



Pilot Project Leonardo da Vinci

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EUROPEAN REFERENCE GUIDE FOR COMPETENCES IN NURSING

The reference guide for competences in nursing in Portugal is based on the conceptual framework of the Nursing Association conceived to define the quality criteria of nursing care.

The training of nurses is based on a health care philosophy focused on the person and on scientific evidence. It is part of a process which aims to develop human and clinical capacities in students in order for them to get involved in the improvement of the population's health conditions.

Nursing care falls within the scope of an interpersonal relationship which takes into account the decision of each person on their health project. Another objective of nursing care is to modify the environment in order for it to encourage health and well-being.

The person is considered in the broad sense and includes the individual as a whole, within respect of their own dignity, culture, values and beliefs and who has the right to determine themselves ; the person lives inside a family who give them health care ; **the family** is considered in their life cycle as an interaction system essential to the health of their members and **the group** as all the people presenting common characteristics and needs; **the community** is seen as a social system with their own resources.

Students, in accordance with the diversity of people, learn to develop various health care strategies which can be adapted to the person's development, to their health situation and life environment.

Health care contexts – domicile, health care centres, communities and hospitals – represent specific models for the organization of health care which enables, at various levels, nurses to intervene autonomously and through collaboration.

Nursing care represents a profession which provides specific services to society: it mediates between the health situation and human answers to health phenomena. Nursing care and the profession of nurse develop through research, through transfer via practice and through adaptation to health policies. Nurses, thanks to analysis and continuous evaluation, update their practices and exercise constructive review of institutions, policies and society in terms of health.

Nurses, playing a role of linchpin in the team, help the person manage community resources in terms of health. They encourage the person to learn in order for them to increase their list of necessary competences to face the various challenges of the health process.



Autonomy	Free and responsible decision taking.
Coherence	Existence of adequate links between the elements (players, activities, methods, theory, practice, objectives) to ensure efficiency of the action in order to reach objectives.
Collaboration	Joint work between people, groups and organizations in coordination and communication in order to reach common objectives, mutual profit and better results.
Continuity	Guarantee to continuously pursue the health care process at all levels, favouring access to resources, knowledge and activities using strategies, planning and appropriate actions.
Creativity	Production of new ideas starting from the recombination and reorganization of various elements.
Critical Thinking	Systematic process which consists of questioning reality for better knowledge.
Efficiency	Obtaining and distribution of human, material, financial, temporal resources and others in order to reach a good cost-efficiency ratio.
Empathy	Focus on the person who expresses themselves by «looking at the world the way they do», by standing back and excluding any personal affect in order to better understand the person and help them.
Holistic Approach	Way to provide health care which considers the person in their various dimensions (physical, psychological, social and spiritual), taking into account the fact that people are beings in relation who influence one another. This approach also considers that the whole represents more than the mere sum of elements.
Negotiation	Interactive process which aims at a balance between participants' expectation, demands, needs, and resources.
Participation	Voluntary involvement in an activity with commitment and interest. Participation is linked to the concept of «empowerment».
Pertinence	Adequacy with objectives.
Precision	Use of principles, knowledge, rules and instruments, taking details into account, in order to reach exactness in one's actions.
Respect of Ethics and Deontology Principles	Health care based on the code of ethics and deontology.
Respect of Health Care Rules and Principles	Practice adequate to the person and their context and based on scientific evidence.
Respect of the Person	Acceptation of the other, considered as a unique being who possesses their own characteristics as well as others common to ours. Includes self-respect.
Responsibility	Take responsibility and answer for one's actions and their consequences.
Satisfaction	Meet expectations and needs in time.
Search for Excellence	Continuous research process for a higher quality level. This process takes into account the user's/ organization's/nurse's various objectives, competences, beliefs and values in order to reach the highest level of satisfaction and minimize any negative impact in the health care process.

COMPETENCES, CAPACITIES, CRITERIA AND INDICATORS

Competence 1: MANAGE PROFESSIONAL RESOURCES AND KNOWLEDGE

Mobilize –material, human, time and knowledge– resources and decide on their rational use in order to meet people's and organizations' needs.

Criteria Examples of indicators

Capacity 1.1 TAKE PART IN A RESEARCH PROGRAMME USING A SCIENTIFIC APPROACH

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| <ul style="list-style-type: none"> • Critical thinking • Precision • Pertinence • Creativity | <ul style="list-style-type: none"> • Question reality in a broad sense • Determine issues to be investigated • Clearly determine one's objectives • Select adequate methods • Rigorously analyze results • Suggest feasible solutions |
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Capacity 1.2 MANAGE DATA

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| <ul style="list-style-type: none"> • Respect of ethics and deontology principles • Pertinence | <ul style="list-style-type: none"> • Select credible sources of information • Ensure data confidentiality • Transmit data in an adequate way • Use appropriate tools |
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Capacity 1.3 USE INFORMATION AND COMMUNICATION TECHNOLOGIES

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|---|---|
| <ul style="list-style-type: none"> • Precision • Responsibility | <ul style="list-style-type: none"> • Use systems which can be applied to nursing care • Use databases • Use communication technologies |
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Capacity 1.4 INVOLVE ONESELF IN PROFESSIONAL DEVELOPMENT

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| <ul style="list-style-type: none"> • Autonomy • Responsibility • Quality promotion | <ul style="list-style-type: none"> • Accept challenges • Show interest in different situations • Show availability • Make the most of learning situations |
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Capacity 1.5 WRITE PROFESSIONAL DOCUMENTS

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| <ul style="list-style-type: none"> • Precision • Critical thinking • Respect of ethics and deontology principles | <ul style="list-style-type: none"> • Write summaries • Write clearly • Write rigorously • Respect norms |
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Capacity 1.6 DELEGATE ACTIVITIES

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| <ul style="list-style-type: none"> • Responsibility • Autonomy | <ul style="list-style-type: none"> • Respect others' functions • Maintain responsibility • Supervise delegated activities |
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Capacity 1.7 USE TOOLS AND EQUIPMENTS

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| <ul style="list-style-type: none"> • Precision • Efficiency | <ul style="list-style-type: none"> • Select the adequate tools to be used • Respect use norms • Set priorities in use • Ensure equipment security • Avoid wasting |
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Capacity 1.8 MANAGE THE PHYSICAL ENVIRONMENT

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| <ul style="list-style-type: none"> • Respect of health care rules and principles • Security | <ul style="list-style-type: none"> • Organize spaces • Ensure biological, chemical and physical security • Respect others' personal space |
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Competence 2: CONCEIVE A HEALTH CARE PROJECT

Analyze a situation and exercise clinical judgement, build a health care plan focused on the person's needs and health projects, in order to reach results specific to nursing.

Criteria Examples of indicators

Capacity 2.1 FIND ONE'S PLACE INSIDE THE HEALTH SYSTEM

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| <ul style="list-style-type: none"> • Coherence • Critical thinking | <ul style="list-style-type: none"> • Take health priorities into account • Consult the health resources available • Take the various health programmes into account |
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Capacity 2.2 COLLECT DATA

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| <ul style="list-style-type: none"> • Holistic approach • Precision • Autonomy • Pertinence • Critical thinking | <ul style="list-style-type: none"> • Observe in a systematic way • Collect data in an adequate way • Show autonomy in collecting data • Involve the person • Select pertinent data • Balance formal and informal data when collecting data • Correctly use data collection tools and instruments • Identify resources and support networks |
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Capacity 2.3 ANALYZE DATA

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| <ul style="list-style-type: none"> • Holistic approach • Pertinence • Critical thinking • Coherence | <ul style="list-style-type: none"> • Elaborate pertinent conclusions • Bring quality arguments • Identify real, potential, expressed or unexpressed needs • Detect risk situations |
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Capacity 2.4 DETERMINE A NURSING DIAGNOSIS

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| <ul style="list-style-type: none"> • Holistic approach • Precision • Coherence • Negotiation | <ul style="list-style-type: none"> • Use the recommended taxonomy • Correctly build one's diagnosis • Adjust the diagnosis to the situation (the diagnosis translates the person's situation) • Validate the diagnosis with the patient |
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Capacity 2.5 PRESCRIBE NURSING INTERVENTIONS

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|---|---|
| <ul style="list-style-type: none"> • Precision • Respect of health care rules and principles • Respect of ethics and deontology principles • Autonomy • Coherence • Critical thinking | <ul style="list-style-type: none"> • Adjust interventions to diagnoses and objectives • Adjust interventions to the person • Base prescriptions on scientific evidence • Be exhaustive in one's prescription of interventions |
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Capacity 2.6 PLAN HEALTH CARE

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| <ul style="list-style-type: none"> • Autonomy • Coherence • Critical thinking • Negotiation • Continuity | <ul style="list-style-type: none"> • Clearly determine objectives, in terms of observable behaviours • Set priorities • Determine a feasible plan • Negotiate the plan with the person • Provide types of evaluations or indicators • Take the health care team into account (including informal nurses) |
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Capacity 2.7 EVALUATE THE PROCESS AND INTERVENTION RESULTS

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| <ul style="list-style-type: none"> • Autonomy • Coherence • Critical thinking • Continuity • Precision | <ul style="list-style-type: none"> • Take expected results into account • Describe all the changes brought by the health care provided • Review the plan • Collect new pieces of information |
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Competence 3 : ESTABLISH A PROFESSIONAL RELATIONSHIP

Interact in accordance with each and everyone's role and with respect towards others and oneself in order to establish a trusting relationship between all.

Criteria	Examples of indicators
Capacity 3.1 ESTABLISH A TRUSTING RELATIONSHIP	
<ul style="list-style-type: none"> Holistic approach Respect of the person Participation Coherence Empathy 	<ul style="list-style-type: none"> Adapt verbal language to non-verbal language Use language adapted to the person and context Respect habits, norms, beliefs, tendencies and behaviours Introduce oneself using one's name Call the person by their name Practise active listening Introduce oneself as a resource person Be civic-minded Be cordial
Capacity 3.2 PROVIDE PSYCHOLOGICAL SUPPORT	
<ul style="list-style-type: none"> Holistic approach Respect of the person Autonomy 	<ul style="list-style-type: none"> Show availability Make it easier for the person to express their feelings and emotions Respect the limits of a professional relationship Give helping answers
Capacity 3.3 INFORM AND EDUCATE	
<ul style="list-style-type: none"> Coherence Collaboration Pertinence Creativity Satisfaction 	<ul style="list-style-type: none"> Make plans according to the target population's needs Use adequate communication means Use research results best adapted to the target population Select adequate pedagogical techniques Rigorously use the adequate pedagogical techniques Stimulate the patient's, peers' and organizations' participation Validate the patient's understanding of the message
Capacity 3.4 WORK IN TEAM	
<ul style="list-style-type: none"> Respect of the person Autonomy Negotiation Coherence 	<ul style="list-style-type: none"> Act in accordance with one's role Lead the person towards the adequate organization or team member Integrate oneself into the team Show an assertive behaviour Focus one's action on common objectives Search for pertinent solutions to solve conflicts
Capacity 3.5 MANAGE ONE'S EMOTIONS	
<ul style="list-style-type: none"> Respect of the person Critical thinking 	<ul style="list-style-type: none"> Know the consequences of one's emotions on one's behaviour Have adequate behaviours in different situations Use strategies which favour emotional well-being

Competence 4 : CARRY OUT AUTONOMOUS OR PRESCRIBED HEALTH CARE

Take action in all 3 levels of prevention in order to bring assistance to the person in satisfying their needs and experiencing health transition processes.

Criteria	Examples of indicators
Capacity 4.1 CARRY OUT AUTONOMOUS AND INTER-DEPENDENT PROMOTION, PREVENTION, CURATIVE, REHABILITATION AND PALLIATIVE HEALTH CARE	
<ul style="list-style-type: none"> Precision Respect of the person Respect of ethics and deontology principles Respect of health care rules and principles Responsibility Security 	<ul style="list-style-type: none"> Observe in a systematic way Carry out health care with dexterity Ensure security Respect the person's will Respect norms Carry out health care without making any mistake Take adapted initiatives Find an adequate solution to an unusual situation

CONTINUOUS INTEGRATION OBJECTIVE

Plan, carry out and evaluate global nursing care provided to people, groups and communities in the various health care contexts and taking into account the necessary and available resources.

Manage health care and coordinate resources in order to reach high-performance health objectives.

Take responsibility through personal and professional development in order to invest the social role of the profession and to defend the improvement of the quality of professional practice.

SITUATIONS FAMILY – COMMUNITY –

Context

Health of a geopolitical community or of a group. Work is done in a health care centre or other organization: enterprise, school, town hall . .

Conditions

The student works under the teacher's and the nurse's responsibility, who guide them throughout their clinical learning. The student works in a group of at least three students.

Activities

- Integrate oneself in a nursing or multi-professional team.
- Present a timetable of the group's activities for the intervention to be carried out.
- Help the community identify health issues and available resources. Collect information (epidemiological data, demographic/health indicators, etc), using IT resources or observation, interviews, questionnaires and other evaluation tools.
- Organize information by emphasizing the environmental, psychological, economic, social components of health determinants/issues.
- Discuss, validate and determine diagnoses priorities with community partners.
- Discuss, validate intervention strategies with community partners.
- Elaborate the health care plan and discuss it with the teacher.
- Encourage adherence to vaccination and administer vaccines.
- Elaborate the health education plan for a group at any prevention level.
- Stimulate, host, lead health education actions.
- Use and/or elaborate indicators in order to evaluate results.
- Elaborate and discuss with the team and the teacher a report in which the methods used and actions developed are described and analyzed.
- Analyze and discuss with the teacher and peers the aspects of the practice context which make easier or harder the role of nurse in a community.



SITUATIONS FAMILY – HOSPITAL –

Context

Health care situation in a hospital environment (medicine, surgery, psychiatry, paediatrics, intensive care...). The student is co-responsible for 2 to 4 ill patients, depending on these patients' capacity in self-health care. One of the patients shows a high level of dependence and/or is in an life ending situation.

Conditions

The student works under the chief nurse's and the teacher's responsibility.

Activities

- The student collects data using various information resources in order to elaborate the health care plan, which they validate together with the patient and/or a significant person and with the nurse responsible for their clinical teaching and/or the teacher.
- Carry out planned health care.
- Take part in diagnosis examinations.
- Provide therapeutic health care.
- Record the analysis of risk management in accordance with one of the patients' needs.
- Diagnose and prescribe wound treatment.
- Diagnose the patient's and/or family's lacks of knowledge and plan, provide individual teaching.
- Establish a trusting relationship with the patient and their family.
- Record the evolution process of the patients' clinic situation.
- Transfer information to ensure health care continuity.
- Take care of a patient's admission or prepare their return home or their transfer to another ward.

SITUATIONS FAMILY – DOMICILE –

Context

Health care situation at a person's domicile; the person does not live on their own. The student is co-responsible for 2 to 4 ill patients, depending on these patients' capacity in self-health care. The patients may have a change in their role and/or may not accept their situation. They may also undergo conscience changes. One of the patients has had a recent diagnosis or may need palliative care.

Conditions

The student works under the teacher's and nurse's responsibility who guide them throughout their clinic learning.

Activities

- Help the patient and/or their family to select community resources and help networks.
- Use instruments which help to identify silenced situations, dependence/isolation/suffering/depression issues, etc.
- Describe the environment and the need to adapt it to the person.
- Elaborate the patient's and their family's health care plan, which the student validates together with them, with the teacher and/or nurse.
- Carry out planned health care.
- Control symptomatology using non-pharmacological or pharmacological measures.
- Ensure the administration of therapeutic health care.
- Use infection control measures.
- Every week, record a systematic review of the patients' and families' situations of whom the student is charge.



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RESPONSIBLE EDITOR : **Albert Leroy, HENAM**

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GRAPHIC DESIGN : **Nathalie da Costa Maya, CDCS asbl, Bruxelles**

MEMBERS OF THE PORTUGAL TEAM

Anabela Salgueiro

Ana Paula Gaudêncio

Antónia Maria Espadinha

António Amaral

António Sampaio

Carlos Margato

Clarisse Fontoura

Cristina Cardoso

Gracinda Manso

Helena Paula Duque

Helena Pestana

José Carlos Nelas

José Hermínio

Laura Viegas

Luís Batalha

Margarida Pimenta

Amélia Valadas

Maria da Conceição

Maria Eugenia Moraes

Maria Margarida Prendi

Maria Rita Alves

Natália Ribeirinho

Patrícia Alves