

**Overview of Model
Under Review and Revision, spring 2003**

| FUNCTION: | | | | |
|---|----|----|-------------|-----|
| COMPETENCIES | NA | PN | ADN/DIPLOMA | BSN |
| Conceptual - theoretical/foundational knowledge upon which professional practice is based | | | | |
| Technical/Professional - professional skills, including psychomotor, interpersonal, and cognitive skills | | | | |
| Contextual - examining and understanding the social, economic and cultural setting for professional practice | | | | |
| Interpersonal Communication - inclusive of all aspects of communication - writing, speaking, listening and reading comprehension. | | | | |
| Integrative - how to use theory in practice - includes reasoning, decision-making, and problem solving (implies critical thinking). | | | | |
| Adaptive - working with change - detection of changing conditions, adapting to it - anticipating the need for change. | | | | |

COMPETENCY / CURRICULUM CONNECTION

NURSE ASSISTANT

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
|--|----------------------|------------------------------|
| PROVIDE | | |
| SECTION 395.300 BNAT PROGRAM ILLINOIS ADMINISTRATION CODE 77 | | |
| Uses basic concepts of biology, psychology, sociology, cultural diversity, socio-economics, spirituality, communication, nutrition, legal and ethical issues as related to activities of daily living. | | |
| Observes and reports changes that affect clients ability to perform ADLs. | | |
| Performs delegated nursing tasks under the direct supervision of a licensed nursing team member. | | |
| Adheres to accepted standards. | | |
| Identifies similarities and differences among clients. | | |
| Shows respect for the individual. | | |
| Uses basic communication techniques. | | |
| Follows directives of licensed members of health care team. | | |
| Adapts care as directed | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| by licensed member of health care team. | | |
| MANAGE - to take charge - someone who takes charge of or controls a situation; someone who can handle or succeed in accomplishing an affair of business | | |
| Understands role of assistive worker. | | |
| Follows orders and guidelines of protocol. | | |
| Is responsive to focus of health care team. | | |
| Identifies role of staff members within work setting. | | |
| Is responsive to direction provided. | | |
| Assists members of health care team with implementing plan of care. | | |
| Reports problems observed to appropriate person. | | |
| Utilizes equipment and supplies in a cost effective manner. | | |
| TEACH - based on education theory - to show or help to learn how to do something - to train or cause to understand. | | |
| Recognizes need for environment conducive to learning. | | |
| Reports client questions to LPN/RN. | | |
| Identifies similarities and differences among clients. | | |
| Report client responses to teaching plans. | | |
| Follows practices | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| prescribed in teaching plan. | | |
| Reports observations. | | |
| RESEARCH - to carefully, systematically, and patiently investigate a field of knowledge, by a search for facts. | | |
| Expectations for CNAs in caring for patients under research protocols do not differ from those under provide, manage, teach or member of the discipline. | | |
| MEMBER OF DISCIPLINE | | |
| Adheres to the Patient <input type="checkbox"/> Bill of Rights. | | |
| Participates in activities for knowledge and information update. | | |
| Follows basic ethical principles. | | |
| Understands the scope of practice as described in the Federal Register (OBRA). | | |
| Practices within job description of health care agency. | | |
| Is responsible for work performance. | | |
| Seeks assistance from peers and other members of health care team. | | |
| Promotes a positive personal image of nursing. | | |
| Adheres to employment guidelines as defined by employer. | | |

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|---|----------------------|------------------------------|
| Respects cultural differences among health care providers. | | |
| Maintains confidentiality. | | |
| Follows direction from supervisor. | | |
| Reports concerns of clients and significant others to the appropriate person. | | |
| Is accountable for own action/performance. | | |
| Is receptive to constructive criticism and takes action to learn and grow. | | |

COMPETENCY / CURRICULUM CONNECTION

PRACTICAL NURSE

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| PROVIDE | | |
| SECTION 395.300 BNAT PROGRAM ILLINOIS ADMINISTRATION CODE 77 | | |
| Uses basic concepts of anatomy, physiology, chemistry, microbiology, physics, communications, growth and development, interpersonal relationships, psychology, spirituality, sociology, cultural diversity, pharmacology, nutrition and diet therapy, vocation, legal and ethical aspects of nursing | | |
| Assists in collecting assessment data for individual clients. | | |
| Delivers direct care as delegated. | | |
| Adheres to accepted standards. | | |
| Recognizes sociocultural differences that may affect care. | | |
| Utilizes basic therapeutic communication techniques to establish/maintain nurse-client relationship. | | |
| Documents care appropriately. | | |
| Identifies common needs and problems and assists with the formulation of the individualized plan of care. | | |
| Participates in the | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| evaluation of nursing care given and implements necessary changes. | | |
| MANAGE - to take charge - someone who takes charge of or controls a situation; someone who can handle or succeed in accomplishing an affair of business | | |
| Accepts management direction from supervisory personnel. | | |
| Understands role as member of health care team. | | |
| Organizes and provides care for own clients based on prioritized needs. | | |
| Assists in providing guidance to assistive personnel within established protocols. | | |
| Uses effective interpersonal relationship skills with other members of the health care team. | | |
| Assists members of health care team with implementing plan of care. | | |
| Under the supervision of RN, provides direction to health care personnel to who care is delegated. | | |
| Identifies need for change and brings needs to attention of supervisory personnel. | | |
| Incorporates institutional changes into practice. | | |
| Makes effective use of equipment and supplies while assuring quality care and client satisfaction. | | |
| TEACH - based on education theory - to show or help to learn how to do something - to train or cause to understand. | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Understands critical elements of individualized teaching plans. | | |
| Assists in the formulation and implementation of a teaching plan. | | |
| Gathers and reports data about learning needs as directed by plan of care. | | |
| Identifies sociocultural differences that may affect teaching/learning. | | |
| Uses basic therapeutic communication technology and terminology appropriate to client's level of understanding to reinforce teaching plan. | | |
| Participates with other members of the health care team in the use of standard teaching guides selected for specific situations as directed. | | |
| Collects data about effectiveness of teaching/learning plan as directed. | | |
| RESEARCH - to carefully, systematically, and patiently investigate a field of knowledge, by a search for facts. | | |
| Recognizes research as a source of knowledge for practice. | | |
| Participates in data collection within established studies. | | |
| Recognizes the right of the individual in the research process. | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Reports observed responses and relays questions to protocol coordinator. | | |
| Expectations for LPNs in caring for patients under research protocols do not differ from those under Provide, Manage, Teach or Member of Discipline. | | |
| MEMBER OF DISCIPLINE | | |
| Identifies ethical behavior and practices within an ethical framework. | | |
| Understands the scope of practice of PN as defined in the Illinois Nursing Act and its Rules of Administration of the Act. | | |
| Understands the code for nurses as the ethical framework for practice. | | |
| Is accountable for practice and for nursing care delegated to peers and assistive personnel. | | |
| Seeks assistance from peers and other members of the health team in situations that require higher level of knowledge. | | |
| Participates in professional learning activities. | | |
| Promotes a positive personal and professional image of nursing. | | |
| Respects cultural differences among health care providers. | | |

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| Maintains confidentiality. | | |
| Communicates concerns related to health care delivery within the practice setting. | | |
| Assumes responsibility and accountability for care provided. | | |
| Assesses own abilities and potential and sets goals that demonstrate ongoing personal and professional growth. | | |
| Seeks assistance for colleagues whose behavior indicates potential impairment. | | |

COMPETENCY / CURRICULUM CONNECTION

ASSOCIATE DEGREE NURSE (DIPLOMA)

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
|---|----------------------|------------------------------|
| PROVIDE | | |
| SECTION 395.300 BNAT PROGRAM ILLINOIS ADMINISTRATION CODE 77 | | |
| Uses concepts in anatomy, physiology, chemistry, physics, microbiology, sociology, psychology, communications, growth and development, interpersonal relationships, group dynamics, cultural diversity, spirituality, pharmacology, nutrition and diet therapy, pathophysiology, ethics, nursing history, trends and theories, professional and legal aspects of nursing, | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| leadership and management in nursing, and teaching-learning theory. | | |
| Establishes database for client based on holistic assessment of health needs of clients. | | |
| Delivers direct care based on accepted nursing standards. | | |
| Incorporates understanding of sociocultural differences in the provision of care to clients and families. | | |
| Utilizes techniques of therapeutic communication to establish and maintain therapeutic relationships, giving consideration to sociocultural differences | | |
| Analyzes data from client, family and other health care resources and selects appropriate nursing diagnosis. | | |
| Evaluates client and significant other status and identifies alternative methods of meeting needs, incorporating an understanding of sociocultural differences | | |
| Utilizes principles of leadership, problem solving and decision-making and conflict resolution in the management of care. | | |
| Establishes priorities for organizing nursing care among individual clients | | |
| <p>MANAGE - to take charge - someone who takes charge of or controls a situation; someone who can handle or succeed in accomplishing an affair of business</p> | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Participates in evaluation of established nursing standards and policies. | | |
| Provides support in implementing policy and practice changes. | | |
| Adjusts practice to achieve cost effectiveness while maintaining quality | | |
| TEACH - based on education theory - to show or help to learn how to do something - to train or cause to understand. | | |
| Applies teaching/learning principles to adapt standardized teaching plans to meet individual learner needs. | | |
| Assesses learning readiness of clients and families. | | |
| Modifies standard teaching plans to meet individual needs. | | |
| Implements and documents appropriate teaching of the client/significant others. | | |
| Selects an appropriate teaching methodology to implement the teaching plan, while incorporating an understanding of sociocultural differences. | | |
| Utilizes appropriate therapeutic communication techniques when providing instruction to clients and their families. | | |
| Collaborates with other members of the health care team in the implementation of individualized teaching | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| plan. | | |
| Modifies teaching/learning plan based on evaluation of learner response. | | |
| RESEARCH - to carefully, systematically, and patiently investigate a field of knowledge, by a search for facts. | | |
| Recognizes that nursing behaviors are guided by and emerge from behavioral and physiological theories. | | |
| Understands the ethical and legal rights of the individual in the research process. | | |
| Carries out established research protocols | | |
| Understands the applicability of findings based on variation (age, gender, race, etc.) of individual clients. | | |
| Ensures rights of individual clients in the research process. | | |
| Interprets research directives for plans of care | | |
| Summarizes research findings as applicable for practice; applies research findings in implementation of nursing care. Applies research results appropriately in modifying practice standards, policies, and procedures. | | |
| Recognizes inconsistent research results. | | |
| MEMBER OF DISCIPLINE | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Understands the scope of practice for RN as defined in the Illinois Nursing Act and its Rules of Administration for the Act. | | |
| Understands the Code for nurses as the ethical framework for practice. | | |
| Understands the scope of practice as described in the Federal Register (OBRA). | | |
| Practices within the definition of registered nurse as contained in the Nurse Practice Act and adheres to the nursing code of ethics. | | |
| Is accountable for own practice and for nursing care delegated to peers and assistive personnel. | | |
| Seeks assistance from peers and other members of the health care team in situations that require higher level of knowledge. | | |
| Values professional growth and participates in professional development. | | |
| Promotes a positive personal and professional image. | | |
| Uses political system to improve patient care, nursing practice and health care. | | |
| Incorporates knowledge of cultural differences in working with other health care providers. | | |
| Maintains confidentiality. | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Serves as an advocate for clients. | | |
| Shares knowledge of issues of health and health care delivery system with those shaping health care policy and legislation. | | |
| Behaves in a manner that reflects a high level of professional ethics. | | |
| Utilizes a framework that reflects a high level of professional ethics. | | |
| Assumes responsibility and accountability for care provided and delegated. | | |
| Assesses own abilities and potential, sets goals and demonstrates on-going personal and professional development. | | |
| Utilizes nursing organizations to enhance professional growth. | | |
| Reports ethical dilemma encountered in practice and constructs a course of action when confronted. | | |

COMPETENCY / CURRICULUM CONNECTION

BACHELOR OF SCIENCE IN NURSING

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| PROVIDE | | |
| SECTION 395.300 BNAT PROGRAM ILLINOIS ADMINISTRATION CODE 77 | | |
| <p>Uses concepts in anatomy, physiology, chemistry, physics, microbiology, sociology, psychology, communications, growth and development, interpersonal relationships, group dynamics, cultural diversity, spirituality, pharmacology, nutrition and diet therapy, pathophysiology, ethics, nursing history, trends and theories, professional and legal aspects of nursing, leadership and management in nursing, and teaching-learning theory and, in addition, uses concepts of nursing research and community health.</p> | | |
| <p>Delivers and coordinates care for individuals and groups based on nursing theory, research, and accepted nursing standards.</p> | | |
| <p>Establishes database for aggregate and community as a whole.</p> | | |
| <p>Assesses and analyzes the impact of sociocultural differences in the coordination of care across the curriculum.</p> | | |
| <p>Applies theories of</p> | | |

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| therapeutic communication and analyzes the effects of sociocultural differences in the coordination of care across the curriculum. | | |
| Synthesizes database to formulate and prioritize comprehensive actual and potential nursing diagnoses for the client, family and groups across the continuum of care. | | |
| Anticipates clients, significant other and group needs and modifies care based on evaluation, incorporating an in-depth understanding of sociocultural differences. | | |
| <p>MANAGE - to take charge - someone who takes charge of or controls a situation; someone who can handle or succeed in accomplishing an affair of business</p> | | |
| Integrates management and nursing theory in providing direction to health team participants. | | |
| Applies principles of leadership applicable to management of client care within health care settings including communities. | | |
| Uses management theory base to analyze and implement effective work systems. | | |
| Establishes priorities for organizing nursing care for individuals, significant others and community groups. | | |
| Develops strategies to obtain needed health care resources within the practice environment. | | |
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| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| TEACH - based on education theory - to show or help to learn how to do something - to train or cause to understand. | | |
| Integrates theory of learning and nursing in design of teaching for individuals, groups and communities. | | |
| Assesses learning readiness for clients, families and groups. | | |
| Establishes and coordinates and evaluates the implementation of comprehensive teaching plans for clients, families and groups. | | |
| Designs plan within the socio-economic cultural context of the learner. | | |
| Applies theories of therapeutic communication in the teaching/learning process with individuals, families, groups and communities. | | |
| Directs collaboration with other members of health care team in development and implementation of individual teaching plans. | | |
| Modifies teaching/learning plan to acknowledge anticipated needs. | | |
| RESEARCH - to carefully, systematically, and patiently investigate a field of knowledge, by a search for facts. | | |
| Identifies appropriate use of common nursing theories, behavioral and physiological theories in research. | | |
| Understands the ethical and legal principles of research. | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| Designs and implements studies to evaluate care. | | |
| Modifies care to reflect research findings. | | |
| Incorporates the ethical principles and the consideration of socio-economic-cultural developmental differences in the design and implementation of nursing research studies. | | |
| Interprets research directives for plans of care. | | |
| Summarizes research findings as applicable for practice; applies research findings in implementation of nursing care. | | |
| Applies research results appropriately in modifying practice standards, policies and procedures. | | |
| Recognizes inconsistent research results. | | |
| MEMBER OF DISCIPLINE | | |
| Understands the scope of practice for RN as defined in the Illinois Nursing Act and its Rules of Administration for the Act. | | |
| Identifies the essential elements of any nurse practice act. | | |
| Understands the interface of nursing and other health disciplines. | | |
| Understands the Code for Nurses as the ethical framework for practice. | | |
| Understands the scope of practice as described in the Federal Register | | |

| COMPETENCY STATEMENT | CURRICULUM PLACEMENT | RELATED OBJECTIVE / BEHAVIOR |
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| (OBRA). | | |
| Practices within legislative, regulatory, ethical and professional standards that define the scope of practice. | | |
| Promotes accountability for quality nursing practice. | | |
| Seeks assistance from peers and other members of the health care team in situations that require higher level of knowledge. | | |
| Facilitates professional growth in others and provides professional development activities. | | |
| Uses political process to promote change in health care policy to improve patient care, nursing practice, and health care. | | |
| Promotes an environment that capitalizes on the cultural diversity of the health care providers. | | |
| Uses political process to promote change in health care policy to improve patient care, nursing practice, and health care. | | |
| Promotes an environment that capitalizes on the cultural diversity of the health care providers. | | |
| Uses leadership and political strategies to influence the development of cost-effective health care services for clients, families and/or groups. | | |
| Maintains confidentiality | | |

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| and promotes confidentiality in other health care workers. | | |
| Promotes consumer awareness of nursing's contribution to health care. | | |
| Applies appropriate ethical and decision-making frameworks. | | |
| Promotes accountability for quality nursing practice. | | |
| Develops long-range plans for personal and professional development to enhance the profession of nursing. | | |
| Participates in nursing organizations to improve health care and to promote collegiality among nurses. | | |
| Develops mechanisms for identifying and resolving concerns/conflicts related to standard of practice. | | |
| Compares quality of care and outcomes to established standards. Takes action to correct deficiencies. | | |