



Project Title: ENhANCE: European curriculum for family and Community nurses
Contract No: 2017 - 2976 / 001 - 001
EU Programme: Erasmus plus
Start of project: 1 January 2018
Duration: 3 years

FCN EUROPEAN CURRICULUM – FINAL REVIEW EQF7 LEVEL – FINAL DRAFT

Authors:

Serena Alvino (SI4LIFE), Barbara Mazzarino (SI4LIFE), Yuri Piccione (SI4LIFE), Ioanna V. Papathanasiou (UTH), Evangelos C. Fradelos (UTH), Sofia Kastanidou (UTH), Georgia Garani (UTH), Konstantinos Tsaras (UTH), Dimitrios Papagiannis (UTH), Madeleine Diab (AFBB), Lars Oertel (AWV), Francesca Pozzi (ITD-CNR), Francesca Dagnino (ITD-CNR), Flavio Manganello (ITD-CNR), Marta Romagnoli (ITD-CNR), Loredana Sasso (UNIGE), Annamaria Bagnasco (UNIGE), Milko Zanini (UNIGE), Gianluca Catania (UNIGE), Giuseppe Aleo (UNIGE), Hannele Turunen (UEF), Mina Azimarad (UEF), Eftychia S. Evangelidou (ENE), Aristides Daglas (ENE), Alise Vitola (ENE), Christos Kleisiaris (HMU), Isabella Roba (ALISA), Nadia Kamel (Eurocarers).



Contents of this document are entirely produced by ENhANCE project; therefore, EACEA and European Commission have no responsibilities on them.

TABLE OF CONTENTS

INTRODUCTION	3
UNIT OF LEARNING OUTCOMES A: NEEDS ASSESSMENT	4
UNIT OF LEARNING OUTCOMES B: DECISION MAKING PROCESS	14
UNIT OF LEARNING OUTCOMES C: HEALTH PROMOTION AND EDUCATION	21
UNIT OF LEARNING OUTCOMES D: COMMUNICATION	33
UNIT OF LEARNING OUTCOMES E: NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE	37
UNIT OF LEARNING OUTCOMES F: EVIDENCE BASED APPROACH	47
UNIT OF LEARNING OUTCOMES G: ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE QUALITY OF NURSING CARE	57



INTRODUCTION

The current version of the **FCN EU CURRICULUM** includes **52 LEARNING OUTCOMES** grouped into **7 UNITS**.

The **28 CORE COMPETENCES OF THE FCN PROFESSIONAL PROFILE** have been grouped into **KEY ACTIVITIES**, i.e. into integrated group of professional competences, which are in their entirety necessary to perform a task relevant to the job profile. Each Key Activity includes from 2 to 7 Core Competences.

Units of Learning Outcomes of the FCN Curriculum correspond to the identified Key Activities. Each Learning Outcome is described in terms of Knowledge, Skills and Personal and Transversal Competences.

The European Reference Curriculum for FCN developed by the ENhANCE Project targets graduate nurses (entry level: EQF6) and is aimed at EQF7 level. Thus, taken as a whole, the Curriculum can be used to design FCN specialization courses awarding 60 ECTS, and due to its flexible and modular design, it can also be used to design localized curricula awarding more or fewer ECTS. This means it can award an FCN certificate at either EQF7 or EQF6 level.

The final version of the FCN European Curriculum outlined in this document targets Learning Outcomes at EQF7 level.

UNIT OF LEARNING OUTCOMES A: NEEDS ASSESSMENT

Core Competencies

CC1	Identify and assess the health status and health needs of individuals and families within the context of their cultures and communities.
CC3	Plan, implement and assess nursing care to meet the needs of individuals, families, and the community within their scope of competence.
CC19	Multidimensional community health needs assessment to implement appropriate clinical interventions and care management.
CC21	Assess the social, cultural, and economical context of patients and their families

9 Learning Outcomes

LO1a:	Identify and assess individuals' health status and health needs
LO1b:	Identify and assess families' health status and health needs
LO1c:	Contextualize and apply needs assessment taking into account cultures and communities
LO3a:	Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence
LO3b:	Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence
LO3c:	Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence
LO19a:	Assess community health needs in a multidimensional perspective
LO19b:	Identify the appropriate clinical interventions and care management strategies for communities
LO21a:	Assess the social, cultural, and economical context of patients and their families

LO1a

Identify and assess individuals' health status and health needs

KNOWLEDGE

- Recall basic methods of epidemiological research for diseases.
- Quote the frequency of common diseases regarding certain individual, community context and time characteristics.
- Recognize and describe the needs of individuals, even in complex situations, demonstrating highly specialized knowledge about them.
- Classify the determinants of individuals' health and illness.
- Be critically aware of the concept of "frailty" and related issues and recognize frailty situations of individuals, even in complex situations
- Identify the proper standardized and validated assessment tools for individuals' health status and health needs.
- Identify possible health threats or risks for individuals within the cultural context and the targeted community.

SKILLS

- Evaluate all the dimensions (biological, mental, spiritual, social) of individuals' health status.
- Perform a specialised assessment on health status with the use of standardized and validated evaluation tools.
- Assess individuals' health needs within a specific cultural context, even in complex situations
- Detect frequent health problems of individuals within a specific cultural context.
- Collect individuals' data through observation, interview and physical examination.
- Compose a nursing report of the identified level of individuals' health status, health needs and health risks

PERSONAL AND TRANSVERSAL COMPETENCES

- Perform a highly specialized analysis of health status and health needs of individuals within a specific cultural and community context.
- Take responsibility on cooperation with individuals in order to detect health problems and assess health needs.
- Apply critical thinking to the identification of individuals' health problems.
- Demonstrate an intra and interdisciplinary team approach to detect health problems of individuals within the context of their cultures and communities.
- Compose the nursing report AUTONOMOUSLY

NOTES:

Competencies related to professional standards are addressed in LO15a

LO1b

Identify and assess families' health status and health needs

KNOWLEDGE

- Differentiate needs assessment on the base of the systemic – family approach.
- Classify the determinants of families' health status.
- Recognize and describe families' health needs, even in complex situations, demonstrating highly specialized knowledge about them.
- Define and describe frailty situations of family members (caregivers), demonstrating highly specialized knowledge about them.
- Identify the proper standardized and validated assessment tools for families' health status and health needs.
- Identify possible health threats or risks for families within the cultural context and the targeted community.

SKILLS

- Evaluate all the dimensions (biological, mental, spiritual, social) of families' health status.
- Estimate family members' relations.
- Perform a specialised assessment on families' health status with the use of standardized and validated evaluation tools.
- Perform a specialised assessment on families' health needs within a specific cultural context.
- Detect frequent health problems of families within a specific cultural context.
- Collect families' data through observation, interview and physical examination.
- Compose a nursing report of the identified level of individuals' health status, health needs and health risks.

PERSONAL AND TRANSVERSAL COMPETENCES

- Perform a highly specialized analysis of health status and health needs of families within a specific cultural and community context.
- Take responsibility on the identification of possible health threats or risks for families
- Cooperate with family members in order to detect health problems and assess health needs.
- Apply critical thinking to the identification of families' health problems.
- Demonstrate an intra and interdisciplinary team approach to detect health problems of families within the context of their cultures and communities.
- Compose the nursing report AUTONOMOUSLY.

NOTES:

Team working competencies are addressed in LO15b

Competencies related to professional standards are addressed in LO15a

LO1c

Contextualize and apply needs assessment taking into account cultures and communities

KNOWLEDGE

- Define, describe and be critically aware of specific community characteristics that affect needs assessment, such as geographical profile, immigration, social dimensions, etc.
- Define, describe and be critically aware of specific population characteristics that affect needs assessment, such as socio-demographic, economic, and those related to work status.
- Describe and identify possible hazards (physical, chemical, biological and sociological) of a community.

SKILLS

- Evaluate and handle possible hazards (physical, chemical, biological and sociological) of a community.
- Measure specific community characteristics that affect needs assessment, such as geographical profile, immigration, social dimensions, etc.
- Measure specific population characteristics that affect needs assessment, such as socio-demographic, economic and work status related ones.
- Apply evidence-based measurement standards of health needs that take in to account cultures, communities and their social world.

PERSONAL AND TRANSVERSAL COMPETENCES

- Refer to specific population characteristics, such as socio-demographic, economic, and those related to work status.
- AUTONOMOUSLY evaluate possible hazards of a community and its social world.
- Demonstrate cultural sensitivity.
- Demonstrate critical thinking skills.
- Demonstrate an aptitude for cultural and community awareness.
- Collaborate with social care professionals and providers.

NOTES:

Competencies related to professional standards are addressed in LO15a

LO3a

Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence

KNOWLEDGE

- Outline the components and types of Nursing Diagnoses – NANDA/ICNP.
- Identify and describe in detail possible health problems and needs, demonstrating highly specialized knowledge about them.
- Identify and set priorities of nursing care, even in complex situations, demonstrating highly specialized knowledge about them.
- Establish expected outcomes (goals/objectives) of nursing care – NOC/ICNP.
- Identify the proper nursing interventions for achieving outcomes.
- Prioritize nursing interventions, even in complex situations.
- Classify priorities of nursing care: High- Emergent, Intermediate, Low.

SKILLS

- Set individual-centred, family-centred and community-centred short-term and long-term goals and outcomes.
- Organize, develop and write nursing care plans/nursing kardex/critical pathways, based on the nursing diagnosis and fulfilling specific needs.
- Set and develop nursing care plans according to preferences, values and expressed needs and within a cultural context
- Create concept maps and care plans

PERSONAL AND TRANSVERSAL COMPETENCES

- Adopt the holistic approach
- Respect ethical issues.
- Collaborate and partner with individuals, families and communities.
- Apply original thinking and specialised problem-solving skills to transform health problems and needs into nursing diagnoses and interventions
- Apply critical thinking and specialised problem-solving skills to set goals and expected outcomes.
- Create concept maps and care plans AUTONOMOUSLY

NOTES:

LO3b

Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence

KNOWLEDGE

- Outline nursing practice interventions / standards / guidelines and protocols – NIC/ICNP.
- Discriminate among different ways of treatment and interventions based on clinical judgment to enhance expected outcomes for individuals, families and communities, demonstrating highly specialized knowledge about them.
- Outline, identify and select the proper direct and indirect advanced nursing care measures for individuals, families and communities, demonstrating highly specialized knowledge about them.
- Outline, recognize and describe all nursing documentation types.

SKILLS

- Provide independent, dependent and collaborative nursing interventions.
- Provide high-quality and safe person-centred community nursing care.
- Supervise delegated care.
- Organize resources and care delivery.
- Review and revise the existing nursing care plan.
- Anticipate and prevent complications.
- Monitor and manage potential complications.
- Document nursing activities.

PERSONAL AND TRANSVERSAL COMPETENCES

- Act respectfully
- Apply critical thinking and specialised problem-solving skills when implementing advanced nursing care
- Take responsibility for setting strategies to recognize all possible consequences associated with the provided nursing actions.
- Act with accountability and in compliance with legal requirements.

NOTES:

Document nursing activities: overlaps with LO10a and LO10b

LO3c

Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence

KNOWLEDGE

- Differentiate, describe and select the means and tools that are used to assess the effectiveness of nursing care, being critically aware of their potential.
- Outline and illustrate the nursing planning process.
- Outline, identify and select the proper criteria for nursing care quality assurance and effectiveness
- Identify complex failure situations.

SKILLS

- Analyse individuals', families' and communities' responses to the proposed/ applied nursing interventions.
- Apply the criteria for nursing care quality assurance and effectiveness
- Perform a highly qualified evaluation of the outcomes of nursing interventions, based on the goals identified in the nursing plan.
- Critically analyse nursing plans and identify possible errors.
- Evaluate family strengths and areas of concern, the family's living environment including the community in which the family lives.
- Identify factors contributing to success or failure.
- Monitor the quality of nursing care
- Document results.
- Plan future care.

PERSONAL AND TRANSVERSAL COMPETENCES

- Learn from experiences with individuals, families, communities and health professionals
- Apply critical thinking and specialised problem-solving skills when planning future care
- Take responsibility for managing complex failure situations.

NOTES:

This LO overlaps with LO10a and LO10b and with LO12a LO12b LO12c and LO12d
 Competencies related to professional standards are addressed in LO15a

LO19a

Assess community health needs in a multidimensional perspective

KNOWLEDGE

- Define, describe and is critically aware of specific community healthcare needs at physical, mental, spiritual and social level, demonstrating highly specialized knowledge about them.
- Distinguish and describe the most common assessment tools that are standardized for specific populations and societies.
- Identify the impact of conducting comprehensive community and social assessments with individuals, families and communities

SKILLS

- Analyse data about the needs of specific populations and applies the analysis to his/her practice
- Identify and interact with key community leaders and influencers.
- Identify and assess target populations that may be at risk
- Select and apply the most common assessment tools that are standardized for specific populations and societies.

PERSONAL AND TRANSVERSAL COMPETENCES

- Cooperate with other health professionals, e.g. with primary, secondary and tertiary social/health care providers
- Apply critical thinking to review the strategic performance of the team.
- Cooperate with supportive social and spiritual services

NOTES:

Team working competencies are addressed in LO15b
 Competencies related to professional standards are addressed in LO15a

LO19b

Identify the appropriate clinical interventions and care management strategies for communities

KNOWLEDGE

- Outline, differentiate and describe care management strategies used in community settings, demonstrating highly specialized knowledge about them.
- Outline, identify and select the proper clinical and social interventions -NIC/ ICNP for community settings.
- Compare and select community interventions targeting primary, secondary, and tertiary prevention.
- Recognize community resources and available social support providers.

SKILLS

- Identify specific clinical interventions for specific community populations.
- Adapt clinical interventions for specific community populations to complex situations.
- Indicate strategies for quality social and health care management in community settings.
- Identify proper social interventions tailored on each community

PERSONAL AND TRANSVERSAL COMPETENCES

- Respect ethical aspects of specific populations.
- Collaborate with community members and leaders
- Cooperate with other health professionals, eg. with primary, secondary and tertiary social/health care providers
- Apply critical thinking and specialised problem-solving skills when defining the proper clinical interventions

NOTES:

Team working competencies are addressed in LO15b
 Competencies related to professional standards are addressed in LO15a

LO21a

Assess the social, cultural, and economic context of patients and their families

KNOWLEDGE

- Clarify and interpret the impact of social, political, economic, and environmental conditions that affect families' health choices and outcomes
- Recognize the elements of the social environment of patients and their families (family status, number of children, educational level, participation in clubs, etc.)
- Identify and illustrate the cultural background of patients and families (ethnicity, religion, morals and customs, minority, etc.)
- Define and describe elements of the financial level of patients and families (monthly income, employment status, insurance, home, etc.)

SKILLS

- Collect data regarding the social environment of patients and families (family status, number of children, educational level, participation in clubs, etc.)
- Evaluate patients and their families' strengths and area of concerns related to social, economic and cultural factors
- Evaluate the family's living environment for support, relationship and other factors that may impact on patients and their families' outcomes
- Assess the larger environment in which the family lives for safety, access, and social, economic and cultural issues
- Evaluate the meaning of information from socio-cultural, ethical, and economic perspectives

PERSONAL AND TRANSVERSAL COMPETENCES

- Approach patients and families WITH RESPONSIBILITY, open-mindedness and cognitive maturity.
- AUTONOMOUSLY evaluate the social status, cultural aspects and economic context of patients and their families.

NOTES:

UNIT OF LEARNING OUTCOMES B: DECISION MAKING PROCESS

Core Competencies

CC2	Make decisions based on professional ethical standards
CC11	Involve individuals and families in decision-making concerning health promotion, and disease and injury prevention, and wellbeing
CC22	Development of nurse leadership and decision-making skills to ensure clinical and healthcare effectiveness and appropriateness
CC23	Ability to negotiate healthcare with patients and their families, with the multidisciplinary team and healthcare centres

6 Learning Outcomes

LO2a	Know the main professional ethical standards
LO2b	Take decisions based on professional ethical standards
LO11a	Involve individuals and families in the decision-making process
LO22a	Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness
LO22b	Know and apply communication, counselling and negotiation strategies and techniques with different actors
LO23a	Know and apply decision-making techniques that ensure clinical and healthcare effectiveness and appropriateness

LO2a Know the main professional ethical standards	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • State the moral and ethical principles of the nursing profession. • Illustrate human rights according to international agreements • Describe professional codes, laws and regulations related to nursing practice. • Outline all nursing protocols/guidelines approved by scientific associations and health authorities 	<p>SKILLS</p> <ul style="list-style-type: none"> • Comply with ethical principles, professional code of conduct, laws and regulations. • Practise the observation of human rights according to international agreements. • Promote ongoing compliance with the key ethical principles for individuals, beneficence, and justice • Adhere to laws and regulations for nursing practice. • Continuously assess and report practices that can lead to misconduct. • Comply with and stimulate a culture of misconduct reporting
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Comply with ethical principles and professional codes of conduct. • Protect human rights in accordance with international agreements in decision-making. • Protect the dignity of individuals and their families, and consequently of their community. • Demonstrate leadership skills in ensuring adherence to ethical principles to protect the rights and well-being of individuals. 	
<p>NOTES:</p> <p>Define the relations (preparatory or not) with LO20a and LO20b</p> <p>Competencies related to professional standards are addressed in LO15a</p>	

LO2b

Take decisions based on professional ethical standards

KNOWLEDGE

- Describe in detail the decision-making process.
- Outline standards for patients' and families' safety, as well as for a safe environment
- Identify potential and actual ethical issues arising from FCN practice

SKILLS

- Take decisions according to international agreements
- integrating knowledge from different fields
- Take informed decisions in accordance with professional ethical standards.
- Take into consideration the safety of patients and families when making decisions.

PERSONAL AND TRANSVERSAL COMPETENCES

- Take the responsibility for decisions.
- Take decisions integrating knowledge from different fields
- Apply specialized problem-solving skills to take decisions.
- Collaborate with other professionals in order to take decisions.
- Comply with professional ethical standards throughout the process.
- Act in safety while taking decisions.
- Protect the dignity of individuals and their families, and consequently of their community.
- Ensure confidentiality. Be honest and true, while implementing the professional ethical standards.

NOTES:

Competencies related to professional standards competencies are addressed in LO15a

Team working competencies are addressed in LO 15b

LO11a

Involve individuals and families in the decision-making process

KNOWLEDGE

- Differentiate and describe strategies and techniques aimed at involving individuals and families in decision-making (including communication and motivation strategies and techniques), even in complex situations
- Differentiate and describe the main strategies to encourage shared decision-making concerning health promotion, disease and injury prevention and wellbeing.
- Understand and interpret preferences and choices of patients and families, integrating knowledge from different fields.

SKILLS

- Properly and effectively apply strategies and techniques aimed at involving individuals and families in decision-making.
- Properly and effectively apply communication strategies and motivation techniques to induce informed willingness, of individuals and families, for active involvement in decision-making processes.
- Act by following the steps and the rules of the decision-making process.
- Apply and ensure shared decision-making concerning health promotion, disease and injuries prevention, and wellbeing, taking into account values, preferences, and needs of individuals and families.
- Evaluate decision-making actions in partnership with individuals, families, and communities.
- Avoid negative comments concerning preferences and choices of patients and families.
- Depict a variety of options to patients and families in decision-making.
- Evaluate the risk level of patient and family involvement in decision-making.

PERSONAL AND TRANSVERSAL COMPETENCES

- Apply critical thinking and specialised problem-solving skills in order to understand and interpret preferences and choices of patients and families.
- Critically reflect on different choices in decision making.
- Respect patients' and families' choices in decision making.
- AUTONOMOUSLY organize the job following the steps and the rules of the decision-making process.
- React to patient and family choices according to the professional profile.
- Recognize individual and family preferences, values, and needs in decision making and avoid any judgments of their choices.
- Create a trusting atmosphere where individuals and families feel safe, respected and have their say in making decisions.

NOTES:

Overlaps with LO22b

Competencies related to communication strategies are addressed in LO16a

LO22a

Know and apply leadership techniques that ensure clinical and healthcare effectiveness and appropriateness

KNOWLEDGE

- Describe leadership and management techniques that are fit for the targeted strategy and population.
- Describe the role of a positive working environment in ensuring clinical and healthcare effectiveness and appropriateness.
- Describe and distinguish leadership roles in order to ensure clinical and healthcare effectiveness and appropriateness

SKILLS

- Implement the right leadership strategies to ensure clinical and healthcare effectiveness and appropriateness.
- Act as a change agent and foster innovation
- Constantly evaluate the leadership strategy.
- Change the leadership strategy if needed.
- Build coalitions, inter-sectorial partnership and networks
- Review the strategic performance of the team

PERSONAL AND TRANSVERSAL COMPETENCES

- Work as part of a multidisciplinary team.
- Create an atmosphere of respect and trust between the leader and the team members.
- Create an atmosphere of respect and trust between the team and the targeted population.
- Create a positive working climate that supports cooperation among the members of the interdisciplinary team.

NOTES:

Team working strategies are addresses in LO15b

LO22b

Know and apply decision-making techniques that ensure clinical and healthcare effectiveness and appropriateness

KNOWLEDGE

- Outline the effective and appropriate decision-making process, even in complex situations
- Identify and interpret different strategic thinking methods including thinking outside the box, if required
- Be critically aware of the main potentialities of the different strategic thinking methods and decision-making processes.
- Define, describe and be critically aware of specific community, societal and population characteristics that could influence the selection of the proper decision-making process.

SKILLS

- Describe the problem, gather relevant information, describe alternatives and evaluate them in order to take effective and appropriate decisions.
- Constantly evaluate the decision-making outcomes.
- Change the chosen decisions if needed.
- Integrate knowledge from different fields in order to take effective and appropriate decisions
- Act as a change agent and foster innovation

PERSONAL AND TRANSVERSAL COMPETENCES

- Demonstrate aptitude for original and critical thinking applied to the decision-making processes (e.g. cognitive-maturity, truth seeking, open-mindedness, analyticity, systematism)
- Communicate effectively and promote cooperative behaviours.

NOTES:

Overlaps with LO11a
 Competencies related to communication strategies competencies are addressed in LO16a

LO23a

Know and apply communication, counselling and negotiation strategies and techniques with different actors

KNOWLEDGE

- Outline, identify and select the proper counselling strategies and techniques.
- Select and locate therapeutic communication strategies and techniques.
- Select and locate effective negotiation strategies and techniques.
- Outline advanced healthcare directives.
- Define, describe and is critically aware of specific community, societal and population characteristics that could influence the selection of the proper counselling and communication techniques.

SKILLS

- Demonstrate empathy, creativity, genuine interest, compassion and a non-judgemental behaviour.
- Devote adequate time to individuals and families when expressing health related concerns and feelings.
- Support patients and families in their relations with the multidisciplinary team and healthcare centres.
- Assure proper deals when a patient loses his/her autonomy.
- Evaluate and address the needs of informal carers.
- Review the strategic performance of the multidisciplinary team

PERSONAL AND TRANSVERSAL COMPETENCES

- Demonstrate coping attitudes
- Apply critical thinking skills for problem solving.
- Interact with other members of the multidisciplinary team and healthcare centres when negotiating healthcare actions with patients and families
- Dedicate proper time and location for negotiation.
- Support inter-professional collaborations aimed at ensuring the physical and mental wellbeing of patients and their families
- Create a trusting atmosphere for discussions between the patients and their families, with the multidisciplinary team and healthcare centres.
- Assure that patients and their families feel respected, valued and considered throughout the negotiation process.
- Collaborate with social care professionals and providers

NOTES:

Team working competencies are addressed in LO15b

Competencies related to communication strategies competencies are addressed in LO16a

Communication and counselling techniques to manage relations with patients in palliative care are targeted in LO7b

UNIT OF LEARNING OUTCOMES C: HEALTH PROMOTION AND EDUCATION

Core Competencies

CC4	Enhance and promote health and prevent disease and injuries in individuals, families and communities even focusing on inequities and unique needs of subpopulations.
CC5	Apply education strategies to promote health and safety of individuals and families.
CC16	Provide patient education and build a therapeutic relationship with patients and their families.
CC17	Analytic assessment, cultural competence, program planning, and community dimensions of practice to pursue community health promotion goals together with the community multidisciplinary team.
CC18	Leadership and development, implementation and evaluation of policies for the family and the community for purposes of health promotion.
CC25	Mentoring students to promote the health, to prevent disease and injuries and to promote wellbeing of individuals and their families and communities.

10 Learning Outcomes

LO4a	Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to apply them in daily practice
LO4b	Know unique needs of subpopulations and detect and contrast the main inequities that affect them
LO5a	Know and apply the main educational strategies that can be adopted to promote health and safety of individuals and families
LO16a	Know the main educational strategies for patient education and apply them in daily practice
LO16b	Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice
LO17a	Know community health promotion goals
LO17b	Carry out health promotion programs and activities that meet the goals of the community

LO18a	Evaluate policies for health promotion at the family and community level
LO18b	Effectively coordinate, develop and implement policies for health promotion at the family and community level
LO25a	Know strategies and techniques for mentoring students and apply them in daily practice

LO4a

Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and to be able to apply them in daily practice

KNOWLEDGE

- Identify, describe in detail and health promotion and education theories, guidelines and procedures, demonstrating highly specialized knowledge about them.
- Identify and explain conditions and/or behaviours that are detrimental to the health of individuals, families and communities.

SKILLS

- Detect conditions and/or health risk behaviours
- Apply in daily practice interventions of health promotion and education that enhance the health status of community populations.
- Integrate knowledge from different fields to enhance and promote health and prevent disease and injuries.
- Constantly monitor the implementation process and evaluate the outcomes of the chosen strategies with a close observation of the inequities and unique needs of subpopulations.
- Motivate people to adopt preventive behaviours.

PERSONAL AND TRANSVERSAL COMPETENCES

- Take responsibility when detecting conditions and/or health risk behaviours AUTONOMOUSLY
- Empower the targeted individuals, families and communities to enhance and promote health, and prevent disease and injuries.
- Collaborate with other members of the multidisciplinary team while detecting health risks.

NOTES:

Team working competencies are addressed in LO15b

LO4b

Know unique needs of subpopulations and detect and contrast the main inequities that affect them

KNOWLEDGE

- Recognize and be critically aware of the unique needs of subpopulations that face inequities, such as populations with different cultural or religious backgrounds or situations of abuse
- Outline and describe social rights pillars
- State and is critically aware of how health and illness are affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age.

SKILLS

- Detect and report the unique needs of subpopulations that face inequities, such as populations with different cultural or religious backgrounds or situations of abuse
- Perform a specialized assessment of the inequities and unique health needs of subpopulations when providing health promotion and prevention of disease and injuries.

PERSONAL AND TRANSVERSAL COMPETENCES

- AUTONOMOUSLY evaluate the needs of individuals, families and communities with different cultural or religious backgrounds
- Collaborate with other members of the multidisciplinary health team while detecting needs

NOTES:

Team working competencies are addressed in LO15b

LO5a

Know and apply the main educational strategies that can be adopted to promote the health and safety of individuals and families

KNOWLEDGE

- Identify and describe in detail the main educational strategies and tools for promoting health and safety of individual and families, demonstrating highly specialized knowledge about them
- Explain and is critically aware of the benefits of health education programs for individuals' and families' health status.

SKILLS

- Evaluate the educational needs of individuals, families and communities regarding health promotion.
- Adapt educational strategies to specific needs in terms of health promotion and safety.
- Set and implement education programs that promote the health and safety of individuals and families.
- Monitor the progress of educational strategies in promoting the health and safety of the targeted individuals and families.
- Foster the acceptability and compliance of the users regarding the educational process and the health promotion activities

PERSONAL AND TRANSVERSAL COMPETENCES

- Select the right educational strategy **TAKING ON RESPONSIBILITY** for the results
- Play a leader role throughout the educational process, until the intended outcomes have been achieved.
- Evaluate the educational needs **AUTONOMOUSLY**
- Collaborate with other members of the multidisciplinary health team during the health promotion and education process
- Motivate collaborators to responsibility and dedication

NOTES:

Team working competencies are addressed in LO15b

Competencies related to professional standards are addressed in LO15a

LO16a

Know the main educational strategies for patient education and apply them in daily practice

KNOWLEDGE

- Outline, identify and select the proper patient education strategies, techniques and tools.

SKILLS

- Apply the appropriate techniques to assess patients' learning needs and educate them accordingly
- Organize and implement educational sessions/programs regarding health promotion for patients and families
- Integrate knowledge from different fields in order to educate patients effectively
- Use culturally/religiously appropriate examples and suggestions
- Evaluate educational deficits of both patients and their families
- Evaluate educational interventions for patients and their families
- Foster acceptability and compliance with educational interventions

PERSONAL AND TRANSVERSAL COMPETENCES

- AUTONOMOUSLY evaluate educational deficits and interventions
- Collaborate with other professionals of the multidisciplinary team

NOTES:

Team working competencies are addressed in LO15b

LO16b

Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice

KNOWLEDGE

- Describe the main characteristics of an effective therapeutic relation with patients and families
- Select and describe the main strategies and techniques that foster a therapeutic interpersonal relationship.

SKILLS

- Apply the appropriate techniques to build a therapeutic relation with patients and families.
- Set the baseline for trust while exhibiting compassion, empathy and genuine interest.
- Engage with patients and their families to improve health-related outcomes.
- Use effective communication strategies in order to set an effective therapeutic relation with patients and families
- Evaluate the therapeutic relationship with patients and their families.
- Encourage acceptability and compliance with the therapeutic relationship

PERSONAL AND TRANSVERSAL COMPETENCES

- TAKES RESPONSIBILITY for the therapeutic relation with patients and families
- Respect people as unique individuals with differing beliefs and cultural backgrounds.
- Enact a comprehensive communication of facts and circumstances.
- Enact culturally responsive communication.
- Recognize patient and family preferences, values, and needs.
- Establish a holistic, compassionate, and respectful partnership with patients and families.
- Evaluate the therapeutic relationship AUTONOMOUSLY

NOTES:

Competencies related to professional standards competencies are addressed in LO15a

Competencies related to communication strategies are addressed in LO16a

LO17a Know community health promotion goals	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Recognize and illustrate the main community health promotion goals 	<p>SKILLS</p> <ul style="list-style-type: none"> Detect, evaluate and document health promotion goals in a specific community Prioritize community health promotion goals Develop an analytical report of community health promotion goals Encourage acceptability and compliance with the implementation of community health promotion goals
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Evaluate community health promotion goals AUTONOMOUSLY Collaborate with other professionals of the multidisciplinary team Collaborate with social care professionals and providers 	
<p>NOTES:</p> <p>Team working competencies are addressed in LO15b</p>	

LO17b

Carry out health promotion programs and activities that meet the goals of the community

KNOWLEDGE

- Describe and select the best practices for the implementation of programs and activities that meet the health promotion goals and societal needs of the community, demonstrating highly specialized knowledge about them.
- List, differentiate and describe the healthcare and community services, as well as social support providers, of a particular area of practice, demonstrating highly specialized and contextualized knowledge about them

SKILLS

- Apply community and social dimensions of practice
- Organize and implement health promotion programs and interventions that pursue the goals of the community
- Organize and implement social strategies and interventions that pursue the goals of the community.
- Evaluate the effectiveness of the implemented programs
- Communicate regularly with healthcare and community services, as well as social care professionals and providers, to better organize the provision of family and community health care
- Foster acceptability and compliance with health promotion/provision recommendations

PERSONAL AND TRANSVERSAL COMPETENCES

- AUTONOMOUSLY evaluate the community and social dimensions of practice and available services.
- Collaborate with other professionals of the multidisciplinary team
- Collaborate with social care professionals and providers

NOTES:

Team working competencies are addressed in LO15b

LO18a

Evaluate policies for health promotion at the family and community level

KNOWLEDGE

- Define, describe and is critically aware of health promotion policies for the family and the community, demonstrating highly specialized knowledge about them.
- Outline and select standardized assessment tools for health promotion policies.

SKILLS

- Demonstrate a critical understanding of health promotion policies for the family and the community.
- Evaluate the social dimension of policies for health promotion integrating knowledge from different fields
- Assess health promotion policies by using standardized tools.

PERSONAL AND TRANSVERSAL COMPETENCES

- Apply original and critical thinking skills to the evaluation of policies.
- Show aptitude for evaluation, interpretation, explanation, systematism.
- AUTONOMOUSLY evaluate the policies to be implemented

NOTES:

Competencies related to professional standards competencies are addressed in LO15a

LO18b

Effectively coordinate, develop and implement policies for health promotion at the family and community level

KNOWLEDGE

- Identify and describe in detail the theoretical and evidence-based principles of family and community health promotion policies development and implementation.
- Outline nursing leadership roles in the healthcare system.

SKILLS

- Develop and implement evidence-based health promotion policies according to universal and country recommendations.
- Evaluate the policy implementation process
- Advocate for policies that improve family and community health, bringing the nursing perspective to policy makers and stakeholders

PERSONAL AND TRANSVERSAL COMPETENCES

- Act as a leader in the development, implementation and evaluation of health promotion policies for the family and the community.
- Communicate effectively and promote cooperative behaviours.
- Collaborate with others to facilitate the establishment and achievement of health promotion policies.
- Value the importance of formative and summative feedback in leadership, development and implementation of policies.
- Evaluate the policy implementation process AUTONOMOUSLY
- Collaborate with social care professionals and providers

NOTES:

Team working competencies are addressed in LO15b

Competencies related to communication strategies are addressed in LO16a

LO25a

Know strategies and techniques for mentoring students and apply them in daily practice

KNOWLEDGE

- Describe and select the proper mentoring strategies and techniques about health promotion and educational issues.

SKILLS

- Teach students the principles and guidelines of health promotion and disease/injury prevention.
- Explain complex information.
- Set up learning environments.
- Support and encourage mentees to manage their own learning process.
- Provide directions to students to work independently.
- Promote critical thinking reasoning, and guide mentees to follow policies and procedures of health promotion and education.
- Support the implementation of the appropriate health promotion and disease/injury prevention measures in the community setting with the students.
- Provide interactive mentoring to new and experienced nurses and other members of the multidisciplinary team
- Provide positive feedbacks to students.
- Adapt communication and counselling competencies in order to develop students' responsibility and autonomy.
- Evaluate the teaching and mentoring process
- Foster students' acceptability and compliance

PERSONAL AND TRANSVERSAL COMPETENCES

- Evaluate the teaching and mentoring process **AUTONOMOUSLY**
- **TAKE RESPONSIBILITY** for the mentoring process

NOTES:

Competencies related to communication strategies are addressed in LO16a

**UNIT OF LEARNING OUTCOMES D:
COMMUNICATION**

Core Competencies

CC6	Communication competencies based on evidence in relation to a specific context
CC15	Maintain intra-professional and inter-professional relationships and a supportive role with colleagues to ensure that professional standards are met

3 Learning Outcomes

LO6a	Know the main communication strategies and techniques that can be adopted by an FCN and apply them to specific contexts and needs
LO15a	Know professional standards and act in compliance with them
LO15b	Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs

LO6a

Know the main communication strategies and techniques that can be adopted by an FCN and apply them to specific contexts and needs

KNOWLEDGE

- Outline, identify and select the proper evidence-based and culturally responsive communication strategies and techniques.
- Be critically aware of the main potentialities of the main communication strategies and techniques that can be adopted by an FCN
- Clarify the nursing principals of communication in relation to the specific context of the care recipient(s) in the family and the community.
- Define, describe and be critically aware of the main strategies and techniques for verbal and non-verbal communication as well as communication breakdowns.
- Define the conditions required to establish an effective communication context, even in complex situations.

SKILLS

- Assess the specific context and set the proper communication conditions in the interaction with care recipient(s) in the family and the community.
- Apply communication strategies and techniques for successful relations and for care recipients' activation or rehabilitation
- Set up a therapeutic environment that promotes discussion by using an appropriate communication style and community resources
- Apply the proper strategies and techniques in order to explain complex information to healthcare recipients and families
- Use verbal, non-verbal and written or graphic communication skills properly
- Speak and write in plain language
- Use multi-sensory forms of communication to address unique communication styles
- Use culturally relevant and linguistically appropriate communication when building relationships

PERSONAL AND TRANSVERSAL COMPETENCES

- Relate communication strategies to the specific context
- Respect people as unique individuals with differing beliefs and cultural backgrounds.

NOTES:

Preparatory for a number of transversal competencies (see notes for each of them)

The therapeutic relationship is targeted in LO16b

LO15a

Know professional standards and act in compliance with them

KNOWLEDGE

- Define, describe in detail and be critically aware of all the FCN professional standards.

SKILLS

- Apply professional standards in nursing practice.

PERSONAL AND TRANSVERSAL COMPETENCES

- Apply critical thinking dispositions; truth-seeking, open-mindedness, self-confidence, cognitive maturity.
- Share own expertise with other professionals to meet professional standards
- Collaborate with the multidisciplinary team and with social care professionals and providers

NOTES:

Preparatory for a number of transversal competencies (see notes for each of them)

LO15b

Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs

KNOWLEDGE

- Outline, identify and describe strategies and techniques of team working and professional collaboration.
- State roles, responsibilities and legitimations that support intra- and inter-professional effective relationships.

SKILLS

- Select the proper strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs
- Demonstrate nursing leadership to facilitate inter-professional collaboration and team building in health care
- Set up a positive and collaborative working environment.
- Facilitate inter-professional relationships to address complex medical issues.
- Act as part of a professional team
- Interpret the ways colleagues relate to one another in workplaces.

PERSONAL AND TRANSVERSAL COMPETENCES

- Define own professional identity through interaction with other professionals
- Define his/her role in the team while gaining an understanding of commitment in the workplace
- Act as part of a professional team
- Collaborate with social care professionals and providers

NOTES:

Preparatory for a number of transversal competencies (see notes for each of them)

UNIT OF LEARNING OUTCOMES E: NAVIGATION AS CARE COORDINATOR AND PATIENT ADVOCATE

Core Competencies

CC8	Coordinate and be accountable for attributing community healthcare activities to support workers
CC13	Participate in the prioritization of activities of the multidisciplinary team to address problems related to health and illness
CC14	Manage change and act as agents for change to improve family and community nursing practice
CC20	Managing disparity and diversity and fostering inclusiveness
CC27	Work together with the multidisciplinary team to prevent disease, and promote and maintain health

8 Learning Outcomes

LO8a	Know and evaluate the main problems and needs that could affect workers in a specific community context.
LO8b	Know and apply strategies and techniques to motivate workers and engage them in community healthcare promotion
LO13a	Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness
LO14a	Know which changes are needed to improve FCN practice and act in order to target and reach them
LO20a	Know the main ethical principles to manage disparity and diversity and apply them in daily practice
LO20b	Know the main guidelines to foster inclusiveness and apply them in daily practice
LO27a	Work and collaborate in a multidisciplinary team
LO27b	Effectively address problems related to health and illness through the multidisciplinary team

LO8a

Know and evaluate the main problems and needs that could affect workers in a specific community context

KNOWLEDGE

- Identify problems and needs that affect workers in a specific community context.

SKILLS

- Evaluate problems and needs that affect workers in a specific community context.
- Collect relevant information that will inform workers about the problems and needs of specific populations.
- Analyse relevant information to identify major health and social issues.
- Prioritize the main problems and needs for action decisions
- Communicate and cooperate with community health care workers and social care providers in order to support the identification of the problems and needs related to a specific community context.

PERSONAL AND TRANSVERSAL COMPETENCES

- Show aptitude for interpretation, analysis, evaluation and systematism
- Apply critical thinking and specialised problem-solving skills when evaluating problems and needs affecting workers.
- Collaborate with social care professionals and providers

NOTES:

Competencies related to communication strategies are addressed in LO16a

Team working competencies are addressed in LO15b

LO8b Know and apply strategies and techniques to motivate workers and engage them in community healthcare promotion	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper motivation strategies and techniques for employees' health care in the community. • Define and describe healthcare activities that support workers in community healthcare promotion. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply motivation strategies and techniques for employees' health care in the community within a specific community context. • Set accountability standards that enhance community healthcare promotion. • Coordinate supportive activities for community healthcare workers.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Empathize with workers for their problems and needs as they engage with community healthcare activities • Motivate workers to implement healthcare activities AUTONOMOUSLY 	
<p>NOTES:</p> <p>Competencies related to communication strategies are addressed in LO16a</p> <p>Competencies related to professional standards are addressed in LO15a</p>	

LO13a

Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness

KNOWLEDGE

- Identify, categorize and define the activities that the multidisciplinary team should carry out to address problems related to health and illness.
- Outline the main principles to prioritize needs and activities addressing community problems

SKILLS

- Select and prioritize activities of the multidisciplinary team to address problems related to health and illness.

PERSONAL AND TRANSVERSAL COMPETENCES

- Accept different views and opinions within the multidisciplinary team about issues related to health and illness
- Provide reasonable justifications for own choices about priorities

NOTES:

In the first release of the Curriculum, implemented in pilots, this LO was named LO13b.

While LO27b focuses on the planning and the implementation of the activities, this LO is focused on planning and prioritizing,

Team working competencies are addressed by LO15b

In order to effectively address CC13, this LO needs to be completed with LO27a (Work and collaborate in a multidisciplinary team)

LO14a

Know which changes are needed to improve FCN practice and act in order to target and reach them

KNOWLEDGE

- Describe, compare and be critically aware of the main health management strategies, including business and economic principles and practices, demonstrating highly specialized knowledge about them
- Identify and be critically aware of the need for changes in FCN's daily practice.
- Outline and be critically aware of changing processes and policies in the health sector.

SKILLS

- Integrate theory, evidence and clinical judgment to improve and innovate FCN practice
- Critically evaluate the need for changes in daily FCN practice.
- Redesign nursing care plans to improve FCN practice.
- Design and implement changes in daily FCN practice that improve the quality of care.
- Take specific measures to ensure maintenance of changes.
- Set new practice objectives and assess them
- Set up a supportive environment for changes and the implementation of new actions.

PERSONAL AND TRANSVERSAL COMPETENCES

- TAKE RESPONSIBILITY for the identification of individuals' and families' preferences, values and needs for change.
- Provide responsible explanations to multidisciplinary health team members about the necessity of the required changes.
- TAKE RESPONSIBILITY for the management of changing situations with AUTONOMY and critical thinking.
- Collaborate with the multidisciplinary team.
- Collaborate with social care professionals and providers
- Demonstrate purposeful, informed, outcome-oriented thinking.

NOTES:

Team working competencies are addressed in LO15b

Multidisciplinary team working competencies are addressed in LO27a

LO14a

Know which changes are needed to improve FCN practice and act in order to target and reach them

KNOWLEDGE

- Know at an advanced level Identify and compare health management strategies.
- Identify the need for changes in FCN daily practice.
- Outline changing processes and policies in health sector.

SKILLS

- Critically evaluate the need for changes in daily FCN practice.
- Redesign nursing care plans in order to improve FCN practice.
- Implement changes in daily FCN practice that improve the quality of care.
- Take specific measures to ensure maintenance of changes.
- Set new practice objectives and assess them
- Set supportive environment for changes and new actions implementation.

PERSONAL AND TRANSVERSAL COMPETENCES

- Recognize WITH RESPONSIBILITY individuals’ and families’ preferences, values, and needs for change.
- Provide responsible explanations to multidisciplinary health team members about the necessity of the required changes.
- Manage changing situations with AUTONOMY and critical thinking.
- Collaborate with the multidisciplinary team.
- Demonstrate purposeful, informed, outcome-oriented thinking.

NOTES:

Team working competencies are addressed by LO15b

Multidisciplinary team competencies are addressed by LO13a

LO20a

Know the main ethical principles to manage disparity and diversity and apply them in daily practice

KNOWLEDGE

- Recognize disparity and diversity in family and community settings.
- State specific disparity situations, such as abuse in children, women and older people.
- Compare and select strategies and techniques for managing disparity and diversity.

SKILLS

- Analyse and evaluate disparity and diversity in family and community contexts
- Manage disparity and diversity in daily FCN practice.
- Apply principles of equity and social justice in daily practice.

PERSONAL AND TRANSVERSAL COMPETENCES

- Support vulnerable social groups.
- TAKE RESPONSIBILITY for managing disparity WITH RESPONSIBILITY.
- Reduce disparity through comprehensive communication.

NOTES:

Define the relations (preparatory or not) with LO2a

Competencies related to communication strategies are addressed in LO16a

LO20b

Know the main guidelines to foster inclusiveness and apply them in daily practice

KNOWLEDGE

- Outline, identify and select the proper strategies and techniques to foster inclusiveness in health and social care systems.

SKILLS

- Apply strategies and techniques to foster inclusiveness in health and social care systems
- Plan activities that promote inclusiveness.
- Coordinate initiatives in the multidisciplinary team and in collaboration with social care professionals and providers in order to foster inclusiveness
- Apply principles of equity and social justice in daily practice

PERSONAL AND TRANSVERSAL COMPETENCES

- Support vulnerable social groups.
- Adopt inclusiveness behaviour WITH RESPONSIBILITY.
- Enhance inclusiveness through comprehensive communication
- Collaborate with social care professionals and providers

NOTES:

Define the relations (preparatory or not) with LO2a

Competencies related to communication strategies are addressed in LO16a

LO27a Work and collaborate in a multidisciplinary team	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify the most effective collaboration principles, methods and techniques in a context of multidisciplinary professionals, both in a formalized multidisciplinary team and when collaborating with social services providers and other stakeholders • Distinguish and outline the main roles and activities characterizing each professional who is supposed to collaborate with FCN • Describe and be critically aware of the main roles of each professional involved in the multidisciplinary team, but also the roles of social service providers and other important stakeholders 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply the most effective collaboration principles, methods and techniques in a context of multidisciplinary professionals, both in a formalized multidisciplinary team and when collaborating with social services providers and other stakeholders • Act taking into consideration the main roles of each professional involved in the multidisciplinary team, but also the roles of social service providers and other important stakeholders
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Communicate effectively and promote cooperative behaviours. • Accept different views and opinions within the multidisciplinary team and when collaborating with social services providers and other stakeholders • AUTONOMOUSLY support multidisciplinary professionals to express views and opinions. • Respect the roles of each professional 	
<p>NOTES:</p> <p>This LO is fundamental to effectively address CC13.</p> <p>Team working competencies are addressed in LO15b</p> <p>Competencies related to communication strategies are addressed in LO16a</p> <p>This LO addresses only specific competencies related to the work in a multidisciplinary team</p>	

LO27b

Effectively address problems related to health and illness through the multidisciplinary team

KNOWLEDGE

- Identify and describe effective multidisciplinary interventions that successfully address problems related to health and diseases, even in collaboration with social services providers and other relevant stakeholders

SKILLS

- Plan and implement activities of the multidisciplinary team to address problems related to health and illness, even in collaboration with social services providers and other relevant stakeholders
- Perform a specialized assessment and review of the activities of the multidisciplinary team to address problems related to health and illness
- Integrate different opinions of the multidisciplinary team, social services providers and other relevant stakeholders into activities that prevent disease and promote and maintain health.
- Integrate knowledge from different fields in order to foster innovation.

PERSONAL AND TRANSVERSAL COMPETENCES

- Motivate multidisciplinary team members to actively participate in actions that aim to prevent disease, (and) promote and maintain health.
- Motivate social service providers and other relevant stakeholders to actively participate in actions that aim to prevent disease, (and) promote and maintain health.
- Accept diverse opinions within a multidisciplinary context.

NOTES:

While LO13b focuses on planning and prioritizing, this LO is focused on the planning and the implementation of the activities

Team working competencies are addressed in LO15b

UNIT OF LEARNING OUTCOMES F: EVIDENCE-BASED APPROACH

Core Competencies

CC9	Accountability for the outcomes of nursing care in individuals, families and the community
CC10	Systematically document and evaluate own practice
CC12	Set standards and evaluate the outcomes related to nursing activities in people’s homes and in the community
CC26	Use the best scientific evidence available

9 Learning Outcomes

LO9a	Know the main guidelines, procedures and tools for the monitoring and definition of the outcomes and apply them in daily practice
LO10a	Know and use standardized and validated tools in order to evaluate own practice
LO10b	Know and use the main monitoring and reporting procedures in order to document own practice
LO12a	Know the main standards about nursing activities in people’s homes and apply them in daily practice
LO12b	Know the main standards about nursing activities in the community and apply them in daily practice
LO12c	Evaluate the outcomes related to nursing activities in people’s homes
LO12d	Evaluate the outcomes related to nursing activities in the community
LO26a	Know the main scientific evidence databases and make an effective search
LO26b	Use the best scientific evidence properly and apply it in daily practice

LO9a

Know the main guidelines, procedures and tools for the monitoring and definition of the outcomes and apply them in daily practice

KNOWLEDGE

- Outline, identify and select the proper guidelines, procedures and validated tools for the definition of the outcomes, demonstrating highly specialized knowledge about them.
- Outline, identify and select the proper guidelines, procedures and validated tools for monitoring nursing care, demonstrating highly specialized knowledge about them.
- Define and describe the data collection process.

SKILLS

- Set appropriate outcomes of nursing care
- Apply procedures for monitoring nursing care, demonstrating specialized problem-solving skills.
- Systematically collect data related to patient outcomes.
- Perform specialized assessment of the outcomes of nursing care with standardized and validated tools.

PERSONAL AND TRANSVERSAL COMPETENCES

- Evaluate implemented nursing actions AUTONOMOUSLY.
- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers
- Foster users' acceptability and compliance with implemented actions set.
- Set up a healthy and collaborative atmosphere among nursing care deliverers to address and improve the targeted outcomes for the individuals, families and the community.
- TAKE RESPONSIBILITY on independent practice in multiple settings with multiple stakeholders
- Demonstrate professional accountability in independent practice in multiple settings with multiple stakeholders

NOTES:

Competencies related to the evaluation of the outcomes are addressed in LO12c and LO12d (this LO focuses on definition and the monitoring)

Competencies related to professional standards are addressed in LO15a

Team working competencies are addressed in LO15b

This LO is preparatory for LO24b

LO10a

Know and use standardized and validated tools in order to evaluate own practice

KNOWLEDGE

- Outline standardized and validated tools to evaluate own practice.

SKILLS

- Use standardized and validated tools to evaluate own practice.
- Systematically evaluate own practice.

PERSONAL AND TRANSVERSAL COMPETENCES

- Evaluate own practice continuously and AUTONOMOUSLY.
- Foster the acceptability and compliance of the user to the continuous feedback procedure
- Apply critical thinking skills when using tools
- Show aptitude for interpretation, evaluation, self-regulation, truth-seeking, analyticity, systematism.

NOTES:

LO10b

Know and use the main monitoring and reporting procedures in order to document own practice

KNOWLEDGE

- Outline the main monitoring and reporting procedures in order to document own practice
- Outline, identify and select the proper nursing documentation types and procedures.

SKILLS

- Select the proper document type and use it for evaluating own practice.
- Systematically document own practice.
- Fill in nursing sheets and plans.

PERSONAL AND TRANSVERSAL COMPETENCES

- TAKE RESPONSIBILITY on reporting own practice.
- AUTONOMOUSLY report own practice
- Foster users' acceptability and compliance with the chosen documentation.

NOTES:

LO12a

Know the main standards about nursing activities in people’s homes and apply them in daily practice

KNOWLEDGE

- Define, describe and be critically aware of the main standards related to nursing activities in people’s homes, demonstrating highly specialized knowledge about them

SKILLS

- Set/apply standards related to nursing activities in people’s homes in his/her homecare practice.
- Apply specialized problem-solving skills to the setting of standards.
- Apply standards taking into account feedbacks from social care professionals and providers and other relevant stakeholders

PERSONAL AND TRANSVERSAL COMPETENCES

- TAKE RESPONSIBILITY for setting the proper standards.
- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers
- Foster the acceptability and compliance of the user with the applied standards.

NOTES:

Competencies related to professional standards are addressed in LO15a

Team working competencies are addressed in LO15b

LO12b

Know the main standards about nursing activities in the community and apply them in daily practice

KNOWLEDGE

- Define, describe and is critically aware of the main standards related to nursing activities in the community, demonstrating highly specialized knowledge about them

SKILLS

- Set/apply standards related to nursing activities in the community in homecare practice.
- Apply specialized problem-solving skills to the setting of standards.
- Apply standards taking into account feedbacks from social care professionals and providers and other relevant stakeholders

PERSONAL AND TRANSVERSAL COMPETENCES

- TAKE RESPONSIBILITY for setting the proper standards.
- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers
- Foster the acceptability and compliance of the user to the applied standards.

NOTES:

Competencies related to professional strategies are addressed in LO15a

Team working competencies are addressed in LO15b

LO12c

Evaluate the outcomes related to nursing activities in people's homes

KNOWLEDGE

- Compare and select the proper methods and tools to evaluate the outcomes related to nursing activities in people's homes, demonstrating highly specialized knowledge about them
- Be critically aware of the role of outcomes monitoring in the evaluation process.

SKILLS

- Apply the proper methods and specialized problem-solving skills in order to evaluate the outcomes related to nursing activities in people's homes.
- Use properly the information collected through the monitoring process for the evaluation
- Use properly the available tools to evaluate the outcomes related to nursing activities in people's homes.
- Report the results of the outcome evaluation using the proper tools.

PERSONAL AND TRANSVERSAL COMPETENCES

- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers
- Foster the acceptability and compliance of the user with the applied standards.

NOTES:

Competences related to the definition and the monitoring of the outcomes are addressed in LO9a (this LO focuses on evaluation)

Team working competencies are addressed in LO15b

Competencies related to professional standards are addressed in LO15a

LO12d

Evaluate the outcomes related to nursing activities in the community

KNOWLEDGE

- Compare and select the proper methods and tools to evaluate the outcomes related to nursing activities in the community, demonstrating highly specialized knowledge about them
- Be critically aware of the role of outcomes monitoring in the evaluation process.

SKILLS

- Apply the proper methods and specialized problem-solving skills in order to evaluate the outcomes related to nursing activities in the community.
- Use properly the information collected through the monitoring process for the evaluation
- Use properly the available tools to evaluate the outcomes related to nursing activities in the community.
- Report the results of the outcome evaluation using the proper tools.

PERSONAL AND TRANSVERSAL COMPETENCES

- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers and other relevant stakeholders
- Foster the acceptability and compliance of the user with the applied standards.

NOTES:

Competences related to the definition and the monitoring of the outcomes are addressed in LO9a (this LO focuses on evaluation)

Team working competencies are addressed in LO15b

LO26a

Know the main scientific evidence databases and make an effective search

KNOWLEDGE

- Outline the main scientific databases.
- Compare and select the proper methods, strategies and tools for literature research in scientific databases.

SKILLS

- Effectively set up a search in scientific databases for evidence-based papers regarding family and community nursing.
- Evaluate and select the proper data retrieved from the literature.
- Identify and share reliable evidence.

PERSONAL AND TRANSVERSAL COMPETENCES

- AUTONOMOUSLY select evidence-based data.
- Show aptitude for sharing the results of own searches in order to foster improve the performance of a team
- Collaborate with other multidisciplinary team professionals.
- Foster the acceptability and compliance of the evidence-based process.

NOTES:

Team working competencies are addressed by LO15b

LO26b

Use the best scientific evidence properly and apply them in daily practice

KNOWLEDGE

- Define, describe in detail and be critically aware of the principles and importance of evidence-based practice, demonstrating highly specialized knowledge about them.
- Describe and select the main methods of scientific research in nursing, demonstrating highly specialized knowledge about them.
- Demonstrate comprehensive professional knowledge of current research

SKILLS

- Enact specialized problem-solving skills in order to apply evidence-based methods of nursing care in daily practice.
- Use the best scientific evidence properly
- Apply the best scientific evidence in daily nursing practice, integrating knowledge from different fields.
- Independently research issues relevant to advanced nursing
- Enhance the continuous improvement of nursing care

PERSONAL AND TRANSVERSAL COMPETENCES

- Value the need for continuing improvement of clinical practice based on new knowledge and evidence.
- Encourage healthcare team members to implement evidence-based practice.

NOTES:

**UNIT OF LEARNING OUTCOMES G:
ENHANCE AND PROMOTE INDIVIDUAL AND FAMILY HEALTH INCLUDING E-HEALTH TO SUPPORT THE
QUALITY OF NURSING CARE**

Core Competencies

CC24	Monitoring people affected by chronic and rare illnesses on one community in collaboration with other members of the multidisciplinary team
CC7	Alleviate patient suffering even during end of life
CC28	Health promotion, education, treatment and monitoring supported by ICTs (e-Health)

7 Learning Outcomes

LO24a	Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses
LO24b	Know the main characteristics of chronic and rare diseases that could be monitored remotely and apply the main guidelines about the monitoring process and the expected outcomes
LO7a	Know the main guidelines and procedures for palliative care and apply them in daily practice
LO7b	Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care
LO28a	Know the main ICTs supporting health promotion and education and use the most common ones
LO28b	Know the main ICTs supporting the treatment of patients remotely and use the most common ones
LO28c	Know the main ICTs supporting remote health monitoring and use the most common ones

LO24a

Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses in the community

KNOWLEDGE

- Outline, identify and select the proper health monitoring procedures, techniques and tools for people affected by chronic and rare illnesses, demonstrating highly specialized knowledge about them.
- State the elements to be monitored in the specific family environment, demonstrating highly specialized knowledge about them.

SKILLS

- Monitor populations affected by chronic and rare illnesses in the community in collaboration with a multidisciplinary team.
- Enact specialized problem-solving skills in order to integrate standardized and validated monitoring tools into own daily practice.
- Integrate knowledge from different fields in order to integrate standardized and validated monitoring tools into own daily practice.
- Educate family and patients to self-monitoring their illness and how to report symptoms.
- Evaluate strengths and concerns of patients and families in relation to self-monitoring.
- Enhance family strengths for self-monitoring and assessment.
- Define care assignment and competence areas in a patient-oriented and family-oriented way.
- Encourage patients to take on a more active role in monitoring own health.

PERSONAL AND TRANSVERSAL COMPETENCES

- Explain processes and results in a plain language so that users clearly understand
- Assure horizontal communication across disciplines
- Collaborate with other multidisciplinary team professionals.
- Collaborate with social care professionals and providers and other relevant stakeholders
- TAKE REPOSNSIBILITY for the selection of the main monitoring procedures and tools.

NOTES:

Competencies related to ICT tools for remote health monitoring are targeted in LO28c

LO24b

Know the main characteristics of chronic and rare diseases that could be monitored remotely in the community and apply the main guidelines about the monitoring process and the expected outcomes

KNOWLEDGE

- Identify and describe in detail the main guidelines about the monitoring process and the expected outcomes, demonstrating highly specialized knowledge about them.
- Be critically aware and identify causes and symptoms of a chronic or rare illness as well as the changes caused by the illness.
- Be critically aware and describe the impact of a chronic or rare disease on individuals and their families.
- Recognize the main indicators to be assessed in the specific context of community nursing, demonstrating highly specialized knowledge about them.
- Identify the main competencies that patients and families should have for self-assessment

SKILLS

- Enact specialized problem-solving skills to apply the main guidelines about the monitoring process
- Observe the symptoms of the illness and on this basis recognize changes in the organism of the person.
- Support the person to deal with the changes in his/her organism
- Collaborate to empower multiple caregivers to set routines and manage resources for optimal disease management over time
- Design, plan and carry out target-oriented prophylactic measures to reduce complications of the illness and to support activation of the person affected
- Establish connections between observed symptoms, reactions of the affected person and theoretical knowledge.
- Follow the effects of a chronic and rare illnesses in a targeted population

PERSONAL AND TRANSVERSAL COMPETENCES

- Work as part of a professional team to develop support methods, and act in a patient-oriented way.
- Collaborate in a multidisciplinary team
- Collaborate with social care professionals and providers
- Offer appropriate support to deal with chronic or rare illness in an effective way.
- Assure horizontal communication between disciplines.
- TAKE RESPONSIBILITY for setting up collaboration with social workers, discharge planners, pharmacists, home health providers and informal carers.

NOTES:

Team working competencies are addressed in LO15b

LO9a is preparatory for this LO since it targets the knowledge and the application of the main guidelines for the monitoring of the outcomes

LO7a

Know the main guidelines and procedures for palliative care and apply them in daily practice

KNOWLEDGE

- Define, describe and be critically aware of principles, guidelines, procedures and ethical issues in advanced palliative nursing care and end-of-life care, demonstrating highly specialized knowledge about them.
- State specific aspects of quality of life in end-of-life care, demonstrating highly specialized knowledge about them.

SKILLS

- Enact specialized problem-solving skills to apply in daily practice strategies and techniques that improve patients' quality of life.
- Enact specialized problem-solving skills to apply principles, guidelines, procedures and ethical issues in palliative nursing care and end-of-life care.
- Perform a specialized pain assessment and pain management by using currently accepted tools and methods to maximize quality of life and alleviate suffering.
- Use preventative measures to alleviate patient suffering and to provide mental health until end of life.
- Detect and prevent elderly abuse.

PERSONAL AND TRANSVERSAL COMPETENCES

- Set own work objectives and TAKE RESPONSIBILITY FOR them.
- Set up the proper working environment
- Offer ongoing support.
- Work independently as an individual practitioner in targeted pain management.
- Collaborate with social care professionals and providers and other relevant stakeholders

NOTES:

LO7b

Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care

KNOWLEDGE

- Select and outline specific communication and counselling techniques for end-of-life patients and their families.
- Be critically aware of and describe the main variables of culture, ethnicity, spirituality, religious beliefs and/or age that may impact the patient's perception of pain.

SKILLS

- Enact specialized problem-solving skills to manage relations with patients and carers in end-of-life care.
- Apply in daily practice communication and counselling techniques, empathy, creativity, compassion and genuine interest.
- Devote adequate time to listening to individuals' and carers' concerns and emotions in daily practice.
- Provide psychological and emotional support to patients and families who encounter serious end-of-life illness and death.

PERSONAL AND TRANSVERSAL COMPETENCES

- Predict how the impact of the variables of culture, ethnicity, spirituality, religious beliefs and/or age may impact the patient's perception of pain.
- Collaborate with the other professionals of the multidisciplinary team.
- Engage in effective communication and counselling with patients and their families.
- Explain in plain language processes and outcomes to patients
- Collaborate with social care professionals and providers and other relevant stakeholders

NOTES:

General communication and counselling techniques are targeted in LO23a (this LO focuses only on techniques for palliative care)
 Team working competencies are addressed in LO15b
 Competencies related to communication strategies are addressed in LO16a

LO28a

Know the main ICTs supporting health promotion and education and use the most common ones

KNOWLEDGE

- Identify and describe the most common and emerging ICTs for health promotion and education.
- Identify and describe specific and context-related ICT applications that are fundamental for health promotion and education in the specific community.
- Be critically aware of and describe how to use ICTs in order to access patients' healthcare records and thus track diseases and monitor the health status of a community.
- Be critically aware of the FCN's need to be up to date about emerging ICTs and their potentialities

SKILLS

- Enact specialized problem-solving skills to integrate in daily practice the most common and emerging ICT tools for health promotion and education.
- Enact specialized problem-solving skills to integrate in daily practice specific and context-related ICT applications that are fundamental for health promotion and education in the specific community.
- Assess the suitability and effectiveness of ICT tools and services for health promotion and education.
- Provide guidance on the integration of ICT for health promotion and education

PERSONAL AND TRANSVERSAL COMPETENCES

- Have a positive attitude towards ICT technologies in health promotion and education.
- AUTONOMOUSLY integrate ICT tools in daily nursing practice
- Disseminate the role of ICT in health promotion, education and research.
- Show an aptitude for continuous learning about ICT

NOTES:

LO28b

Know the main ICTs supporting the treatment of patients remotely and use the most common ones

KNOWLEDGE

- Identify and describe the most common and emerging ICTs that support the treatment of patients remotely
- Identify and describe specific and context-related ICT applications that support the treatment of patients remotely in the specific community.
- Be critically aware of and describe how to use ICTs to enhance treatment adherence.
- Be critically aware of and describe how ICTs can reduce errors in diagnosis, medication, and treatment without medication.
- Be critically aware of the FCN need to be up to date about emerging ICTs and their potentialities

SKILLS

- Enact specialized problem-solving skills in to integrate in daily practice the most common and emerging ICT tools that support the treatment of patients remotely.
- Enact specialized problem-solving skills to integrate in daily practice specific and context-related ICT applications that are fundamental for the treatment of patients remotely.
- Assess the suitability and effectiveness of ICT tools and services for the treatment of patients remotely.
- Train patients and families about how to use ICT tools for the treatment of patients remotely.
- Inform individuals and families about advantages of ICT treatment utilization in terms of independence and time saving.
- Provide guidance in the integration of remote treatment in FCN practice
- Support professional development through ICT with regard to tracking data and monitoring situations

PERSONAL AND TRANSVERSAL COMPETENCES

- Have a positive attitude towards ICT technologies in the treatment of patients remotely
- AUTONOMOUSLY integrate ICT tools in daily nursing practice
- Disseminate the role of ICT in the treatment of patients
- Support professional development through ICTs.
- Establish professional collaboration through ICTs.
- Show an aptitude to continuing learning about ICTs.

NOTES:

LO28c

Know the main ICTs supporting remote health monitoring and use the most common ones

KNOWLEDGE

- Identify and describe the most common and emerging ICTs that support remote health monitoring
- Identify and describe specific and context-related ICT applications that support remote health monitoring in the specific community.
- Be critically aware of and describe how to use ICTs to enhance remote health monitoring
- Be critically aware of the FCN need to be updated about emerging ICTs and their potentialities

SKILLS

- Enact specialized problem-solving skills to integrate in daily practice the most common and emerging ICT tools that support remote health monitoring.
- Enact specialized problem-solving skills to integrate in daily practice specific and context-related ICT applications that are fundamental for remote health monitoring
- Assess the suitability and effectiveness of ICT tools and services for remote health monitoring
- Train patients and families how to use ICT tools for remote health monitoring
- Inform individuals and families about advantages of ICTs in supporting remote health monitoring
- Provide guidance in the integration of remote health monitoring in FCN practice
- Support professional development through ICTs with regard to tracking data and monitoring situation

PERSONAL AND TRANSVERSAL COMPETENCES

- Have a positive attitude towards ICT technologies supporting remote health monitoring
- AUTONOMOUSLY integrate ICT tools in daily nursing practice
- Disseminate the role of ICTs in health monitoring
- Support professional development through ICTs.
- Establish professional collaboration through ICTs.
- Show an aptitude for continuing learning about ICTs.

NOTES:

Competencies related to tools for health monitoring are targeted in LO24a (this LO targets specifically ICT tools for remote monitoring)