

# ARIZONA STATE BOARD OF NURSING COMPETENCY MODEL

## Introduction

In 2003, the Arizona State Board of Nursing adopted and published a framework adapted from the work of the Kentucky Education Mobility Task Force (2001) to inform nurses and the public about the abilities and functions of nurses at different educational levels. The model is currently published on the Board website (AZBN, 2003) and defines competencies within three roles of nursing: Provider of Care, Manager of Care, and Member of Profession. The purpose of the model is to identify professional levels of nursing based on educational preparation and to clarify differences in nursing roles within the profession. The model illustrates, for example, competencies of a nurse with an associate degree in nursing are significantly different than those of a nurse with a master's degree.

In August 2010, the Education Advisory Committee recommended the competency model be reviewed to determine if it should be updated or retired. A subcommittee formed to conduct a review of the Commission on Collegiate Nursing Education baccalaureate and master's competencies (AACN, 1996; AACN, 2006), examine relevant evidence available in the literature and acquire opinions from content experts in the nursing community. The subcommittee elected to begin its work using the Education Competencies Model recently published by the National League for Nursing (NLN, 2010).

## Description of Model

The model is an integrated set of competencies illustrating the complexity of nursing education. Competencies achieved by graduates demonstrate progressively greater responsibilities and performance expectations. Dimensions of nursing education are summarized within five broad program outcomes:

1. Competency is the foundation for clinical performance and the validation of *nursing practice* essential for patient safety and quality care.
2. Nurses must use their skills and knowledge to enhance *human flourishing* for their patients, their communities, and themselves.
3. Nurses should demonstrate sound *nursing judgment*.
4. Nurses should continually develop their *professional identity*.
5. Nurses must approach all issue and problems with a *spirit of inquiry*.

The model is consistent with the Quality and Safety Education for Nurses (QSEN) Competencies as members of the NLN Competency Workgroup were founding authors of the QSEN model. While concerns regarding safety can be found throughout the model, particular concentration is evident within the dimension of clinical nursing judgment.

## Model Alterations and Rationale

The subcommittee critically reviewed the language and structure of NLN Education Competencies Model resulting in the following significant changes:

### Levels of Education

Certified Nursing Assistant and Certified Medication Assistant roles were added to the model to provide the public with descriptive competencies and clarify distinctions between

these preliminary levels of preparation. Descriptions of outcomes were informed by the Arizona Nurse Practice Act and Board consultants.

### Nursing Practice

Subcommittee members felt the dimension of nursing practice needed to be fully articulated within a regulatory model to benefit nurses and the public. Nursing practice outcomes explicate the levels of practice associated with levels of educational preparation. Content experts in doctoral and advance practice programs were consulted to review these additions to the model.

### Scope of Influence

The scope of direction and responsibility within the doctoral practice level was enlarged to include healthcare professionals rather than the self-limiting realm of nurses provided in the NLN model. Nurses in leadership positions require skills in judgment, identity, and inquiry in providing supervision and leadership for healthcare providers across diverse disciplines.

### **Use of the Model**

Adoption of the model will provide a reference for the Board to further develop scope of practice rules and advisory opinions. The publication and dissemination of the model from a regulatory perspective will:

- Delineate competencies for levels of nursing education from nursing assistant through doctoral level
- Summarize professional outcomes while integrating nationally recognized competency and nursing education models
- Be easily accessible to the public and prospective nursing students
- Provide clarification to prospective students, nurses and the public of the complex functions and abilities of nurses by educational levels
- Demonstrate continuity of administrative rules and statutes of the Arizona State Board of Nursing
- Demonstrate the inherent value and contribution of all educational levels within nursing to support the 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.

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## References

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The Arizona State Board of Nursing adopted this model on 05/25/2011.

	<b>Certified Nursing Assistant</b>	<b>Certified Medication Assistant</b>	<b>Licensed Practical Nurse</b>	<b>Associate Degree Nurse</b>	<b>Bachelors Degree Nurse</b>	<b>Masters Degree Nurse</b>	<b>Doctoral Research</b>	<b>Doctoral Practice</b>
<b>Human Flourishing</b>	Demonstrate ethical and professional behaviors that maintain patients' rights and support personal and patient development toward self-actualization.	Exhibit caring behaviors respecting the dignity and preferences of patients in the long term care setting.	Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.	Function as a leader and change agent in one's area of practice to create systems that promote human flourishing.	Design and implement research that promotes human flourishing of the nurse, nursing profession, patients, families, communities, populations, and systems.	Systematically synthesize evidence from nursing and other disciplines and translate this knowledge to promote human flourishing within the organizational culture.
<b>Clinical Nursing Judgment</b>	Organize and safely provide quality care based on an established plan of care under the direction and supervision of a professional or practical nurse.	Adhere to prescribed medication administration methods, functioning within the limits of state laws in a safe, competent manner.	Apply nursing principles to provide safe, effective, quality care and promote health for patients, and families.	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.	Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and that promote the health of patients, families, and communities.	Make judgments in one's area of practice that reflect a scholarly critique of current evidence from nursing and other disciplines and the capacity to identify gaps in knowledge and formulate research questions.	Provide leadership in designing and implementing research that expands the evidence underlying nursing practice and strengthens nurses' ability to make judgments	Systematically synthesize evidence from nursing and other disciplines and translate this knowledge to enhance nursing practice and the ability of healthcare providers to make judgments in practice.
<b>Professional Identity</b>	Identify essential functions of one's role within the healthcare team and how personal strengths and standards of conduct influence provision of quality care and promotion of safety and health.	Identify essential functions within the long term care team and the allowable acts, conditions and restrictions governing medication administration.	Assess how one's personal strengths and values affect one's identity as a practical nurse and one's contributions as a member of the health care team.	Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.	Express one's identity as a nurse through actions that reflect integrity, a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.	Implement one's area of practice in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.	Implement one's role as a research scholar committed to a spirit of inquiry, the systematic investigation of nursing-related problems, and the dissemination of research findings, in a manner informed by a sense of responsibility to shape a preferred future for our profession.	As a nurse-scholar, seek ways to translate research findings into practice, and help design and implement changes in healthcare practice and health policy that will best serve a diverse population and a diverse healthcare workforce.

	<b>Certified Nursing Assistant</b>	<b>Certified Medication Assistant</b>	<b>Licensed Practical Nurse</b>	<b>Associate Degree Nurse</b>	<b>Bachelors Degree Nurse</b>	<b>Masters Degree Nurse</b>	<b>Doctoral Research</b>	<b>Doctoral Practice</b>
<b>Spirit of Inquiry</b>	Update and refine skills through inservice or educational training to acquisition of tasks that pose minimal risk to the patient and for which the results are reasonably predictable.	Frequently consults pharmaceutical sources to update knowledge of medications to assure safe and competent practice.	Question the basis for nursing actions, considering research, evidence, tradition, patient preferences and needs, to ensure patient safety, competent nursing practice, and contribute to positive patient outcomes.	Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.	Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems	Contribute to the science of nursing in one's area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality when evidence-based solutions to nursing problems are implemented.	Engage in the science of discovery by designing and implementing research studies and disseminating findings to improve nursing practice, nursing education, or the delivery of nursing services.	Disseminate practice-based knowledge by engaging in practice with an open mind, systematically studying the practice of other healthcare providers, and reviewing extant research to formulate evidence-based proposals enhancing nursing practice, nursing education, or the delivery of healthcare services.
<b>Nursing Practice</b>	Demonstrates proficiency to perform nursing care tasks according to clear, exact, and unchanging directions that do not require assessment, interpretation, or decision-making.	Performs nursing assistive and medication administrative tasks under the supervision of a professional or practical nurse as allowed by state law.	Incorporate nursing knowledge to contribute to the data collection, planning, treatments, and evaluation of client care under the supervision of the professional nurse.	Incorporate nursing knowledge to assess, plan, deliver, and evaluate nursing care within the context of the multidisciplinary team in health care settings.	Integrate nursing knowledge, science and research to assess, plan, deliver, evaluate, and manage nursing care within the context of the inter-professional team in diverse settings of healthcare delivery.	Function as a leader and change agent in practice and education, substantiated with evidence to assess, plan, deliver, administrate, and evaluate nursing care.	Design, implement, and disseminate research that informs nursing practice and nursing knowledge.	Systematically synthesize evidence from nursing and other disciplines and translate into the administration, delivery and evaluation of patient care.



Adapted with permission from National League for Nursing (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*. NY, NY: Author.