



Division of Nursing & Health Professions

Competencies & Outcomes – Nursing

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Division of Nursing and Health Professions

Competencies and Outcomes

<p>Resources: In order to provide a seamless progression through all levels of the Rivier University nursing curricula, the established professional standards as outlined in The Essentials of Masters Education for Advanced Nursing Practice, The NLN Nurse Educator Competencies, National Organization of Nurse Practitioner Faculty (NONPF) , The Essentials of Baccalaureate Education, The NLN Educational Competencies for Graduates of Associate Program Nursing Programs, Psychiatric Nurse Practitioner Competencies, Quality and Safety in Education of Nurses (QSEN), Institute of Medicine (IOM), the National Council of Licensing Exam (NCLEX) RN Test Plan, and the Nurse of the Future (NOF) Competencies have been utilized.</p>				
<p>Seamless Progression and the Expanding Role from</p>				
<p>Novice</p>		<p>to</p>		<p>Expert</p>
<p>Competencies</p>				
<p>1. Patient-Centered Care</p>	<p>Definition: Recognize the patient, or designee as the source of control and full partner in providing compassionate, ethical, and coordinated care based on respect for patient’s preferences, values, and needs.</p>			
	<p>End of Program Student Learning Outcomes</p>			
	<p>Graduates are prepared to:</p>			
	<p>AS</p>	<p>BS</p>	<p>MS</p>	<p>DNP</p>
	<p>Provide patient centered, priority-based nursing care with sensitivity and respect for the diversity of the human experiences through application of the nursing process.</p>	<p>Provide patient-centered, priority-based nursing care to individuals, families and groups through independent and collaborative application of the nursing process.</p>	<p>Analyze multiple dimensions of patient centered care including patient/family/community preferences and values, as well as social, cultural, ethical, psychological and spiritual context.</p>	<p>Apply advanced clinical judgment and accountability in the design, delivery, and evaluation of evidence-based care to individuals, families, and populations.</p>

2. Safety	Definition: Minimizes risk of harm to patients, students, and providers through both individual performance and system effectiveness.			
	End of Program Student Learning Outcomes			
	Graduates are prepared to:			
	AS	BS	MS	DNP
	Demonstrate effective use of technology and standardized practices that support safe practice.	Implement factors that create a culture of safety and a just culture	Analyze potential and actual impact of national patient safety resources, initiatives and regulations on systems and practice.	Demonstrate mastery of professional competencies leading to improved patient safety.
3. Evidence-Based Practice (EBP)	Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.			
	End of Program Student Learning Outcomes			
	Graduates are prepared to:			
	AS	BS	MS	DNP
	Base individualized care on best current evidence, patient values, and clinical expertise.	Integrate evidence, clinical judgment, interprofessional perspectives and patient preference in planning, implementing and evaluating outcomes of care.	Evaluate/apply research findings and results appropriately in nursing, i.e. practice, education, theory, research.	Utilize the highest level of evidence available in research into the practice arena.

4. Informatics	Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.			
	End of Program Student Learning Outcomes			
	Graduates are prepared to:			
	AS	BS	MS	DNP
	Apply technology and information management tools to support processes of caring and evaluate impact on patient outcomes.	Incorporate the use of technology that supports clinical decision-making, patient education, error prevention and care coordination.	Utilize patient care technologies to deliver and enhance care and communication technologies to integrate and coordinate care.	Integrate new and smart technology into advanced practice to inform decision making and improve patient outcomes.
5. Teamwork and Collaboration	Definition: Function professionally within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.			
	End of Program Student Learning Outcomes			
	Graduates are prepared to:			
	AS	BS	MS	DNP
	Function as a member of the health care team utilizing moral, ethical, and humanistic principles.	Use inter- and intra-professional communication and collaborative skills to deliver evidence-base, patient-centered care.	Develop inter- and intra collaborative relationships with professionals in other disciplines to improve health care systems.	Provide leadership in collaborative efforts when working with other health professionals and clients or community partners.

6. Quality Improvement (QI)	Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.			
	End of Program Student Learning Outcomes			
	Graduates are prepared to:			
	AS	BS	MS	DNP
	Recognize that nursing and other health professions are parts of systems of care and care processes that affect outcomes for patients and families.	Participate in the use of quality indicators and core measures to evaluate the effect of change in the delivery of care as derived through health policy.	Advocate for health policy change in establishing performance measures and standards related to quality principles within health care systems.	Lead in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety.

Graduate Program/Specialty Track Student Learning Outcomes

Competencies			
1. Patient-Centered Care	Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate, ethical and coordinated care based on respect for patient's preferences, values, and needs.		
	MS Program Outcome: Analyze multiple dimensions of patient centered care including patient/family/community preferences and values, as well as social, cultural, ethical, psychological, and spiritual context.		
	Nursing Education Role Specific Competency	Family Nurse Practitioner/Psychiatric/ Mental Health Nurse Practitioner Role Specific Competency	Leadership in Health Systems Management Role Specific Competency
Evaluate individual learning styles and unique learning needs of diverse student populations as well as traditional students.	Provide patient centered care recognizing cultural diversity, patient values, beliefs and the patient or designee as full partner in all decision making across the lifespan.	Advocate for the protections and rights of individuals, families, communities, populations healthcare professionals, and organizations or systems related to health and safety.	
2. Safety	Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.		
	MS Program Outcome: Analyze potential and actual impact of national patient safety resources, initiatives and regulations on systems and practice.		
	Nursing Education Role Specific Competency	Family Nurse Practitioner/Psychiatric/ Mental Health NP Role Specific Competency	Leadership in Health Systems Management Role Specific Competency
Summarize methods to identify and prevent verbal, physical, and psychological harms to patients, students, and staff	Analyze factors (human, environmental, systems) that pose risk to patients, providers, healthcare systems, and consider plans to mitigate this risk across the lifespan.	Evaluate risks for patient and staff safety with the aim of quality improvement and error prevention.	

3. Evidence-Based Practice (EBP)	Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.		
MS Program Outcome: Evaluate/apply research findings and results appropriately in nursing, i.e. practice, education, theory, research.			
Nursing Education Role Specific Competencies	Family Nurse Practitioner/Psychiatric/Mental Health Nurse Practitioner Role Specific Competencies	Leadership in Health Systems Management Role Specific Competencies	
<p>Ground teaching strategies in educational theory and evidence-based teaching practices.</p> <p>Implement evidence-based assessment and evaluation strategies that are appropriate to the learner and to learner goals.</p>	<p>Evaluate available evidence utilizing knowledge of research design to develop plans of care and evaluate patient outcomes across the lifespan.</p> <p>Utilize EB guidelines and adapt in accordance with patient preferences, as appropriate, to develop plans of care across the lifespan.</p>	<p>Create a supportive environment with sufficient resources for nursing research, scholarly inquiry, and the generation of knowledge.</p> <p>Utilize best available evidence to guide practice decisions.</p>	
4. Informatics	Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.		
MS Program Outcome: Utilize patient care technologies to deliver and enhance care and communication technologies to integrate and coordinate care.			
Nursing Education Role Specific Competency	Family Nurse Practitioner/Psychiatric/Mental Health Nurse Practitioner Role Specific Competency	Leadership in Health Systems Management Role Specific Competency	
<p>Value nurse's involvement in design selection, implementation and evaluation of information technologies to support nursing education and patient care.</p>	<p>Utilize appropriate technologies (EMR, electronic data bases) to access, document, and disseminate knowledge and data to promote optimum patient outcomes.</p>	<p>Analyze information systems and technology at the point of care to improve health care outcomes.</p>	

5. Teamwork and Collaboration	Definition: Function professionally within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.		
	MS Program Outcome: Develop inter- and intra collaborative relationships with professionals in other disciplines to improve health care systems.		
	Nursing Education Role Specific Competencies	Family Nurse Practitioner/Psyc hiatric/Mental Health NP Track Role Specific Competency	Leadership in Health Systems Management Role Specific Competencies
	Integrate the values of respect, collegiality, professionalism and caring in diverse settings that fosters the development of both the learner and nurse educator. Develop collegial working relationships with students, faculty, colleagues, and agencies/partners to promote positive learning environments.	Integrate intra and inter professional knowledge, skills, and attitudes to enhance patient centered care and optimize healthcare outcomes across the lifespan.	Contributes to the professional development of peers and colleagues. Provide leadership in the coordination of multidisciplinary health-care resources for integrated delivery of care and services.
6. Quality Improvement (QI)	Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.		
	MS Program Outcome: Advocate for health policy change in establishing performance measures and standards related to quality principles within health care systems.		
	Nursing Education Role Specific Competencies	Family Nurse Practitioner/Psychiatri c/Mental Health NP Role Specific Competency	Leadership in Health Systems Management Role Specific Competency
	Analyze how social, economic, political, and institutional forces influence higher education in general and nursing education in particular. Monitor self, peers and educational systems through quality assurance and total quality management as part of continuous quality improvement.	Utilize leadership skills, knowledge of healthcare delivery systems, behavior, and quality improvement measures to advocate for improved access to care, optimum healthcare delivery and improved patient outcomes across the lifespan.	Systematically enhance the quality and effectiveness of nursing practice, nursing services administration, and the delivery of services.

Doctor of Nursing Practice/Specialty Track Student Learning Outcomes

Competencies					
1. Patient-Centered Care	<p>Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate, ethical and coordinated care based on respect for patient's preferences, values, and needs.</p> <hr/> <p>DNP Program Outcome: Apply advanced clinical judgment and accountability and the design, delivery, and evaluation of evidence-based care to individuals, families, and populations.</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;">Professional Practice Role Specific Competency</th> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;">System Leadership Role Specific Competency</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Educate patients, families, and communities to empower themselves to participate in their care and enable shared decision making.</td> <td style="padding: 5px;">Standardized patient care policies and procedures as appropriate to care setting and patient population.</td> </tr> </tbody> </table>	Professional Practice Role Specific Competency	System Leadership Role Specific Competency	Educate patients, families, and communities to empower themselves to participate in their care and enable shared decision making.	Standardized patient care policies and procedures as appropriate to care setting and patient population.
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Educate patients, families, and communities to empower themselves to participate in their care and enable shared decision making.	Standardized patient care policies and procedures as appropriate to care setting and patient population.				
2. Safety	<p>Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</p> <hr/> <p>DNP Program Outcome: Demonstrates mastery of professional competencies associated with an improved patient safety environment.</p> <hr/> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;">Professional Practice Role Specific Competency</th> <th style="width: 50%; text-align: center; border-bottom: 1px solid black;">System Leadership Role Specific Competency</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Collaborate in the development, implementation, and evaluation of systems level strategies to reduce errors and optimize safe, effective health care delivery.</td> <td style="padding: 5px;">Engage interprofessional content experts at each entity to develop a systemwide patient safety program and develop a process to evaluate the program.</td> </tr> </tbody> </table>	Professional Practice Role Specific Competency	System Leadership Role Specific Competency	Collaborate in the development, implementation, and evaluation of systems level strategies to reduce errors and optimize safe, effective health care delivery.	Engage interprofessional content experts at each entity to develop a systemwide patient safety program and develop a process to evaluate the program.
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