

Crosswalk of the *Master's Essentials* with the *Baccalaureate and DNP Essentials*

Essential 1: Background for Practice from Sciences and Humanities

Baccalaureate: Liberal Education for Baccalaureate Generalist Nursing Practice	Master's: Background for Practice from Sciences and Humanities	DNP: Scientific Underpinnings for Practice
<p>1. Integrate theories and concepts from liberal education into nursing practice.</p> <p>2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.</p> <p>3. Use skills of inquiry, analysis, and information literacy to address practice issues.</p> <p>4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.</p> <p>5. Apply knowledge of social and cultural factors to the care of diverse populations.</p> <p>6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially</p>	<p>1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.</p> <p>2. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to individuals, families, and communities while accounting for patient values and clinical judgment.</p> <p>3. Design nursing care for a clinical or community-focused population based on biopsychosocial, public health, nursing, and organizational sciences.</p> <p>4. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate advanced nursing care delivery.</p> <p>5. Synthesize evidence for practice to determine appropriate application of interventions across diverse populations.</p> <p>6. Use quality processes and improvement</p>	<p>1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p> <p>2. Use science-based theories and concepts to:</p> <ul style="list-style-type: none"> • determine the nature and significance of health and health care delivery phenomena; • describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and • evaluate outcomes. <p>3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</p>

<p>responsible citizen.</p> <p>7. Integrate the knowledge and methods of a variety of disciplines to inform decision making.</p> <p>8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system.</p> <p>9. Value the ideal of lifelong learning to support excellence in nursing practice.</p>	<p>science to evaluate care and ensure patient safety for individuals and communities.</p> <p>7. Integrate organizational science and informatics to make changes in the care environment to improve health outcomes.</p> <p>8. Analyze nursing history to expand thinking and provide a sense of professional heritage and identity.</p>	
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Essential 2: Organizational and Systems Leadership

Baccalaureate: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Master's: Organizational and Systems Leadership	DNP: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
<p>1. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.</p> <p>2. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.</p> <p>3. Demonstrate an awareness of complex organizational systems.</p> <p>4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.</p> <p>12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.</p>	<p>1. Apply leadership skills and decision making in the provision of culturally responsive, high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery and outcomes.</p> <p>2. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication (scholarly writing, speaking, and group interaction) skills.</p> <p>3. Develop an understanding of how healthcare delivery systems are organized and financed (and how this affects patient care) and identify the economic, legal, and political factors that influence health care.</p> <p>4. Demonstrate the ability to use complexity science and systems theory in the design, delivery, and evaluation of health care.</p> <p>5. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing, to develop a business plan.</p>	<p>1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</p> <p>3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p>

	<p>6. Design and implement systems change strategies that improve the care environment.</p> <p>7. Participate in the design and implementation of new models of care delivery and coordination.</p>	
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Essential 3: Quality Improvement and Safety

Baccalaureate: Basic Organizational and Systems Leadership for Quality Care and Patient Safety	Master's: Quality Improvement and Safety	DNP: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
<p>5. Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.</p> <p>6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.</p> <p>7. Promote factors that create a culture of safety and caring.</p> <p>8. Promote achievement of safe and quality outcomes of care for diverse populations.</p> <p>9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the microsystem of care.</p> <p>10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the</p>	<p>1. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care.</p> <p>2. Implement evidence-based plans based on trend analysis and quantify the impact on quality and safety.</p> <p>3. Analyze information and design systems to sustain improvements and promote transparency using high reliability and just culture principles.</p> <p>4. Compare and contrast several appropriate quality improvement models.</p> <p>5. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.</p> <p>6. Contribute to the integration of healthcare services within systems to affect safety and</p>	<p>2. Ensure accountability for quality of health care and patient safety for populations with whom they work.</p> <p>a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.</p> <p>b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</p> <p>c. Develop and/or monitor budgets for practice initiatives.</p> <p>d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</p> <p>e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</p>

<p>quality and safety of health care.</p> <p>11. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery.</p>	<p>quality of care to improve patient outcomes and reduce fragmentation of care.</p> <p>7. Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care.</p> <p>8. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services.</p>	
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Essential 4: Translating and Integrating Scholarship into Practice

Baccalaureate: Scholarship for Evidence-Based Practice	Master's: Translating and Integrating Scholarship into Practice	DNP: Clinical Scholarship and Analytical Methods for Evidence-Based Practice
<ol style="list-style-type: none"> 1. Explain the interrelationships among theory, practice, and research. 2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. 3. Advocate for the protection of human subjects in the conduct of research. 4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources. 5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. 6. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care. 7. Collaborate in the collection, documentation, and dissemination of evidence. 8. Acquire an understanding of the process for how nursing and related healthcare quality and 	<ol style="list-style-type: none"> 1. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates. 2. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant). 3. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted. 4. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation. 5. Apply practice guidelines to improve practice and the care environment. 6. Perform rigorous critique of evidence derived from databases to generate meaningful evidence 	<ol style="list-style-type: none"> 1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. 2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. 3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment. 5. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that

<p>safety measures are developed, validated, and endorsed.</p> <p>9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.</p>	<p>for nursing practice.</p>	<p>generate meaningful evidence for nursing practice</p> <ul style="list-style-type: none"> • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice <p>6. Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p>
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Essential 5: Informatics and Healthcare Technologies

Baccalaureate: Information Management and Application of Patient Care Technology	Master's: Informatics and Healthcare Technologies	DNP: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
<ol style="list-style-type: none"> 1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. 2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings. 3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. 4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes. 5. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes. 6. Evaluate data from all relevant sources, including technology, to inform the delivery of care. 	<ol style="list-style-type: none"> 1. Analyze current and emerging technologies to support safe practice environments, and to optimize patient safety, cost-effectiveness, and health outcomes. 2. Evaluate outcome data using current communication technologies, information systems, and statistical principles to develop strategies to reduce risks and improve health outcomes. 3. Promote policies that incorporate ethical principles and standards for the use of health and information technologies. 4. Provide oversight and guidance in the integration of technologies to document patient care and improve patient outcomes. 5. Use information and communication technologies, resources, and principles of learning to teach patients and others. 6. Use current and emerging technologies in the care environment to support lifelong learning for self and others. 	<ol style="list-style-type: none"> 1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. 2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

<p>7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.</p> <p>8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.</p> <p>9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.</p> <p>10. Advocate for the use of new patient care technologies for safe, quality care.</p> <p>11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.</p> <p>12. Participate in evaluation of information systems in practice settings through policy and procedure development.</p>		
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Essential 6: Health Policy and Advocacy

Baccalaureate: Healthcare Policy, Finance and Regulatory Environments	Master's: Health Policy and Advocacy	DNP: Healthcare Policy for Advocacy in Health Care
<p>Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.</p> <p>2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.</p> <p>3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.</p> <p>4. Examine legislative and regulatory processes relevant to the provision of health care.</p> <p>5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.</p> <p>6. Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice.</p> <p>7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of</p>	<ol style="list-style-type: none"> 1. Analyze how policies influence the structure and financing of health care, practice, and health outcomes. 2. Participate in the development and implementation of institutional, local, and state and federal policy. 3. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes. 4. Interpret research, bringing the nursing perspective, for policy makers and stakeholders. 5. Advocate for policies that improve the health of the public and the profession of nursing. 	<ol style="list-style-type: none"> 1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. 2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. 4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. 5. Advocate for the nursing profession within the policy and healthcare communities. 6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.

<p>nursing and other health professionals' practice.</p> <p>8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.</p> <p>9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.</p> <p>10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.</p> <p>11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.</p> <p>12. Advocate for consumers and the nursing profession.</p>		<p>7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</p>
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Essential 7: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Baccalaureate: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	Master’s: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	DNP: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
<ol style="list-style-type: none"> 1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements). 2. Use inter- and intraprofessional communication and collaborative skills to deliver evidence based, patient centered care. 3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships. 4. Contribute the unique nursing perspective to interprofessional teams to optimize patient outcomes. 5. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams. 6. Advocate for high quality and safe patient care as a member of the interprofessional team. 	<ol style="list-style-type: none"> 1. Advocate for the value and role of the professional nurse as member and leader of interprofessional healthcare teams. 2. Understand other health professions’ scopes of practice to maximize contributions within the healthcare team. 3. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. 4. Use effective communication strategies to develop, participate, and lead interprofessional teams and partnerships. 5. Mentor and coach new and experienced nurses and other members of the healthcare team. 6. Functions as an effective group leader or member based on an in-depth understanding of team dynamics and group processes. 	<ol style="list-style-type: none"> 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. 2. Lead interprofessional teams in the analysis of complex practice and organizational issues. 3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential 8: Clinical Prevention and Population Health for Improving Health

Baccalaureate: Clinical Prevention and Population Health	Master’s: Clinical Prevention and Population Health for Improving Health	DNP: Clinical Prevention and Population Health for Improving the Nation’s Health
<p>1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.</p> <p>2. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.</p> <p>3. Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities, and populations.</p> <p>4. Use behavioral change techniques to promote health and manage illness.</p> <p>5. Use evidence based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral, and follow up throughout the lifespan.</p> <p>6. Use information and communication technologies in preventive care.</p> <p>7. Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and</p>	<p>1. Synthesize broad ecological, global and social determinants of health; principles of genetics and genomics; and epidemiologic data to design and deliver evidence based, culturally relevant clinical prevention interventions and strategies.</p> <p>2. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes using health information technology and data sources.</p> <p>3. Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.</p> <p>4. Advance equitable and efficient prevention services, and promote effective population-based health policy through the application of nursing science and other scientific concepts.</p> <p>5. Integrate clinical prevention and population health concepts in the development of culturally relevant and linguistically appropriate health education, communication strategies, and interventions.</p>	<p>1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p> <p>2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</p> <p>3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p>

<p>disease and injury prevention interventions.</p> <p>8. Assess the health, healthcare, and emergency preparedness needs of a defined population.</p> <p>9. Use clinical judgment and decision making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations.</p> <p>10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.</p> <p>11. Participate in clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.</p> <p>12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.</p> <p>13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.</p>		
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Essential 9: Advancing Professionalism and Professional Values

Baccalaureate: Professionalism and Professional Values	Master's	DNP
<ol style="list-style-type: none"> 1. Demonstrate the professional standards of moral, ethical, and legal conduct. 2. Assume accountability for personal and professional behaviors. 3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. 4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. 5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice. 6. Reflect on one's own beliefs and values as they relate to professional practice. 7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors. 		

<p>8. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.</p> <p>9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.</p> <p>10. Protect patient privacy and confidentiality of patient records and other privileged communications.</p> <p>11. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas.</p> <p>12. Act to prevent unsafe, illegal, or unethical care practices.</p> <p>13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.</p> <p>14. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care.</p>		
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Essential 10: Master's-Level Nursing Practice

Baccalaureate: Baccalaureate Generalist Nursing Practice	Master's: Advanced Generalist Nursing Practice	DNP: Advanced Nursing Practice
<p>1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.</p> <p>2. Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.</p> <p>3. Implement holistic, patient centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum, across the lifespan, and in all healthcare settings.</p> <p>4. Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.</p>	<p>1. Conduct a comprehensive and systematic assessment as a foundation for decision making.</p> <p>2. Apply the best available evidence from nursing and other sciences as the foundation for practice.</p> <p>3. Advocate for patients, families, caregivers, communities and members of the healthcare team.</p> <p>4. Use information and communication technologies to advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care outcomes, including nurse sensitive outcomes.</p> <p>5. Use leadership skills to teach, coach, and mentor other members of the healthcare team.</p> <p>6. Use epidemiological, social, and environmental data in drawing inferences regarding the health status of patient populations and interventions to promote and preserve health and healthy lifestyles.</p> <p>7. Use knowledge of illness and disease management to provide evidence-based care to</p>	<p>1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</p> <p>3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p> <p>4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</p> <p>6. Educate and guide individuals and groups through complex health and situational transitions.</p>

<p>5. Deliver compassionate, patient centered, evidence based care that respects patient and family preferences.</p> <p>6. Implement patient and family care around resolution of end of life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences.</p> <p>7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.</p> <p>8. Implement evidence based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.</p> <p>9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions.</p> <p>10. Facilitate patient centered transitions of care, including discharge planning and ensuring the caregiver's knowledge of care requirements to promote safe care.</p> <p>11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems.</p>	<p>populations, perform risk assessments, and design plans or programs of care.</p> <p>8. Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, including the use of technologies, and in assisting patients and other healthcare providers to address such issues.</p> <p>9. Apply advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care.</p> <p>10. Employ knowledge and skills in economics, business principles, and systems in the design, delivery, and evaluation of care.</p> <p>11. Apply theories and evidence-based knowledge in leading, as appropriate, the healthcare team to design, coordinate, and evaluate the delivery of care.</p> <p>12. Apply learning, and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.</p> <p>13. Establish therapeutic relationships to negotiate patient-centered, culturally appropriate, evidence-based goals and modalities of care.</p>	<p>7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.</p>
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<p>12. Create a safe care environment that results in high quality patient outcomes.</p> <p>13. Revise the plan of care based on an ongoing evaluation of patient outcomes.</p> <p>14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team.</p> <p>15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload</p> <p>16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care.</p> <p>17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.</p> <p>18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.</p> <p>19. Manage the interaction of multiple functional problems affecting patients across the</p>	<p>14. Design strategies that promote lifelong learning of self and peers and that incorporate professional nursing standards and accountability for practice.</p> <p>15. Integrate an evolving personal philosophy of nursing and healthcare into one's nursing practice.</p>	
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<p>lifespan, including common geriatric syndromes.</p> <p>20. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.</p> <p>21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.</p> <p>22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.</p>		
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References

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