



Pilot Project Leonardo da Vinci

Managed by HENAM : B/06/B/F/PP-144.008



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EUROPEAN REFERENCE GUIDE FOR COMPETENCES IN NURSING

The curriculum design is based on a model, the foundation of which involves the major concepts of Person, Environment, Health and Nursing. Sub-concepts clarify major concepts as they relate to the practice of nursing. The threads serve to guide the curriculum by ensuring that the common themes necessary for nursing practice are addressed throughout the seven quarters. The curriculum includes general and basic related courses which enable the student to analyze, select, and integrate appropriate theory into the practice of nursing. The clinical component of the curriculum provides opportunities for students to gain experience in a variety of acute care and community-based settings.

The integration of physiological, psychological, sociological, and spiritual life components is inherent in the concept of **Person** as a holistic being. The development which occurs in these components over the lifespan from conception to death influences the Person's health behaviours and guides the management of nursing care.

The concept of **Environment** provides the structure for understanding those elements external to the person which affect health-seeking behaviours. Individual and family relationships, the values and beliefs of one's culture, and the resources available within the home and community encompass the person's environment.

Health is viewed as the varying levels of wellness which occur throughout a lifespan. Health promotion, maintenance, and rehabilitation are integral parts of nursing. A person's level of wellness, knowledge, and ability to participate in self-care activities determines health care needs.

Nursing is a nurturing, interpersonal, caring relationship which focuses on the person and the environment in the promotion, maintenance and rehabilitation of health or provision of support through the dying process. The Nurse's functions lie in the roles of provider of care and manager of care and as an integral member of the discipline of nursing.

The Nursing Process is the method used to form an organizational framework for providing and managing care.

In the role of manager of care, the nurse promotes self-care behaviours. Self-care is the practice of activities which persons perform on their own behalf to maintain life, health, and well-being.

Communication is a dynamic interpersonal process using verbal and non-verbal skills to share information. The nurse uses communication skills in interviewing, counselling, negotiating, delegating, collaborating, documenting, and teaching during their professional practice.

Critical thinking is a framework for problem solving by which a person can identify and analyze the assumptions underlying the actions, decisions, values and judgment of themselves and others. As the student progresses through the nursing curriculum, critical thinking skills are developed to enhance logical reasoning in the application of biological, psychological and sociological sciences.

Health care economics or fiscal impact of health care is studied throughout the curriculum to enhance students' awareness of the importance of economic factors which affect the availability of health care services and the ability to provide care in a cost-effective manner.

Accountability is the student's responsibility for practice within the legal and ethical boundaries of the profession.

Source: Colombia State Community College,
<http://www.csc.edu/Nursing/nursframework.htm>

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<http://www.mz.gov.pl/wwwmzold/index?ml=en>

<http://www.izbapiel.org.pl/index.php?id=12>

<http://opolipip.w.interia.pl/>



Autonomy	Govern oneself, take informed decisions Responsibility
Coherence	Adequate links between elements (actors, activities, methods, theory, practice and objectives) to ensure efficiency of action to complete objectives.
Collaboration	Persons, groups and organizations linked and working together, through a defined mechanism of collaboration, coordination and communication, in achieving common objectives, for mutual benefit and the best results.
Comprehension	Be capable of explaining links, mechanisms, meanings.
Continuity	Continuous process of health care at all levels, providing resources, knowledge and activities by strategy, planning and acting.
Creativity	Ability to create and produce new ideas and to combine and reorganize elements. The person doesn't create from scratch, they discover, mix, combine, summarize already existing ideas, facts and techniques. Characteristics to be developed: Look for possibilities rather than solutions Positively cope with difficulties Be 'zen' through ambiguity Be open to intuitions Dare to take risks.
Critical Thinking	Systematic process of questioning reality in search of better knowledge.
Efficiency – Respect of Resources	Obtain and assign well managed, cost-effective and accessible human resources, material, money, time and other properties in a transparent and sufficient way, and ensure that health care objectives are reached.
Ethics and Professional Peontology Principles	Respect values and ethical principles governing nursing practice and conducting the relationships expressed in various codes and declarations.
Holistic Care	A way to care while considering the person in their various aspects (physical, psychological, social and spiritual). These aspects are linked to each other and the ways to care consider that the totality of these aspects is more important than the mere sum of them.
Negotiation	Process of interaction to balance players' needs, expectations, and resources.
Participation	Participation combines two aspects : Take part in an activity and bring or share elements Get involved in a voluntary way The intervention of the target group in the decisions is linked with one or more steps of a project or a programme: analysis of needs, choice of strategies, creation and evaluation. Participation is linked with empowerment.
Partnership	To be associated in a group pursuing the same aims (in health) Interpersonal and inter-sectorial Sharing resources.
Precision	Take details into account according to rules.
Respect of the Person, of Dignity	Accept the other as a unique person with specific characteristics as well as others similar to ours.
Respect of Principles and Health Care Rules	Take into account / consider scientific evidences and favour the best way.
Responsibility	Ability to make decisions and to act according to one's conscience and to the respect for others; assume one's responsibility and the consequences of one's acts within respect of values, ethics, law and moral.
Search for Quality	Implement actions in order to maximise health care quality and risk management, taking into account different norms and recommendations Search for continuous improvement, towards excellence.
Security	Prevent risk(s) of the situations to ensure safety and a confident climate. Implement actions conform to recommendations, validated procedures, the person's and/or the group's resources.

COMPETENCES, CAPACITIES, CRITERIA AND INDICATORS

Competence 1: **MANAGE RESOURCES AND PROFESSIONAL KNOWLEDGE**

In order to get involved in one's professional development, take part in, organize and apply research results, using material resources, among others information and communication technology. Write reports on this research.

Criteria	Examples of indicators
Capacity 1.1 ORGANIZE RESEARCH USING A SCIENTIFIC APPROACH	
<ul style="list-style-type: none"> • Coherence • Critical thinking 	<ul style="list-style-type: none"> • Relevant research of documents • Accuracy of the analysis • Quality of the arguments
Capacity 1.2 MANAGE DATA	
<ul style="list-style-type: none"> • Critical thinking • Respect of principles • Coherence 	<ul style="list-style-type: none"> • Analysis of documents • Apply professional procedures • Appropriate use of information
Capacity 1.3 USE INFORMATION AND COMMUNICATION TECHNOLOGIES	
<ul style="list-style-type: none"> • Respect of principles • Comprehension • Creativity 	<ul style="list-style-type: none"> • Efficient management of the file folders • Appropriate use of software programmes • Creativity
Capacity 1.4 GET INVOLVED IN PROFESSIONAL DEVELOPMENT	
<ul style="list-style-type: none"> • Search for quality • Autonomy • Responsibility • Respect of person 	<ul style="list-style-type: none"> • Appropriate use of professional literature • Argumentation of one's choices • Development of a professional identity • Willingness of learning
Capacity 1.5 APPLY IN PRACTICE CURRENT KNOWLEDGE AND SCIENTIFIC RESEARCH IN FIELDS OF MEDICAL AND SOCIAL SCIENCES, NURSING THEORY, LAW REGULATION OF NURSING PROFESSION AND HEALTH CARE.	
<ul style="list-style-type: none"> • Comprehension • Critical thinking • Coherence 	<ul style="list-style-type: none"> • Update current knowledge • Update scientific research results • Appropriate use of knowledge • Adequate links between elements

Competence 2: **DESIGN A HEALTH CARE PLAN**

Collect and analyze data in order to identify real and potential needs and establish a diagnosis. Plan interventions and evaluate the process and results. Take the health system at all stages of the process.

Criteria	Examples of indicators
Capacity 2.1 RESPECT THE RULES OF THE HEALTH CARE SYSTEM	
<ul style="list-style-type: none"> • Coherence 	<ul style="list-style-type: none"> • Appropriate standard of procedure
Capacity 2.2 COLLECT DATA	
<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Autonomy of the data collection process • Relevance of the information collected • Speed in the collection of information
Capacity 2.3 ANALYSE THE COLLECTED DATA	
<ul style="list-style-type: none"> • Holistic care • Coherence • Creativity 	<ul style="list-style-type: none"> • Holistic analysis in different aspects • Adequacy between elements • Prioritization of problems
Capacity 2.4 IDENTIFY REAL, POTENTIAL, LATENT, UNEXPRESSED NEEDS AND DEMANDS	
<ul style="list-style-type: none"> • Respect of the person • Collaboration • Coherence • Holistic care 	<ul style="list-style-type: none"> • Respect of the person • Active participation of the patient • Comprehensive list of the problems • Prioritization of problems
Capacity 2.5 ESTABLISH A HEALTH CARE DIAGNOSIS	
<ul style="list-style-type: none"> • Creativity 	<ul style="list-style-type: none"> • Relevance of diagnosis both for individuals and the community • Mobilization of effective resources
Capacity 2.6 PLAN NURSE INTERVENTIONS	
<ul style="list-style-type: none"> • Ethical principles • Respect of principles • Critical thinking • Collaboration 	<ul style="list-style-type: none"> • Quality of arguments • Realistic planning of activities • Coordination of multidisciplinary activities • Relevance of the plan
Capacity 2.7 EVALUATE NURSING PROCESSES AND RESULTS	
<ul style="list-style-type: none"> • Critical thinking • Holistic care • Continuity 	<ul style="list-style-type: none"> • Critical analysis of one's performance • Collection of relevant information for evaluation • Comparison of the results obtained with expected results • Relevance of proposals for remediation and change
Capacity 2.8 APPLY RULES OF PROFESSIONAL ETHICS	
<ul style="list-style-type: none"> • Ethical principles • Responsibility • Respect of principles 	<ul style="list-style-type: none"> • Appropriate recognition of ethical problems • Take responsibility • Compliance with rules and regulations • Respect for confidentiality of any information received

Competence 3 : ESTABLISH A PROFESSIONAL RELATIONSHIP

Provide psychological, social and spiritual support and/or a helping relationship in a trusting atmosphere. Inform, educate and train. Work as a team. Deal with one's emotions.

Criteria	Examples of indicators
Capacity 3.1 ESTABLISH A POSITIVE, TRUSTING RELATIONSHIP	
<ul style="list-style-type: none"> • Respect of the person • Creativity 	<ul style="list-style-type: none"> • Adequate introduction • Active listening • Appropriate verbal and non-verbal communication
Capacity 3.2 PROVIDE NECESSARY SUPPORT WHEN NEEDED PSYCHOLOGICAL, SOCIAL AND SPIRITUAL	
<ul style="list-style-type: none"> • Holistic care • Autonomy • Participation 	<ul style="list-style-type: none"> • Determination of needs • Respect of the needs and the aims • Help the patient to formulate adequate aims
Capacity 3.3 INFORM AND EDUCATE THE PATIENT, THEIR FAMILY AND OTHER TEAM MEMBERS	
<ul style="list-style-type: none"> • Coherence • Participation 	<ul style="list-style-type: none"> • Appropriate way of communication • Relevance of information • Completeness of information • Take feedback into account
Capacity 3.4 WORK IN TEAMS/IN PARTNERSHIP WITH THE PERSON AND/OR THE TEAM	
<ul style="list-style-type: none"> • Collaboration • Ethics 	<ul style="list-style-type: none"> • Respect of the group rules • Participation in the activities of the team • Appropriate interactions with other team members • Respect other team members
Capacity 3.5 MANAGE ONE'S EMOTIONS	
<ul style="list-style-type: none"> • Responsibility • Coherence • Creativity 	<ul style="list-style-type: none"> • Self control • Adequate reaction to a stressful situation • Reduce one's level of stress
Capacity 3.6 GIVE DATA, INFORMATION IN A VERBAL AND NON-VERBAL WAY	
<ul style="list-style-type: none"> • Coherence • Respect of the person • Creativity 	<ul style="list-style-type: none"> • Relevant attitude/ behaviour • Adequate communication • Use adequate tools

Competence 4 : CARRY OUT AUTONOMOUS OR PRESCRIBED HEALTH CARE

Within the framework of the various dimensions of nursing care, provide autonomous and prescribed health care.

Criteria	Examples of indicators
Capacity 4.1 CARRY OUT PROMOTION AND PREVENTION HEALTH CARE AND SERVICES - LIST OF SPECIFIC HEALTH CARE	
<ul style="list-style-type: none"> • Creativity • Critical thinking • Respect of principles • Coherence 	<ul style="list-style-type: none"> • Organization of events for health promotion • Ensure the areas of health needs • Respect aseptic and antiseptic rules • Screen the target population
Capacity 4.2 CARRY OUT CURATIVE, REHABILITATION HEALTH CARE AND SERVICES - LIST OF SPECIFIC HEALTH CARE	
<ul style="list-style-type: none"> • Security • Comprehension • Precision • Respect of the person • Respect of principles • Continuity 	<ul style="list-style-type: none"> • Organization of safety environment at work • Respect of epidemiological rules • Respect of medical prescription • Appropriate calculation of medication doses • Dexterity • Consideration for the wellbeing of the patient: intimacy, physical and psychological comfort, safety • Compliance with standards and procedures • Accuracy and completeness of the content of written reports

CONTINUOUS INTEGRATION OBJECTIVE

Respecting ethics and deontology, conceive, carry out and evaluate a health project for a person, a family or a group developing a multidisciplinary approach in different professional situations ;
Carry out researches using tools and scientific resources ;
Carry out therapeutic education and health care education ;
Show a reflexive way of thinking into one's practice.

SITUATIONS FAMILY – HOSPITAL –

Context

The student takes care of a group of about two - six patients. They give the follow-up to the competent practitioner (nurse). The student should present a written analysis describing the patient's problems and suggesting possible solutions using accessible information technology. Their task is to collect data about the patient, to identify nursing problems and needs, to establish a nursing diagnosis, a plan of nursing care, to inform and educate, to perform nursing procedures and to evaluate all activities in written records. The student's role as a collaborative partner is to establish a professional relationship.

During evaluation, the student should show an attitude of willingness, control their emotions and respect the rules of ethics and deontology.

Criteria

- Coherence
- Collaboration
- Ethics and professional deontology principles
- Precision
- Respect of the person, of dignity
- Respect principles and health care rules
- Search for quality
- Security

SITUATIONS FAMILY – PRIMARY HEALTH CARE –

Context

The student uses a theoretical background in a professional practice, consults the competent practitioner (nurse), pinpoints the patient's issues, suggests solutions, plans solutions, is able to critically analyze, inform and educate and evaluate nursing practice. This process emphasizes primary care management of common, acute and chronic health care issues in culturally diverse young to middle-aged adult patients. The student uses accessible information technology. The focus is placed on selected concepts, theories, and research applied to health promotion, health maintenance and prevention of disease for individuals, families, and communities. The student plays a role as a collaborative partner in the process of community development within the context of changing health and social policy. Nursing care provides opportunity for refined evaluation of the health promotion needs of a specific community and facilitation of a collaborative process to address these identified needs according to principles of primary health care.

During evaluation, the student should show an attitude of willingness, control their emotions and respect the rules of ethics and deontology.

Criteria

- Continuity
- Holistic care



SITUATIONS FAMILY – COMMUNITY –

Context

The student's task is to take care of a family in a living-learning situation through group processes emphasizing social, environmental and personal interactions and by encouraging the individual to learn social interactions from these processes. The student has a role as a collaborative partner in the process of community development within the context of changing health and social policy.

The student uses a theoretical background in a professional practice in an autonomous way in typical situations and proposes solutions in atypical situations. The student practices nursing care through nursing process and analyzes and evaluates situations using accessible information technology.

Nursing care provides opportunity for refined evaluation of the health promotion needs of a specific community and facilitation of a collaborative process to address these identified needs according to principles of community care.

During assessment, the student should show an attitude of willingness, control their emotions and respect the rules of ethics and deontology.

Criteria

- Autonomy
 - Creativity
 - Critical thinking
 - Responsibility
-



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

RESPONSIBLE EDITOR : **Albert Leroy, HENAM**

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

POLAND PARTICIPANTS NATIONAL VALIDATION GROUP

Dariusz Klonowski

Barbara Bialkowska

Anna Krzaczek

Agnieszka Wolinska

Stanisława Zawadzka

Iwona Makuch

Lucyna Krakowska

Barbara Czerny

Norbert Krajczy

Andrzej Brodziak

Ryszard Knosala

Krystyna Ciemniak

Marek Szymkowicz