

ARIZONA STATE BOARD OF NURSING COMPETENCY MODEL

INTRODUCTION

Background

The mission of the Arizona State Board of Nursing is to protect the public health, safety and welfare through the safe and competent practice of nurses and nursing assistants. The Board relies on Advisory Committees composed of practicing nurses to guide them on matters relating to scope of practice, chemical dependency, education, law and rules, and nursing assistants.

The Education Advisory Committee is the entity that advises the Board on matters relating to education. The committee is composed of educators and nurses from a variety of programs and geographic regions. In 2003, the Education Advisory Committee became aware of confusion among nurses and the public regarding the competencies of nurses at differing educational levels. The multiple pathways to RN licensure at either an associate, baccalaureate, or in some cases diploma levels add to the confusion of the public, nurses, and prospective nursing students. Additionally, confusion exists regarding the competencies of a nurse with a master's degree in nursing as compared to a nurse with a master's degree in another field.

This document was developed to clarify nursing roles for the public, nurses, and prospective nursing students regarding nursing ability and function at the differing levels of nursing education. The document will also provide a framework for the Board to further develop scope of practice rules and advisory opinions.

To facilitate the work of the committee a subcommittee was formed to develop a draft document. The mission of the subcommittee was to develop a document that:

- Delineates competencies for levels of nursing education from nursing assistant through doctoral level
- Focuses on outcomes and builds on previous competencies
- Is easily accessible to the public
- Is consistent with recognized models of nursing education
- Decreases confusion on the part of nurses, prospective nursing students and the public
- Is consistent with the administrative rules and statutes of the Arizona State Board of Nursing
- Demonstrates the inherent worth and value of all educational levels of nursing

The subcommittee reviewed the language and structure of competency models developed by the Kentucky Nursing Education Mobility Task Force (2001), the Oklahoma Board of Nursing, and other related publications to guide the development of this model (see references). The subcommittee adapted the framework developed by the Kentucky Nursing Education Mobility Task Force to delineate nursing practice and education in Arizona.

Levels of Education

The Arizona State Board of Nursing regulates certified nursing assistants, licensed practical nurses, registered nurses, and advanced practice nurses. The Board also has jurisdiction over nursing assistant programs, pre-licensure nursing programs, and advanced practice nursing programs. Six levels of education are addressed in the competency model. Since there are no

diploma-nursing programs in Arizona, this level of education was not addressed. The subcommittee recognized the importance of including the doctoral level in order to inform the public of expectations of nursing care at that level. The levels of education and descriptions of these levels in Arizona are:

- Nursing Assistant: A nursing assistant has a minimum of 120 hours of education focused on meeting basic needs of long-term care residents.
- Licensed Practical Nurse: A licensed practical nurse generally completes a vocationally oriented program of 6 to 12 months in length at a community college, skill center, or private vocational college.
- Associate Degree RN: An associate degree RN completes a two-year nursing program at a community or private college. The program may be preceded by 2-3 semesters of prerequisite courses.
- Bachelors of Science Degree RN: A bachelor of science in nursing RN completes a 4-year degree at a university. The first 3-4 semesters of the program consist of prerequisites and general education courses.
- Master of Science in Nursing: A master of science in nursing degree consists of 3-5 semesters of full time study including a research thesis or project. There are several tracks available to students such as advanced practice, teaching, or administration.
- Doctoral Level (Ph.D, DNSc): A doctoral degree in nursing involves a minimum of 4 semesters of additional study and the completion of an extensive original research project (dissertation).

Conceptual Framework

The model describes attributes of nurses and nursing assistants from the CNA level through the doctoral level based on educational preparation. The framework is organized into three roles of nursing:

- Provider of care: “the nurse uses a systematic process and appropriate resources to assist clients in meeting health needs in an evolving health system.” (Kentucky, 2001, p. 13)
- Manager of care: “the nurse assures that the right care is given at the right time, in the right setting, and at the right cost to achieve desired outcomes,” (Kentucky, 2001 p.14) and
- Member of the profession: “the nurse is accountable for a practice reflecting the legal and professional standards governing nursing” (Kentucky, 2001, p. 15).

Within each role, nursing functions include: caregiver, communicator, coordinator/collaborator, advocate, and teacher/counselor (Kentucky, 2001). These concepts are defined as follows:

- Caregiver: Provides care according to a nursing plan that promotes and maintains optimal health status.
- Communicator: Engages in a complex, ongoing, interactive process, which leads to therapeutic and effective relationships with patients and others.
- Coordinator/Collaborator: Manages resources and interacts with others to achieve optimal client outcomes.
- Advocate: Directs actions so that client welfare prevails.
- Teacher/Counselor: Facilitates knowledge acquisition to effect behavioral changes that promote optimal health status.
- Scholar: Continually seeks and utilizes information to promote scientifically based nursing practice.

Uses

The competency model described in this document will serve to guide nurses, prospective nursing students, and the public in distinguishing the functions and abilities of nurses and nursing assistants by educational level. The model demonstrates that all levels of nursing practice/education contribute to the overall health and well being of individuals, families, and groups within the context of safe competent nursing care. This model is not intended to define the legal scope of practice for any level of nursing. As nursing practice evolves, the model will be updated to encompass the increasing complexity of nursing knowledge and changes in health care delivery systems.

Introduction by Pamela K. Randolph RN, MS, CPNP

Subcommittee Members:

Subcommittee members include:

- Joyceen Boyle RN, Ph.D., Associate Dean University of Arizona;
- Teri Britt, RN, Ph.D, Mayo Hospital;
- Linda Riesdorph RN, MS, Director, Mohave Community College Nursing Program;
- Margie Schultz, RN, Ph.D., GateWay Community College Practical Nurse Educator,
- Noel Smith, RN, BSN, Scottsdale Community College Nurse Assistant Educator, and
- Pamela Randolph RN, MS, CPNP, Arizona State Board of Nursing Education Consultant.

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COMPETENCY MODEL

MANAGER OF CARE

| INTEGRATED CONCEPTS | NURSING ASSISTANT | LICENSED PRACTICAL NURSE | ASSOCIATE DEGREE | BACHELORS DEGREE IN NURSING | MASTERS DEGREE IN NURSING | DOCTORAL LEVEL |
|--------------------------------------|--|--|--|---|---|---|
| Caregiver | Under the direction of the licensed nurse, follows directions according to the established plan of care. | Under the direction of the registered nurse, uses an established plan of care to meet basic health needs. | Develops and implements a plan of care using theory and evaluates patient outcomes. | Develops and implements a plan of care and evaluates patient outcomes using theory, evidence based practice and interdisciplinary resources. | Applies specialized knowledge and expertise to design, coordinate, implement, and evaluate comprehensive, integrated care. | Designs and evaluates systems of care. |
| Communicator | Reports and records data using appropriate health care terminology and demonstrates caring behavior. | Establishes and participates in therapeutic relationships. | Uses goal-directed therapeutic communication techniques effectively with individuals and families. | Uses goal directed therapeutic communication effectively with individuals, families, communities and special populations. | Implements complex communication strategies with individuals, families, communities and special populations. | Provides creative leadership to address political, social, and ethical issues in health care. |
| Coordinator/ Collaborator | Completes assignments in an organized manner while contributing to team functioning. | Organizes and manages care for assigned clients while working with families and health team members. | Works with the patient and health team members to establish priorities and manage care to achieve desired patient outcomes. | Facilitates interdisciplinary services to ensure desired outcomes in individual, families, communities, and special populations. | Establishes and evaluates professional networks for the purpose of improving outcomes for individuals, families, communities and special populations. | Collaborates with individuals, families, communities, special populations, health systems to communicate research and theoretical concepts that improve outcomes. |
| Advocate | Recognizes situations that may impact patient/family well being. | Identifies and actively addresses issues related to protection of patients. | Uses knowledge of consumer rights and responsibilities to plan care and intervene on behalf of patients. Is aware of health policy and its impact on patient care. | Uses problem solving strategies in support of patient rights and facilitates policy changes. Disseminates information about health policy and consumer rights and responsibilities. | Analyses data and engages in health policy development and evaluation at the institutional and community level. | Synthesizes knowledge in nursing and related fields to improve health care policies at the institutional, state, regional, national and global level. |
| Teacher/ Counselor | Reports client knowledge needs and provides basic instruction as directed. | Implements health teaching for clients with identified health needs using established teaching plans. | Develops implements, and evaluates teaching plans for individuals and families. | Uses interdisciplinary resources to develop implement and evaluate comprehensive teaching plans to meet the learning needs of individuals, groups and communities. | Uses advanced theoretical knowledge to design, coordinate, and evaluate comprehensive teaching programs for individuals, populations and systems. | Uses concepts, theories, and strategies from nursing and related disciplines to promote excellence in contemporary nursing education and clinical practice. |
| Scholar | Achieves and maintains knowledge and skills necessary to provide safe patient care. | Participates in formal and informal education necessary to perform nursing care consistent with the LPN scope of practice. | Participates in the implementation of evidence- based programs/practice. | Critically appraises and uses research findings to implement evidence based practice. | Commits to the development and dissemination of knowledge for the purpose of improving nursing care. | Independently conducts and communicates research that advances nursing knowledge and scholarship to improve nursing care. |

COMPETENCY MODEL

PROVIDER OF CARE

| INTEGRATED CONCEPTS | NURSING ASSISTANT | LICENSED PRACTICAL NURSE | ASSOCIATE DEGREE | BACHELORS DEGREE IN NURSING | MASTERS DEGREE IN NURSING | DOCTORAL LEVEL |
|----------------------------------|---|--|---|--|---|---|
| Caregiver | Organizes care for assigned clients | Prioritizes care for own clients and delegates to unlicensed assistive personnel. | Manages client care delivery and delegates/ assigns care to peers, L.P.N.s and unlicensed assistive personnel. Coordinates human and material resources for clients and families. | Assumes an influential role in planning, organizing, and monitoring the effective use of resources within the health care setting. | Analyzes and influences system level strategies to optimize resources and promote positive client outcomes. | Designs and evaluates organizational strategies and their impact on individuals, families, communities, and special populations. |
| Communicator | Effectively interacts with other health care workers. | Participates in group process to promote the provision of nursing care. | Uses appropriate communication strategies to effect positive outcomes for individuals and groups.. | Interacts with multi-disciplinary teams to manage the continuum of care for individuals, families, or groups. | Implements complex communication strategies to create, modify, evaluate, and enhance health care policy and systems. | Effectively disseminates and utilizes relevant research-based strategies to scientific communities, policy makers and the public. |
| Coordinator/ Collaborator | Demonstrates efficient use of time, equipment, and supplies in managing own assignment. | Participates with the health care team to plan and implement client care. | Participates in the development and revision of standards of care. | Participates in the multidisciplinary management of client/organizational evaluative process. | Directs the health care team in achieving optimal outcomes. | Designs, implements, and evaluates multi-disciplinary models of management within health care systems. |
| Advocate | Supports client rights and reports instances of abuse/neglect. | Identifies, reports, and seek resolution in discrepancies in policies and practices related to individual and family well-being. | Uses appropriate processes to support client decisions regarding care decisions. | Develops, implements and evaluates strategies to support client care decisions. | Challenges assumptions and explores alternative avenues to anticipate and design, and implement changes in health care. | Creates and analyses health care models to support rights of individuals, families, groups, and special populations. |
| Teacher/ Counselor | Reinforces organizational policies related to safety and health. | Identifies and responds to client situations that require instruction. | Develops, evaluates and modifies teaching plans based on individual learning outcomes for clients and health care personnel. | Designs and evaluates instructional programs that meet learning needs in clients, families, groups and health care personnel. | Consults and collaborates with multi-disciplinary teams to design, manage, and implement education programs for specific populations. | Creates, implements and evaluates evidence-based educational programs to inform administration of best practices, and support optimal care. |
| Scholar | Updates and refines skills to enhance patient care. | Demonstrates knowledge of current practice trends and delivery of care. | Acquires knowledge to assist in modifying the delivery of care. | Analyzes the impact of practice trends based on evidence and applies the findings to the delivery of health care. | Systematically formulates solutions to problems resulting from practice and contributes to the delivery of health care. | Creates and synthesizes knowledge of nursing and health care systems to improve health care delivery. |

COMPETENCY MODEL

MEMBER OF PROFESSION

| INTEGRATED CONCEPTS | NURSING ASSISTANT | LICENSED PRACTICAL NURSE | ASSOCIATE DEGREE | BACHELORS DEGREE IN NURSING | MASTERS DEGREE IN NURSING | DOCTORAL LEVEL |
|--------------------------------------|---|--|---|--|---|---|
| Caregiver | Demonstrates ethical and responsible behavior as a member of the nursing team and consistent with regulation. | Makes decisions and takes actions that are consistent with the standard of practical nursing practice, established policies, procedures, and licensing laws. | Makes decisions and takes actions that are consistent with the standard of registered nursing practice, established policies, procedures, and licensing laws. | Assumes a leadership role in the implementation of professional standards in nursing practice. | Evaluates and contributes to standards of nursing practice and practices consistent with advanced practice licensing regulations. | Creates and utilizes data bases to evaluate organizational practices. |
| Communicator | Demonstrates caring behavior and projects a positive image. | Demonstrates ethical/legal behavior consistent with practical nurse standards of practice. | Promotes nursing as a profession. | Promotes public awareness of nursing's contribution to health care. | Explicates advanced nursing practice roles to the public, other health care providers, and policy makers. | Disseminates research to inform and advance the nursing profession. |
| Coordinator/ Collaborator | Performs within a defined role and accepts delegation and supervision. | Interacts with health care colleagues to promote legal and ethical practice. | Develops collegial relationships for the purpose of development of the profession. | Assumes leadership role in professional activities. | Partners with consumers and other groups to promote nursing. | Initiates and evaluates policy changes to promote the profession. |
| Advocate | Recognizes the rights of all individuals and respects differences. | Demonstrates awareness of political influences on nursing and health care. | Uses political processes to improve client care and promote nursing. | Demonstrates leadership skills to advocate and influence nursing practice. | Influences the political environment of the nursing profession. | Envisions and creates an environment that promotes an optimal future for nursing. |
| Teacher/ Counselor | Explains nurse assistant care to clients and others. | Communicates LPN scope of practice to clients and others. | Communicates RN scope of practice and practice standards to clients and others. | Communicates and differentiates levels of nursing practice. | Communicates and promotes advanced practice roles in nursing. | Communicates and promotes nursing research, leadership and clinical excellence. |
| Scholar | Seeks educational opportunities to advance knowledge and skills. | Identifies learning needs and establishes a plan for increasing knowledge and skills. | Implements a plan of continued professional growth. | Fosters professional and personal growth in self and health care team members. | Plans and implements evidence-based professional development programs for self and others. | Creates a climate that promotes scholarly inquiry and advances the profession. |