

Ohio Action Coalition
 Work Group: Increasing # BSN Prepared Nurses in Ohio
 (IOM: 80% by 2020)
 Ohio Nurse Competency Model

1) PATIENT-CENTERED CARE (QSEN)		
Definition: 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.		
Knowledge	Skills	Attitudes
<p>Integrate understanding of multiple dimensions of patient centered care:</p> <ul style="list-style-type: none"> • patient/family/community preferences, values • coordination and integration of care • information, communication, and education • physical comfort and emotional support • involvement of family and friends • transition and continuity <p>Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</p>	<p>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care. Communicate patient values, preferences and expressed needs to other members of health care team</p> <p>Provide patient-centered care with sensitivity and respect for the diversity of human experience</p>	<p>Value seeing health care situations “through patients’ eyes”. Respect and encourage individual expression of patient values, preferences and expressed needs</p> <p>Value the patient’s expertise with own health and symptoms</p> <p>Seek learning opportunities with patients who represent all aspects of human diversity</p> <p>Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds</p> <p>Willingly support patient-centered care for individuals and groups whose values differ from own</p>

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<p>Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.</p>	<p>Assess presence and extent of pain and suffering. Assess levels of physical and emotional comfort</p> <p>Elicit expectations of patient & family for relief of pain, discomfort, or suffering</p> <p>Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs</p>	<p>Recognize personally held values and beliefs about the management of pain or suffering. Appreciate the role of the nurse in relief of all types and sources of pain or suffering</p> <p>Recognize that patient expectations influence outcomes in management of pain or suffering</p>
<p>Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families. Examine common barriers to active involvement of patients in their own health care processes</p> <p>Describe strategies to empower patients or families in all aspects of the health care process</p>	<p>Remove barriers to presence of families and other designated surrogates based on patient preferences. Assess level of patient's decisional conflict and provide access to resources</p> <p>Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management</p>	<p>Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care. Respect patient preferences for degree of active engagement in care process</p> <p>Respect patient's right to access to personal health records</p>
<p>Explore ethical and legal implications of patient-centered care. Describe the limits and boundaries of therapeutic patient-centered care</p>	<p>Recognize the boundaries of therapeutic relationships. Facilitate informed patient consent for care</p>	<p>Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care. Appreciate shared decision-making with empowered patients and families, even when conflicts occur</p>

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<p>Discuss principles of effective communication. Describe basic principles of consensus building and conflict resolution</p> <p>Examine nursing roles in assuring coordination, integration, and continuity of care</p>	<p>Assess own level of communication skill in encounters with patients and families. Participate in building consensus or resolving conflict in the context of patient care</p> <p>Communicate care provided and needed at each transition in care</p>	<p>Value continuous improvement of own communication and conflict resolution skills</p>
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2) EVIDENCE-BASED PRACTICE (EBP) (QSEN)

Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Knowledge	Skills	Attitudes
Demonstrate knowledge of basic scientific methods and processes. Describe EBP to include the components of research evidence, clinical expertise and patient/family values.	Participate effectively in appropriate data collection and other research activities. Adhere to Institutional Review Board (IRB) guidelines Base individualized care plan on patient values, clinical expertise and evidence	Appreciate strengths and weaknesses of scientific bases for practice. Value the need for ethical conduct of research and quality improvement Value the concept of EBP as integral to determining best clinical practice
Differentiate clinical opinion from research and evidence summaries. Describe reliable sources for locating evidence reports and clinical practice guidelines	Read original research and evidence reports related to area of practice. Locate evidence reports related to clinical practice topics and guidelines	Appreciate the importance of regularly reading relevant professional journals
Explain the role of evidence in determining best clinical practice. Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care	Participate in structuring the work environment to facilitate integration of new evidence into standards of practice. Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events	Value the need for continuous improvement in clinical practice based on new knowledge
Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences	Consult with clinical experts before deciding to deviate from evidence-based protocols	Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices

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3) QUALITY IMPROVEMENT (QI) & SAFETY (QSEN)		
Definition: 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 thus minimizing the risk of harm to patients and providers through both system effectiveness and individual performance.		
Knowledge	Skills	Attitudes
Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice	Seek information about outcomes of care for populations served in care setting. Seek information about quality improvement projects in the care setting	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals
Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families. Give examples of the tension between professional autonomy and system functioning	Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit. Participate in a root cause analysis of a sentinel event	Value own and others' contributions to outcomes of care in local care settings
Explain the importance of variation and measurement in assessing quality of care	Use quality measures to understand performance. Use tools (such as control charts and run charts) that are helpful for understanding variation Identify gaps between local and best practice	Appreciate how unwanted variation affects care. Value measurement and its role in good patient care
Describe approaches for changing processes of care	Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act) Practice aligning the aims, measures and changes involved in improving care Use measures to evaluate the effect of change	Value local change (in individual practice or team practice on a unit) and its role in creating joy in work. Appreciate the value of what individuals and teams can to do to improve care

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Knowledge	Skills	Attitudes
<p>Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms)</p> <p>Discuss effective strategies to reduce reliance on memory</p>	<p>Demonstrate effective use of technology and standardized practices that support safety and quality. Demonstrate effective use of strategies to reduce risk of harm to self or others</p> <p>Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists)</p>	<p>Value the contributions of standardization/reliability to safety. Appreciate the cognitive and physical limits of human performance</p>
<p>Delineate general categories of errors and hazards in care. Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)</p>	<p>Communicate observations or concerns related to hazards and errors to patients, families and the health care team. Use organizational error reporting systems for near miss and error reporting</p>	<p>Value own role in preventing errors</p>
<p>Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)</p>	<p>Participate appropriately in analyzing errors and designing system improvements. Engage in root cause analysis rather than blaming when errors or near misses occur</p>	<p>Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team</p>
<p>Discuss potential and actual impact of national patient safety resources, initiatives and regulations</p>	<p>Use national patient safety resources for own professional development and to focus attention on safety in care settings</p>	<p>Value relationship between national safety campaigns and implementation in local practices and practice settings</p>



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4) INFORMATICS & TECHNOLOGY (QSEN)		
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.		
Knowledge	Skills	Attitudes
Explain why information and technology skills are essential for safe patient care	Seek education about how information is managed in care settings before providing care. Apply technology and information management tools to support safe processes of care	Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills
Identify essential information that must be available in a common database to support patient care. Contrast benefits and limitations of different communication technologies and their impact on safety and quality	Navigate the electronic health record. Document and plan patient care in an electronic health record Employ communication technologies to coordinate care for patients	Value technologies that support clinical decision-making, error prevention, and care coordination. Protect confidentiality of protected health information in electronic health records
Describe examples of how technology and information management are related to the quality and safety of patient care. Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care	Respond appropriately to clinical decision-making supports and alerts. Use information management tools to monitor outcomes of care processes Use high quality electronic sources of healthcare information	Value nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care

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5) COMMUNICATION , TEAMWORK, & COLLABORATION (NOF-MA & QSEN)

Definition: Interact effectively with patients and families and within nursing and inter-professional teams, to foster open communication, mutual respect, and shared decision-making, to achieve quality patient care and positive health outcomes, and to enhance patient satisfaction.

Knowledge	Skills	Attitudes
Describe own strengths, limitations, and values in functioning as a member of a team	Demonstrate awareness of own strengths and limitations as a team member. Initiate plan for self-development as a team member Act with integrity, consistency and respect for differing views	Acknowledge own potential to contribute to effective team functioning. Appreciate importance of intra- and inter-professional collaboration
Describe scopes of practice and roles of health care team members. Describe strategies for identifying and managing overlaps in team member roles and accountabilities Recognize contributions of other individuals and groups in helping patient/family achieve health goals	Function competently within own scope of practice as a member of the health care team. Assume role of team member or leader based on the situation Initiate requests for help when appropriate to situation Clarify roles and accountabilities under conditions of potential overlap in team member functioning Integrate the contributions of others who play a role in helping patient/family achieve health goals	Value the perspectives and expertise of all health team members. Respect the centrality of the patient/family as core members of any health care team Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities

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<p>Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.</p> <p>Describe impact of own communication style on others</p> <p>Discuss effective strategies for communicating and resolving conflict</p>	<p>Communicate with team members, adapting own style of communicating to needs of the team and situation.</p> <p>Uses clear, concise, and effective , written, electronic, and verbal communications</p> <p>Demonstrate commitment to team goals</p> <p>Solicit input from other team members to improve individual, as well as team, performance</p> <p>Initiate actions to resolve conflict</p>	<p>Value teamwork and the relationships upon which it is based.</p> <p>Value different styles of communication used by patients, families and health care providers</p> <p>Contribute to resolution of conflict and disagreement</p>
<p>Describe examples of the impact of team functioning on safety and quality of care.</p> <p>Explain how authority gradients influence teamwork and patient safety</p>	<p>Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care.</p> <p>Assert own position/perspective in discussions about patient care</p> <p>Choose communication styles that diminish the risks associated with authority gradients among team members</p>	<p>Appreciate the risks associated with handoffs among providers and across transitions in care</p>
<p>Identify system barriers and facilitators of effective team functioning.</p> <p>Examine strategies for improving systems to support team</p>	<p>Participate in designing systems that support effective teamwork</p>	<p>Value the influence of system solutions in achieving effective team functioning</p>

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functioning		
Applies the principles of teaching	Assesses factors that influence the patient's and family's ability to learn, including readiness to learn, preferences for learning style, and levels of health literacy	Accepts the role and responsibility for providing health education to patients and families
Uses the influences of different learning styles in the education of patients and families	Assists patients and families in accessing and interpreting health information and identifying healthy lifestyle behaviors	



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6) SYSTEMS-BASED PRACTICE (NOF-MA)

Definition: Demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on microsystem resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).

Knowledge	Skills	Attitudes
Understands the difference between microsystems and macrosystems in health care	those involving supplies, medications, equipment, and information Plans, organizes, and delivers patient care in the context of the work unit	Appreciates the role of new staff nurses in the operations of an effective microsystem Appreciates how the elements of the microsystem impact on one's practice
<p>-----</p> Understands the impact of macrosystem changes on planning, organizing, and delivering patient care at the work unit level Understands interrelationships among nursing, the nursing work unit, and organizational goals	<p>-----</p> Considers the influences of the macrosystem, work unit, and patient/family when making patient care decisions Seeks to solve problems encountered at the point of care Makes management aware of clinical and work unit problems encountered in daily practice Identifies inefficiencies and failures on the work unit, such as those involving supplies, medications, equipment, and information Participates in solving work unit inefficiencies and	<p>-----</p> Appreciates the complexity of the work unit environment Recognizes the complexity of individual and group practice on a work unit Appreciates the impact of one's decisions on the work unit Recognizes the importance of work unit systems in providing supplies, medications, equipment, and information in a timely and accurate fashion Appreciates role in identifying work unit

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	operational failures that impact patient care, such as those involving supplies, medications, equipment, and information	inefficiencies and operational failures
<p>Understands the concept of patient care delivery models</p> <p>Understands role and responsibilities as a member of the health care team in planning and using work unit resources to achieve quality patient outcomes</p> <p>Understands the relationship between the outcomes of one's own nursing care and work unit resources</p>	<p>Considers resources available on the work unit when contributing to the plan of care for a patient or group of patients</p> <p>Collaborates with members of the health care team to prioritize resources, including one's own work time and activities delegated to others, for the purposes of achieving quality patient outcomes</p> <p>Evaluates outcomes of one's own nursing care</p> <p>In collaboration with others, uses evidence to facilitate work unit change to achieve desired patient outcomes</p>	<p>Acknowledges the tension that may exist between a goal-driven and a resource-driven patient care delivery model</p> <p>Values the contributions of each member of the health care team to the work unit</p> <p>Values the management of one's own time as a critical work unit resource in delivering patient care</p> <p>Values the partnerships required to coordinate health care activities that can affect work unit performance</p>
<p>Understands role and responsibilities as patient advocate, assisting patient in navigating through the health care system</p>	<p>Serves as a patient advocate</p> <p>Assists patients and families in dealing with work unit complexities</p>	<p>Values role and responsibilities as patient advocate</p> <p>Values partnerships in providing high quality patient care</p> <p>Values effective communication and information</p>

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	<p>Uses education and referral to assist the patient and family through transitions across the continuum of care</p>	<p>sharing across disciplines and throughout transitions in care Appreciates role and responsibilities in using education and referral to assist the patient and family through transitions across the continuum of care.</p>
<p>Understands that legal, political, regulatory and economic factors influence the delivery of patient care Is aware that different models of health care financing and regulation can influence patient access to care</p>	<p>Provides care based on current legal, political, regulatory, and economic requirements Articulates issues at the work unit level that impact care delivery and facilitate resolution Brings issues of concern at the work unit level to the attention of others who can facilitate resolution.</p>	<p>Appreciates that legal, political, regulatory and economic factors influence the delivery of patient care Values the need to remain informed of how legal, political, regulatory, and economic factors impact professional nursing practice</p>
<p>Is aware of global aspects of health care</p>	<p>Engages in self-reflection on one's role and responsibilities related to global health issues</p>	<p>Appreciates the potential of the global environment to influence patient health Appreciates the potential of the global environment to nursing practice</p>

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7) Leadership & Professionalism (NOF-MA)

Definition: Influences the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals; and demonstrates accountability for the delivery of standard-based nursing care consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

Knowledge	Skills	Attitudes
Identifies leadership skills essential to the practice of nursing	Integrates leadership skills of systems thinking, communication, and facilitating change in meeting patients' needs	Recognizes the role of nurse as leader
Understands critical thinking and problem-solving processes	Uses systematic approaches in problem solving	Values critical thinking processes in the management of clinical situations
	Demonstrates purposeful, informed, outcome-oriented thinking	Values efficiency, effectiveness, and innovation in the practice environment.
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Understands human behavior, mental processes, and individual and group performance	Demonstrates ability to effectively participate in interprofessional teams	Recognizes the centrality of an interprofessional team approach to patient care
Identifies the roles and skills of the health care team	Promotes a productive culture by valuing individuals and their contributions	Values the perspectives and expertise of each member of the health care team
	Models effective communication and promotes cooperative behaviors	
	Shows tolerance for different viewpoints	

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<p>Explains the importance, necessity, and process of change</p>	<p>Implements change to improve patient care</p> <p>Anticipates consequences, plans ahead, and changes approaches to get best results</p>	<p>Recognizes one's own reaction to change and strives to remain open to new ideas and approaches</p> <p>Values new ideas and interventions to improve patient care</p>
<p>Understands the principles of accountability and delegation</p>	<p>Demonstrates accountability for own nursing practice.</p> <p>Exercises critical thinking within standards of practice</p> <p>Participates in the change process to improve patient care, the work environment, and patient and staff satisfaction</p> <p>Assigns, directs, and supervises ancillary personnel and support staff in carrying out particular roles/functions aimed at achieving patient care goals</p>	<p>Recognizes the value of delegation</p> <p>Accepts accountability and responsibility for one's own professional judgment and actions</p> <p>Shows commitment to provision of high quality, safe, and effective patient care</p> <p>Accepts accountability for nursing care given by self and delegated to others</p>
<p>Describes legal and regulatory factors that apply to nursing practice</p>	<p>Uses recognized professional standards of practice</p> <p>Implements plan of care within legal, ethical, and regulatory framework of nursing practice</p> <p>Complies with safety and regulatory standards and</p>	<p>Values professional standards of practice</p> <p>Values and upholds legal and regulatory principles and standards</p>

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	<p>includes mandated reporting regulations</p> <p>Recognizes and acts upon breaches of law relating to nursing practice and professional codes of conduct</p> <p>Understands limits to one's scope of practice and adheres to licensure law and regulations</p>	
<p>Understands the professional standards of practice, the evaluation of that practice, and the responsibility and accountability for the outcome of practice</p>	<p>Demonstrates professional comportment</p> <p>Provides and receives constructive feedback to/from peers</p>	<p>Recognizes personal capabilities, knowledge base, and areas for development</p> <p>Values collegiality, openness to critique, and peer review</p>
<p>Describes factors essential to the promotion of professional development</p> <p>Describes the role of a professional organization shaping the practice of nursing</p> <p>Understands the importance of reflection to advancing practice and improving outcomes of care</p>	<p>Participates in life-long learning</p> <p>Clarifies biases, inclinations, strengths, and self-limitations</p> <p>Adapts to stressful situations</p>	<p>Committed to life-long learning</p> <p>Values the mentoring relationship for professional development</p> <p>Values and is committed to being a reflective practitioner</p>

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	<p>Seeks appropriate mentors</p> <p>Acts as an effective role model and resource for students and support staff</p> <p>Demonstrates ability to stand up for beliefs and does not avoid challenges</p> <p>Demonstrates ability for reflection in action, reflection for action, and reflection on action</p>	<p>Recognizes that personal attitudes, beliefs and experiences influence one's leadership style</p> <p>Recognizes the limits of one's own role and competence and, where necessary, consults with other health professionals with the appropriate competencies</p> <p>Values fairness and open mindedness</p> <p>Values an environment encouraging creative thinking and innovations</p> <p>Values courage as a leadership skill</p>
<p>Understands the concept of autonomy and self-regulation in nursing practice</p> <p>Understands the culture of nursing and the health care system</p>	<p>Seeks ways to advocate for nursing's role, professional autonomy, accountability, and self-regulation</p> <p>Promotes and maintains a positive image of nursing</p>	<p>Recognizes the responsibility to function within acceptable behavioral norms appropriate to the discipline of nursing and the health care organization</p>
<p>Understands role and responsibilities as patient advocate</p>	<p>Serves as a patient advocate</p>	<p>Values role and responsibilities as a patient advocate</p>
<p>Understands ethical principles, values, concepts, and decision making that apply to nursing and patient care</p>	<p>Applies and incorporates ANA professional nursing code of ethics and professional guidelines into daily clinical practice</p> <p>Utilizes an ethical decision-making</p>	<p>Values the application of ethical principles in daily practice</p> <p>Values acting in accordance with codes of ethics and</p>

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	<p>framework in clinical situations</p> <p>Identifies and responds to ethical concerns, issues, and dilemmas that affect nursing practice</p> <p>Enlists system resources and participates in efforts to resolve ethical issues in daily practice</p> <p>Recognizes moral distress and seeks resources for resolution</p>	<p>accepted standards of practice</p> <p>Clarifies personal and professional values and recognizes their impact o decision making and professional behavior</p>
<p>-----</p> <p>Understands responsibilities inherent in being a member of the nursing profession</p> <p>Recognizes the relationship between personal health, self-renewal and the ability to deliver sustained quality care</p> <p>Recognizes the relationship between civic and social responsibility and volunteerism with the advancement of one's own practice and the profession of nursing</p>	<p>-----</p> <p>Understands the history and philosophy of the nursing profession</p> <p>Incorporates professional nursing standards and accountability into practice</p> <p>Advocates for professional standards of practice using organizational and political processes</p> <p>Articulates to the public the values of the profession as they relate to patient welfare</p> <p>Advocates for the role of the professional nurse as a member of the interdisciplinary health care team</p> <p>Develops personal goals for professional development</p> <p>Assumes social and civic responsibility through participation in community volunteer activities</p> <p>Assumes professional responsibility through participation</p>	<p>-----</p> <p>Recognizes need for personal and professional behaviors that promote the profession of nursing</p> <p>Values and upholds altruistic and humanistic principles</p>

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References

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