and manages time effectively.
- Presents information clearly and briefly.
- Accurately interprets subjective and objective data and their significance for safe delivery of care.
- Acts as a recourse for individuals, families and communities in coping with changes in health, with disability and with death.

### ***2.2 Assessment***

**Competency:** *Conducts a comprehensive and systematic nursing assessment*

#### **Elements**

- Uses effective interview techniques in data collection.
- Uses appropriate sources in collecting data.
- Uses correct techniques for health assessment of:
  - Psychosocial health
  - physical examination
  - mental status assessment

- Assesses clients strengths and weakness.
- Validates data collected.
- Assesses patient's in a timely and efficient manner.
- Assesses the needs of patient's, family, anticipated changes in health status based assessments.
- Adapts assessment techniques based on patient characteristic (age, mental status, and illness).
- Analyzes the relationships between normal physiology and specific. system alteration associated with mental health problems, psychiatric disorder and treatment.

### **2.3 *Diagnosis***

Competency: *Participates in nursing problem identification.*

#### **Elements**

- Derives nursing problem from assessment data.
- Analyzes data and draw inferences.
- Prioritizes clients needs according to client's priority.
- Facilitates plan of care and determination of outcomes.
- Documents nursing diagnoses in proper terminology format.
- Prioritizes.

### **2.4 *Expected Outcomes***

Competency: *Proper identification of patient's outcomes.*

#### **Elements**

- Identifies realistic outcomes in relation to patient/client condition/nursing problem.
- Identifies attainable outcomes in relation to available resources.
- Includes a time and amount estimation.
- Documents outcomes as measurable goals.
- Prioritizes.

## **2.5 Planning**

*Competency: Plans nursing care in consultation with individuals & health professionals.*

### **Elements**

- Derives plan according to diagnosis.
- Develops plan through effective communication with appropriate parties (patient including client, family, and outcomes health care providers).
- Prepares individualized plan for each patient.
- Attends to cultural appropriateness in planning.
- Provides continuity of care.
- Regularly reviews and revises plan.

## **2.6 Intervention**

*Competency: Provides comprehensive, safe, and effective nursing care to achieve outcomes.*

### **Elements**

- Supports client's independence.
- Assists clients with activities of daily living.
- Applies knowledge relevant to patients needed care.
- Completes care in an organized and timely manner.
- Adapts priorities in response to changing needs.
- Organizes clients care activities to meet client and agency needs.
- Provides feedback regarding performance of care.
- Demonstrates principle of safety and infection control.
- Encourages patient and family participation in care.
- Advocates for patient and family rights regarding involuntary treatment and other issues.

## **2.7 Medication administration**

Competency: *Participates in safe medication administration.*

### **Elements**

- Recalls patient medication information including classification, indication, dosage, side effects, interaction and nursing implications.
- Calculates medication dosage and IV rates correctly.
- Checks the five rights prior to medication administration.
- Performs appropriate assessment prior to, during, after medication administration.
- Follows correct procedure in preparing and administering medication.
- Evaluates effects of medications administered.
- Relates patients' medications to their health status.

## **2.8 Evaluation**

Competency: *Evaluate progress toward individual health outcomes.*

### **Elements**

- Evaluates the outcome of the intervention and expected outcome.
- Collaborates with patient, family and team in reviewing progress.
- Determines progress of individual, toward planned outcomes.
- Documents patient response to interventions.
- Revises the plan of care & determines further outcomes in accordance with evaluated data.
- Uses appropriate terminology, spelling and grammar in written communication.
- Documents completed care plan accurately.
- Completes documentation according to agency's guideline format, timing, and abbreviation.



## **2.9 Therapeutic communication and interpersonal relationships**

Competency: Use effective therapeutic communication skills.

### **Elements**

- Complies with agency's, policies rules and regulations.
- Treats all individuals with dignity and respect.
- Protects clients rights (privacy, autonomy, confidentiality and access to information).
- Demonstrates appropriate behaviors:
  - o Attendance
  - o Appearance
  - o Attitudes
  - o Punctuality
  - o Demonstrates accountability for action and delegation
  - o Accepts responsibility
- Uses intrapersonal skills:
  - o active listening
  - o verbal and non-verbal communication
  - o eyes contact
  - o giving feedback
  - o working with others
- Provides accurate information to patient and family.
- Establishes work relationship with peers, staff and instructors.
- Adapts communication strategies based on patient's age, developmental level, disability and culture.

## **2.10 Health promotion Education**

Competency: *Engages in health promotive actions of individuals, families and community.*

### **Elements**

- Understands the national health policies
- Takes into account the multiple determinants of health recognizing the holistic nature of the individuals.
- Takes part in health education and the evaluation of their effectiveness.
- Applies resources available for health promotion and health education
- Empowers the individual and the family to adopt a healthy life style.
- Provides relevant health education to individuals, families and groups.
- Applies knowledge with learning and teaching strategies in various settings with the individual, family and community.

## **2.11 Care Management**

### **1. Safe Environment**

Competency: *Provides and maintains safe and healthy environment.*

### **Elements**

- Creates & maintains a safe environment of care through the use of quality assurance & risk management strategies.
- Uses appropriate assessment tools to identify actual and potential risks.
- Ensures the safe administration of therapeutic substances.
- Implements infection control procedures.
- Communicates and records safety concerns to a relevant authority.
- Recognizes the limitations of his/her individual experiences and knowledge, and seek guidance from experienced practitioners.

## **2. Delegation & Supervision**

Competency: *Manages care using principle of delegation.*

### **Elements**

- Delegates to others, activities suitable to their abilities and scope of practice.
- Uses a range of supportive strategies when supervising aspects of care delegated to others.
- Maintains accountability and responsibility when delegating aspects of care to others.

## **3. Inter-professional Health Care**

Competency: *Manages care to facilitate continuity within and across health care settings.*

### **Elements**

- Applies knowledge of effective inter-professional working practice.
- Establishes and maintains conducive working relationship with nursing and other colleagues.
- Contributes to effective multidisciplinary teamwork by maintaining collaborative relationships.
- Values the roles and skills of members of the health and social care teams.
- Participates with members of the health and social team in decision making concerning patients.
- Reviews & evaluates care with members and the health and social care team.
- Takes account of the views of patients and carers in decision making by the inter-professional team.

- Provide appropriate levels of guidance, role-modeling and support to the others in the delivery of health care;
- Critically analyze roles within the multi-professional team and propose ways to strengthen patient-centered care

### **3 Professional Development**

#### **3.1 Professional Enhancement**

*Competency: Demonstrates actions that support development of the profession and its image.*

##### **Elements**

- Promotes and maintains the professional image of nursing.
- Advocates for his right to participate in health policy development and program planning.
- Contributes to the development of professional nursing practice.
- Values research in contributing to developments in nursing as a means to improving standards of care.
- Takes on leadership responsibilities where relevant in the delivery of nursing and health care.

#### **3.2 Quality Improvement**

*Competency: Monitoring & enhancing quality of health care practice.*

##### **Elements**

- Uses valid evidence in evaluating the quality of nursing practice.
- Participates in quality improvement & quality assurance procedures.
- Participate in a range of quality assurance and risk management strategies.
- To create and maintain a safe environment.

### **3.3 Continuing Education**

*Competency: Demonstrates continuous pursuit of learning and professional development.*

#### **Elements**

- Carriers out regular review of own practice.
- Assumes responsibility for life long learning and maintenance of competence.
- Takes opportunity to learn together with other contributing to health care.
- Acts as an effective mentor.
- Takes actions to meet continuing education needs.
- Utilizes information technology in developing knowledge and competencies.
- Participate in conferences, scientific days and workshops.

## Assumptions

In developing these Competency Statements, the following assumptions were made about the preparation and practice of entry-level RNs.

1. Entry-level RNs are beginning practitioners whose level of practice autonomy and proficiency will grow best through collaboration and support from nurse colleagues, managers, other health care team members and employers.
2. Entry-level RNs are prepared to practice safely, competently and ethically along the continuum of health care in situations of health and illness with people of all ages and genders in a variety of health care environments.
3. Entry-level RNs are prepared to practice safely, competently and ethically with the following possible recipients of care: individuals, families, groups, communities and populations.
4. The practice environment of entry-level RNs can be any setting or circumstance where nursing is practiced. It includes hospitals, clinics, homes and programs designed to meet health care needs.
5. Entry-level RNs enter into practice with competencies that are transferable across diverse practice settings.
6. Entry-level competencies have a strong basis in nursing knowledge, health and social sciences, humanities, research and ethics.
7. Entry-level RNs draw on multiple ways of knowing and possess diverse knowledge required to attain proficiency over time in demonstrating the wide range of competencies. Entry-level RNs.:
  - ◆ Have the theoretical knowledge required to achieve a wide range of competencies.
  - ◆ Have theoretical understanding of diverse clinical situations that can be recognized without situational or practice experience .
  - ◆ Have a unique experiential knowledge base, which has been shaped by specific practice experiences during the educational program.
  - ◆ Refine technical and time management skills and develop proficiency with practice experience.
  - ◆ Further refine their ability to individualize assessment and care through experience.
  - ◆ Are committed to engaging in quality assurance practices including
  - ◆ Use a critical inquiry process to support clinical decision-making and reflect upon practice experiences.
  - ◆ Through experience, enhance their confidence and ability to understand and manage complex clinical situations.