

**Competencies to Facilitate Seamless Nursing Educational Transition in Indiana** (accepted by CINDD 10-2015 and ICN/INAC Education Committee/IONE 11-2015)

**Indiana Center for Nursing/Indiana Action Coalition Education Subcommittee** (Review yearly with CINDD and IONE)

Licensed Practical Nursing Programs	Associate Degree/ Diploma Programs	Baccalaureate/ Baccalaureate with Major in Nursing and Associate Degree	Baccalaureate/ Baccalaureate with Major in Nursing Degree	Master's /Master's with Major in Nursing Degree	Doctorate of Nursing Practice	PhD in Nursing DNS, DNSc
Added by ICN/INAC Education Subcommittee	Indiana Commission on Higher Education Articulation Pathways Nursing Sub-Committee State of Indiana Public Schools of Nursing*	Indiana Commission on Higher Education Articulation Pathways Nursing Sub-Committee State of Indiana Public Schools of Nursing*	Indiana Commission on Higher Education Articulation Pathways Nursing Sub-Committee State of Indiana Public Schools of Nursing*	Added by ICN/INAC Education Subcommittee	Added by ICN/INAC Education Subcommittee	Added by ICN/INAC Education Subcommittee and IONE after recommendation by the Council of Indiana Nursing Deans and Directors (10-14-15)
<i>NLN Competencies for Graduates of Practical/Vocational Programs (2012) which LPN Programs shall meet.</i>	<i>NLN Competencies for Graduates of Associate Degree and Diploma Programs (2012) which ASN Programs shall meet.</i>	<i>Quality and Safety Education for Nurses (QSEN, 2007) pre licensure competencies, which both Associate and Baccalaureate programs shall meet.</i>	<i>The Essentials of Baccalaureate Education for Professional Nursing Practice (2008) which Baccalaureate programs shall meet.</i>	<i>The Essentials of Master's Education (2011) which Master's programs shall meet. Graduate-level QSEN competencies (AACN, 2012) which all graduate nursing programs shall meet.</i>	<i>The Essentials of Doctoral Education for Advanced Nursing Practice (2006) which DNP programs shall meet.</i>	<i>The Research-Focused Doctoral Program in Nursing (2010) Expected Outcomes:</i>
			<p><b><u>Essential I: Liberal Education for Baccalaureate Generalist Practice</u></b> Achievement of the statewide General Education Core Competencies meets this essential.</p>	<p><b><u>Essential I: Background for Practice from Sciences/Humanities</u></b> Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement</p>	<p><b><u>Essential I: Scientific Underpinnings for Practice</u></b> The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the</p>	<p><b><u>Develop the Science</u></b> Master in-depth knowledge in a substantive area Appreciate the history and philosophy of science Understand the evolving nature of the nursing discipline Critique and integrate different science perspectives in the conduct of research Generate new ideas</p>

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				of nursing care across diverse settings.	conceptual foundation of nursing.	based on a critical evaluation of existing knowledge Conduct original research Utilize professional and research ethics and judgment in the conduct of research Assume leadership in the conduct of culturally competent scholarship to improve nursing practice Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession

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<p><b><u>Nursing Judgment</u></b> Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.</p>	<p><b><u>Nursing Judgment</u></b> 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.</p>	<p><b><u>Quality Improvement</u></b> Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. <b>Safety:</b> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p><b><u>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</u></b> Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.</p>	<p><b><u>Essential II: Organizational and Systems Leadership</u></b> Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective. <b>Graduate Level QSEN Safety**:</b> Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.</p>	<p><b><u>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</u></b> Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.</p>	

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				<p><b><u>Essential III: Quality Improvement and Safety</u></b>  Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.</p> <p><b>Graduate Level QSEN Quality Improvement**:</b>  Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</p>		

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<p><b><u>Spirit of Inquiry</u></b> Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.</p>	<p><b><u>Spirit of Inquiry</u></b> 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.</p>	<p><b><u>Evidence-based Practice:</u></b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><b><u>Essential III: Scholarship for Evidence Based Practice</u></b> Professional nursing practice is grounded in the translation of current evidence into one's practice.</p>	<p><b><u>Essential IV: Translating and Integrating Scholarship into Practice</u></b> Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results. <b><u>Graduate Level QSEN Evidence-Based Practice**:</u></b> Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</p>	<p><b><u>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</u></b> DNP programs focus on the translation of new science, its application and evaluation. In addition, DNP graduates generate evidence through their practice to guide improvements in practice and outcomes of care.</p>	

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		<p><b>Informatics:</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p><b>Essential IV: Information Management and Application of Patient Care Technology</b> Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.</p>	<p><b>Essential V: Informatics and Healthcare Technologies</b> Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care. <b>Graduate Level QSEN Informatics**:</b> Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p><b>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</b> DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings.</p>	

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			<p><b><u>Essential V: Health Care Policy, Finance, and Regulatory Environments</u></b>  Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.</p>	<p><b><u>Essential VI: Health Policy and Advocacy</u></b>  Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.</p>	<p><b><u>Essential V: Health Care Policy for Advocacy in Health Care</u></b> DNP graduates are prepared to design, influence, and implement health care policies that frame health care financing, practice regulation, access, safety, quality, and efficacy (IOM, 2001).</p>	<p><b><u>Steward the Discipline</u></b>  Integrate the components of scholarship: research, teaching, mentoring, and service to the profession  Communicate scholarship including peer- refereed publications and presentations for professional interdisciplinary audiences  Understand the evolving roles and responsibilities of a nurse scholar</p>

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<p><b><u>Professional Identity</u></b> Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.</p>	<p><b><u>Professional Identity</u></b> 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.</p>	<p><b><u>Teamwork and collaboration:</u></b> Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p><b><u>Essential VI: Inter professional Communication and Collaboration for Improving Patient Health Outcomes</u></b> Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p><b><u>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</u></b> Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care. <b><u>Graduate Level QSEN Teamwork/ Collaboration**:</u></b> Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p>	<p><b><u>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes1</u></b> DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.</p>	<p><b><u>Educate the Next Generation</u></b> Conduct team science and participate and lead interdisciplinary research teams Provide professional and research mentorship to others Contribute to a global community of scholars Contribute to the formal and informal education of future nurses through discovery, application, and integration</p>



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<p><b>Human Flourishing</b> Promote the human dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.</p>	<p><b>Human Flourishing</b> Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.</p>	<p><b>Patient-centered Care:</b> Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</p>	<p><b>Essential VII: Clinical Prevention and Population Health</b> Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice. <b>Essential VIII: Professionalism and Professional Values</b> Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing. Learning opportunities, including direct clinical experiences</p>	<p><b>Essential VIII: Clinical Prevention/ Population Health for Improving Health</b> Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, culturally appropriate concepts in planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, aggregates identified populations. <b>Graduate Level QSEN Patient-centered Care**:</b> Recognize patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for</p>	<p><b>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</b> DNP graduate has a foundation in clinical prevention and population health. This foundation will enable DNP graduates to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health.</p>	

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			<p><b><u>Essential IX: Baccalaureate Generalist Nursing Practice</u></b> The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</p>	<p>patient preferences, values, and needs.</p> <p><b><u>Essential IX: Master's-Level Nursing Practice</u></b> Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.</p>	<p><b><u>Essential VIII: Advanced Nursing Practice</u></b> All DNP graduates are expected to demonstrate refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization.</p>	

\*Associate and Baccalaureate Degrees granted from public institutions in the State of Indiana will meet the curricular standards published by National Professional Organizations in nursing. Associate Degree Programs will meet the National League for Nursing (NLN) Competencies (National League for Nursing); Baccalaureate Degree Programs will meet the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Practice (AACN, 2008); and both degree programs will meet the Quality and Safety Education Network (QSEN) (Cronenwett, et al., 2007) knowledge, skills, and attitudes.

\*\*Graduate-level QSEN competencies (AACN, 2012) listed for master's level degrees but relevant to all graduate nursing education.

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