



Improving family and community care through highly specialized nurses

Competencies of a Family and Community Nurse

Competencies Family and Community Nurse (EQF-level 7)	ESCO classification of competencies
1 Use the best scientific evidence available	<ul style="list-style-type: none"> - Apply health sciences - Conduct research in advanced nursing care - Develop advanced health promotion strategies - Implement scientific decision making in healthcare - Lead healthcare services changes - Lead research activities in nursing
2 Systematically document and evaluate their own practice	<ul style="list-style-type: none"> - Advise on healthcare users' informed consent - Adhere to organizational guidelines - Analyse the quality of care - Comply with legislation related to health care - Follow clinical guidelines - Manage information in healthcare - Use electronic health records in nursing
3 Plan, implement and assess nursing care to meet the needs of individuals, families, and the community within their scope of competence.	<ul style="list-style-type: none"> - Apply nursing care in long-term care - Apply person-centred care - Diagnose nursing care - Evaluate nursing care - Implement fundamentals of nursing - Implement nursing care - Organise home care for patients
4 Identify and assess the health status and health needs of individuals and families within the context of their cultures and communities.	<ul style="list-style-type: none"> - Interact with healthcare users - Listen actively - Perform health assessment - Plan advanced nursing care - Promote inclusion - Respond to changing situations in healthcare
5 Provide patient education and build a therapeutic relationship with patients, informal carers and their families.	<ul style="list-style-type: none"> - Develop a collaborative therapeutic relationship - Empathize with the healthcare user - Empower individuals, families and groups - Ensure safety of healthcare users - Provide health education
6 Work together with the multidisciplinary team to prevent disease and promote and maintain health.	<ul style="list-style-type: none"> - Advise on healthy lifestyles - Coordinate care - Educate on the prevention of illness - Work in multidisciplinary health teams
7 Apply educational strategies to promote health and safety of individuals and families.	<ul style="list-style-type: none"> - Deal with emergency care situations - Initiate life preserving measures - Advise on healthy lifestyles - Develop advanced health promotion strategies - Provide health education

Competencies Family and Community Nurse (EQF-level 7)		ESCO classification of competencies
8	Involve individuals and families in decisions concerning their own health and wellbeing.	<ul style="list-style-type: none"> - Empower individuals, families and groups - Make clinical decisions - Promote human rights
9	Monitoring and providing long-term care to people affected by chronic and rare illnesses in the community in collaboration with other members of the multidisciplinary team.	<ul style="list-style-type: none"> - Organise homecare for patients - Screen patients for disease risk factors - Work in multidisciplinary health teams
10	Communication competencies based on evidence in relation to a specific context.	<ul style="list-style-type: none"> - Apply context specific clinical competences - Interact with healthcare users - Listen actively - Respond to changing situations in healthcare
11	Promote health in individuals, families and communities.	<ul style="list-style-type: none"> - Provide health education - Provide nursing advice on healthcare - Educate on the prevention of illness - Develop advanced health promotion strategies - Advise on healthy lifestyles
12	Mentoring students to promote the health and wellbeing of the community.	<ul style="list-style-type: none"> - Mentor other health professionals - Participate in health personnel training - Promote a positive image of nursing
13	Make decisions based on professional ethical standards.	<ul style="list-style-type: none"> - Accept own accountability - Follow clinical guidelines
14	Maintain professional and interprofessional relationships and a supportive role with colleagues to ensure that professional standards are met.	<ul style="list-style-type: none"> - Follow clinical guidelines - Comply with quality standards related to healthcare practice
15	Multidimensional community health needs assessment to implement appropriate clinical interventions and care management	<ul style="list-style-type: none"> - Apply context specific clinical competences - Apply sustainability principles in healthcare - Impact of social contexts on health - Provide treatment strategies for challenges to human health
16	Ability to negotiate healthcare with patients and their families, with the multidisciplinary team and healthcare centres.	<ul style="list-style-type: none"> - Work in a multidisciplinary team - Work in a multicultural environment in healthcare - Solve problems in healthcare - Interact with healthcare users
17	Assess the social, cultural, and economical context in which the nurse's patient lives	<ul style="list-style-type: none"> - Work in a multicultural environment in healthcare - Impact of social contexts on health - Apply context-specific clinical competences
18	Coordinate and be accountable for attributing community healthcare activities to support workers.	<ul style="list-style-type: none"> - Accept own accountability - Delegate activities - Develop plans related to the transfer of care
19	Accountability for the outcomes of nursing care in individuals, families and the community.	<ul style="list-style-type: none"> - Address problems critically - Accept own accountability - Impact of social contexts on health - Perform health assessment
20	Development of nurse leadership and decision-making skills to ensure clinical and	<ul style="list-style-type: none"> - Adopt leadership styles in healthcare - Apply organizational techniques

Competencies Family and Community Nurse (EQF-level 7)		ESCO classification of competencies
	healthcare effectiveness and appropriateness.	<ul style="list-style-type: none"> - Clinical decision-making at advanced practice - Contribute to high level health strategic decisions
21	Alleviate patient suffering.	<ul style="list-style-type: none"> - Diagnose advanced nursing care - Prescribe medication - Implement nursing care - Apply person-centred care
22	Participate in the prioritization of activities of the multidisciplinary team to address problems related to health and illness.	<ul style="list-style-type: none"> - Work in multidisciplinary health teams - Solve problems in healthcare - Respond to challenging situations in healthcare - Coordinate care
23	Set standards and evaluate the outcomes related to nursing activities in people's homes and in the community.	<ul style="list-style-type: none"> - Analyse the quality of care - Comply with quality standards related to healthcare practice - Evaluate nursing care
24	Managing diversity and fostering inclusiveness.	<ul style="list-style-type: none"> - Work in a multicultural environment in health care
25	Analytic assessment, cultural competence, program planning, and community dimensions of practice to pursue community health promotion goals together with the community multidisciplinary team.	<ul style="list-style-type: none"> - Work in multidisciplinary health teams - Respond to challenging situations in healthcare - Adopt leadership styles in healthcare - Develop advanced health promotion strategies
26	Manage change and act as agents for change to improve family and community nursing practice.	<ul style="list-style-type: none"> - Lead healthcare services changes
27	Leadership and development, implementation and evaluation of policies for the family and the community for purposes of health promotion.	<ul style="list-style-type: none"> - Adopt leadership styles in healthcare - Implement policy in healthcare practices - Inform policy makers on health-related challenges.
28	Managing health promotion, education, treatment and monitoring supported by ICTs (e-Health)	<ul style="list-style-type: none"> - Use e-health and mobile health technologies - Have computer literacy - Prescribe advanced nursing care

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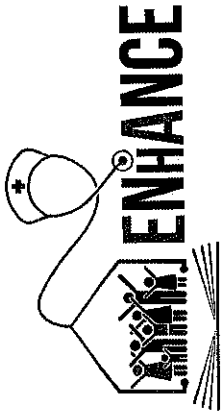
For more information

See the Public Deliverable from *Work Package 2 (D2.2)* establishing an FCN Professional Profile, available at: <https://www.enhance-fcn.eu/project-outcomes-and-deliverables/>



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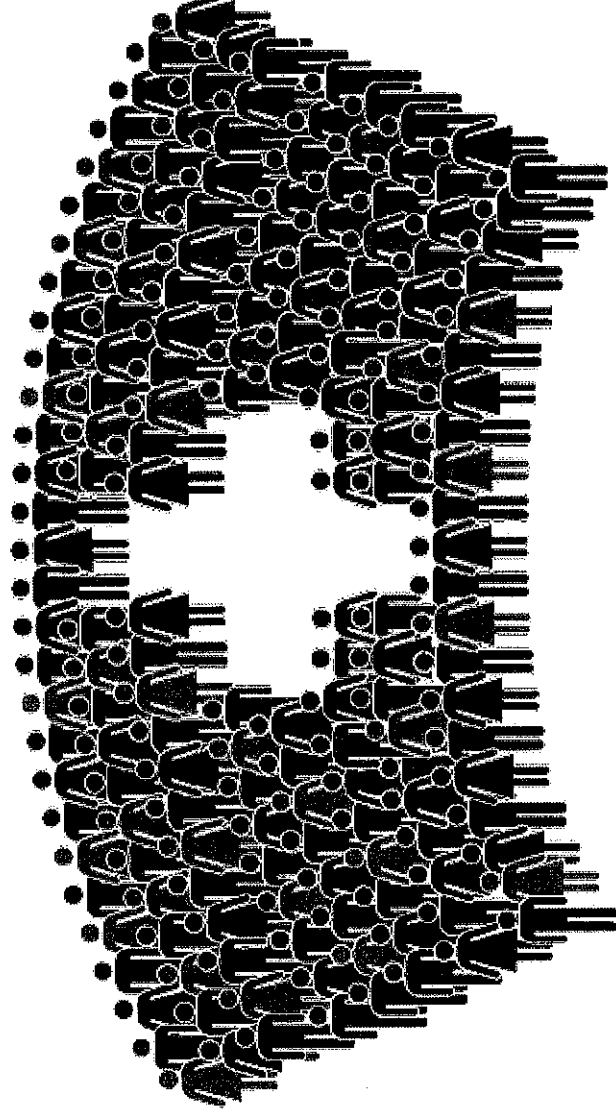
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INTRODUCTION

This is an abstract of the **D 3.1.1, FCN European Curriculum** - first release, delivered on February 2019, <https://www.enhance-fcn.eu/public-deliverables-and-reports/>

The current version of the **FCN EU Curriculum** includes 53 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 FCN EU CURRICULUM

UNITS OF LEARNING OUTCOMES AND LEARNING OUTCOMES

UNIT OF LEARNING A: NEEDS ASSESSMENT

1. Identify and assess the health status and health needs of individuals and families within the context of their cultures and communities.
 - a. Identify and assess individuals' health status and health needs
 - b. Identify and assess families' health status and health needs
 - c. Contextualize and apply needs assessment taking into account cultures and communities
3. Plan, implement and assess nursing care to meet the needs of individuals, families, and the community within their scope of competence.
 - a. Plan nursing care to meet the needs of individuals, families, and the community within their scope of competence
 - b. Implement nursing care to meet the needs of individuals, families, and the community within their scope of competence
 - c. Assess nursing care to meet the needs of individuals, families, and the community within their scope of competence
19. Multidimensional community health needs assessment to implement appropriate clinical interventions and care management.
 - a. Assess community health needs in a multidimensional perspective
 - b. Identify the appropriate clinical interventions and care management strategies for communities
21. Assess the social, cultural, and economical context of patients and their families
 - a. Assess the social, cultural, and economical context of patients and their families

UNIT OF LEARNING B: DECISION-MAKING PROCESS

2. Make decisions based on professional ethical standards.
 - a. Know the main professional ethical standards
 - b. Take decisions based on professional ethical standards

11. Involve individuals and families in decision-making concerning health promotion, and disease and injuries prevention, and wellbeing

- a. Involve individuals and families in decision-making process

22. Development of nurse leadership and decision-making skills to ensure clinical and healthcare effectiveness and appropriateness.

- a. Know and apply leadership techniques that ensures clinical and healthcare effectiveness and appropriateness
- b. Know and apply decision-making techniques that ensures clinical and healthcare effectiveness and appropriateness

23. Ability to negotiate healthcare with patients and their families, with the multidisciplinary team and healthcare centers.

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

**UNIT OF LEARNING C:
HEALTH PROMOTION AND EDUCATION**

4. Enhance and promote health and prevent disease and injuries in individuals, families and communities even focusing on inequities and unique needs of subpopulations.

- a. Know the main elements/guidelines/procedures/theories to enhance and promote health and prevent disease and injuries in individuals, families and communities and be able apply them in daily practice
- b. Know unique needs of subpopulations and detect and contrast the main inequities which affect them.

5. Apply education strategies to promote health and safety of individuals and families

- a. Know and apply the main educational strategies which can be adopted to promote health and safety of individuals and families

16. Provide patient education and build a therapeutic relationship with patients and their families.

- a. Know the main educational strategies for patient education and apply them in daily practice
- b. Know the main strategies and techniques for building an effective therapeutic relation with patients and families and apply them in daily practice

17. Analytic assessment, cultural competence, program planning, and community dimensions of practice to pursue community health promotion goals together with the community multidisciplinary team.

- a. Know community health promotion goals;
- b. Carry out health promotion programs and activities that meet the community's goals

18. Leadership and development, implementation and evaluation of policies for the family and the community for purposes of health promotion.

- a. Evaluate policies for health promotion at family and community level
- b. Effectively coordinate develop and implement policies for health promotion at family and community level

25. Mentoring students to promote the health, and prevent disease and injuries and wellbeing of individuals and their families and communities.

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

**UNIT OF LEARNING D:
COMMUNICATION**

6. Communication competencies based on evidence in relation to a specific context

- a. Know the main communication strategies and techniques which can be adopted by a FCN and apply them to specific contexts and needs

15. Maintain intra-professional and inter-professional relationships and a supportive role with colleagues to ensure that professional standards are met.

- a. Know professional standards and act in compliance with them
- b. Know advanced strategies and techniques of team working and professional collaboration and apply them to specific contexts and needs

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

8. Coordinate and be accountable for attributing community healthcare activities to support workers.

- a. Know and evaluate the main problems and needs which could affect workers in a specific community context
- b. Know and apply strategies and techniques to motivate workers and to engage them in community healthcare promotion

14. Manage change and act as agents for change to improve family and community nursing practice.

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

20. Managing disparity and diversity and fostering inclusiveness

- a. Know the main ethical principles to manage disparity and diversity and apply them in daily practice
- b. Know the main guidelines to foster inclusiveness and apply them in daily practice

13. Participate in the prioritization of activities of the multidisciplinary team to address problems related to health and illness.

- a. Work and collaborate in a multidisciplinary team
- b. Plan and prioritize the activities of the multidisciplinary team in order to address problems related to health and illness.

27. Work together with the multidisciplinary team to prevent disease, and promote and maintain health.

- a. Work and collaborate in a multidisciplinary team
- b. Effectively address problems related to health and illness through the multidisciplinary team

**UNIT OF LEARNING F:
EVIDENCE-BASED APPROACH**

9. Accountability for the outcomes of nursing care in individuals, families and the community.

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

10. Systematically document and evaluate their own practice

- a. Know and use standardized and validated tools in order to evaluate their own practice.
- b. Know and use the main monitoring and reporting procedures in order to document their own practice

12. Set standards and evaluate the outcomes related to nursing activities in people's homes and in the community.

- a. Know the main standards about nursing activities in people's homes and apply them in daily activity.
- b. Know the main standards about nursing activities in the community and apply them in daily activity.
- c. Evaluate the outcomes related to nursing activities in people's homes
- d. Evaluate the outcomes related to nursing activities in the community.

26. Use the best scientific evidence available.

- a. Know the main scientific evidence databases and make an effective search
- b. Use the best scientific evidences properly in order to apply them in daily practice

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

24. Monitoring people affected by chronic and rare illnesses on one community in collaboration with other members of the multidisciplinary team

- a. Know and use the main procedures and tools for monitoring people affected by chronic and rare illnesses in the community
- b. Know the main characteristics of chronic and rare diseases which could be monitored in the community and apply the main guidelines about the monitoring process and the expected outcomes

7. Alleviate patient suffering even during end of life

- a. Know the main guidelines and procedures for palliative care and apply them in daily practice
- b. Know the main communication and counselling techniques to manage relations with patients (and families) in palliative care

28. Health promotion, education, treatment and monitoring supported by of ICTs (e-Health)

- a. Know the main ICTs supporting health promotion and education and use the most common ones
- b. Know the main ICTs supporting the treatment of patients at distance and use the most common ones
- c. Know the main ICTs supporting distance health monitoring and use the most common one

**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

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> 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. Classify the determinants of individuals' health and illness. Describe in detail the "frailty" concept and recognize frailty situations of individuals. 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. 	<p>SKILLS</p> <ul style="list-style-type: none"> Evaluate all the dimensions (biological, mental, spiritual, social) of individuals' health status. Assess individuals' health status with the use of standardized and validated evaluation tools. Assess individuals' health needs within a specific cultural context. 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
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Recognize health status and health needs of individuals within a specific cultural and community context. Cooperate with individuals in order to detect health problems and assess health needs. Apply critical thinking to individuals' health problems' identification. 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 <p>NOTES: Professional standards competencies are addressed by LO15a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Differentiate needs assessment on the base of the systemic – family approach. • Classify the determinants of families' health status. • Recognize and describe families' health needs. • Define and describe frailty situations of family members (caregivers). • 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. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Evaluate all the dimensions (biological, mental, spiritual, social) of families' health status. • Estimate family members' relations. • Assess families' health status with the use of standardized and validated evaluation tools. • Assess 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.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Recognize health status and health needs of families within a specific cultural and community context. • Cooperate with family members in order to detect health problems and assess health needs. • Apply critical thinking to families' health problems' identification. • 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. 	
<p>NOTES:</p> <p>Team working competencies are addressed by LO15b</p> <p>Professional standards competencies are addressed by LO15a</p>	

	<p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> • Evaluate and handle possible hazards (physical, chemical and biological) of a community. • Measure specific community characteristics regarding geographical profile, population and immigration. • Measure specific population characteristics regarding socio-demographic, economic and work status related characteristics. • Apply evidence-based measurement standards of health needs that take in to account cultures and communities.
	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> • Define and describe specific community characteristics regarding geographical profile, population and immigration. • Define and describe specific population characteristics regarding socio-demographic, economic and work status related characteristics. • Describe and identify possible hazards (physical, chemical and biological) of a community.
<p style="text-align: center;">PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Refer to specific population characteristics regarding socio-demographic, economic and work status related characteristics . • AUTONOMOUSLY evaluate possible hazards of a community. • Demonstrate cultural sensitivity • Demonstrate critical thinking skills and dispositions for cultural and community awareness. 	
<p>NOTES: Professional standards competencies are addressed by LO15a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the components and types of Nursing Diagnoses – NANDA/ICNP. • Transform health problems and needs into nursing diagnoses • Identify and set priorities of nursing care. • Establish expected outcomes (goals/objectives) of nursing care – NOC/ICNP. • Identify the proper nursing interventions for achieving outcomes. • Prioritize nursing interventions. • Classify priorities of nursing care: High- Emergent, Intermediate, Law. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Set individual-centered, family-centered and community-centered short-term and long-term goals and outcomes. • Organize, develop and write a nursing care plans/nursing kardex/critical pathways, based on the nursing diagnosis and fulfilling specific needs. • Set and develop nursing care plans according the preferences, values and expressed needs and within a cultural context • Create concept map care plans
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Adopt the holistic approach • Respect ethical issues. • Collaborate and partner with individuals, families and communities. • Apply critical thinking while setting goals and expected outcomes and while deciding nursing interventions. • Create concept map care plans AUTONOMOUSLY 	
<p>NOTES:</p>	

	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> • 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. • Outline, identify and select the proper direct and indirect care measures at individuals, families and communities. • Outline, recognize and describe all nursing documentation types. 	<p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> • Provide independent, dependent and collaborative nursing interventions. • Provide high-quality and safe person-centered 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.
<p style="text-align: center;">PERSONAL AND TRANSVERSAL COMPETENCES</p>		
<ul style="list-style-type: none"> • Act respectfully • Apply critical thinking skills and dispositions in the implementation process • Set strategies for recognition of all possible consequences associated with the provided nursing actions. • Act with accountability and in compliance with legal requirements. <p>NOTES:</p> <p>Document nursing activities: overlaps with LO10a and LO10b</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Differentiate, describe and select the means and tools that are used to assess the effectiveness of nursing care. • Outline and illustrate nursing planning process. • Outline, identify and select the proper the criteria for nursing care quality assurance and effectiveness 	<p>SKILLS</p> <ul style="list-style-type: none"> • Analyze individuals', families' and communities' responses to applied nursing interventions. • Apply the criteria for nursing care quality assurance and effectiveness • Evaluate the outcome of nursing interventions based on the outcomes goals of the nursing plan. • Identify errors in the pan of care. • Evaluate family strengths and area of concern, family's living environment including community in which the family lives. • Identify factors contributing to success or failure. • Monitor the quality of nursing care • Document the results. • Plan for future care.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Learn from experiences among individuals, families, communities and health professionals • Manage and modify complex failure situations. <p>NOTES:</p> <p>This LO overlaps with LO10a and LO10b and with LO12a LO12b LO12c and LO12d Professional standards competencies are addressed by LO15a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline community healthcare needs in physical, mental, spiritual and social level. • Distinguish and describe the most common assessment tools that are standardized for specific populations • Identify the impact of conducting comprehensive community assessments with individuals, families and communities 	<p>SKILLS</p> <ul style="list-style-type: none"> • Analyse data on and needs of specific populations • Identify and interact with key community leaders • Identify and assess target populations that may be at risk • Select and apply the most common assessment tools that are standardized for specific populations
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Cooperate with other health professionals, eg. with primary, secondary and tertiary health care providers • Cooperate with supportive social and spiritual services 	
<p>NOTES: Team working competencies are addressed by LO15b Professional standards competencies are addressed by LO15a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, differentiate and describe care management strategies used in community settings. • Outline, identify and select the proper clinical interventions -NIC/ICNP for community settings. • Compare and select the community interventions targeting primary, secondary, and tertiary prevention. • Recognize community resources. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Identify specific clinical interventions for specific community populations. • Indicate strategies for quality care management in community settings.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Respect ethical aspects of specific populations. • Collaborate with community members and leaders • Demonstrate the critical thinking skills of interpretation, analysis, inference and evaluation <p>NOTES: Team working competencies are addressed by LO15b Professional standards competencies are addressed by LO15a</p>

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • 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.) 	<p>SKILLS</p> <ul style="list-style-type: none"> • Collect and analyse 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 • Interpret and evaluate the meaning of information from socio-cultural, ethical, and economic perspectives
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Approach patients and families WITH RESPONSIBILITY, open-mindedness and cognitive maturity. • AUTONOMOUSLY evaluate the social status, cultural aspects and economical context of patients and their families. 	
<p>NOTES:</p>	

**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 injuries 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 centers

6 Learning Outcomes

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

	<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 • Interpret 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 observing 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 reports practice 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. • Defend 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 in ensuring adherence to ethical principles to protect the rights and well-being of individuals. 		
<p>NOTES: Define the relations (preparatory or not) with LO20a and LO20b Professional standards competencies are addressed by LO15a</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe in detail the decision making process. • Outline standards for patients' and families' safety, as well as for a safe environment 	<p>SKILLS</p> <ul style="list-style-type: none"> • Take decisions according to international agreements • Take informed decisions in accordance with the professional ethical standards. • Take into consideration the safety of patients and families when making decisions.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with other professionals in order to take decisions. • Comply with professional ethical standards through the whole process. • Act in safety while making 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. 	
<p>NOTES:</p> <p>Professional standards competencies are addressed by LO15a</p> <p>Team working competencies are addressed by LO 15b</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Differentiate and describe strategies and techniques aimed to involve individuals and families in decision-making (including communication and motivation strategies and techniques) • Differentiate and describe the main strategies to encourage shared decision-making concerning health promotion, disease and injuries prevention and wellbeing. • Understand and interpret preferences and choices of patients and families. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply strategies and techniques aimed to involve individuals and families in decision-making. • Apply communication strategies and motivation techniques in order to induce informed willingness, of individuals and families, for active involvement in decision-making processes. • Act by following the steps and the rules of decision-making process. • Apply and ensure a 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.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Respect patients' and families' choices in decision making. • AUTONOMOUSLY organize the job following the steps and the rules of 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. • Critically reflect to different choices in decision-making. • Create a trustable atmosphere where individuals and families could feel safe, respected and having a voice in making decisions. 	
	<p>NOTES:</p> <p>Overlaps with LO22b</p> <p>Communication strategies competencies are addressed by LO16a</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Recognize the proper leadership and management techniques suitable for the targeted strategy and population. • Identify the role of a positive working environment in ensuring clinical and healthcare effectiveness and appropriateness. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Implement the right leadership strategies to ensure clinical and healthcare effectiveness and appropriateness. • Constantly evaluate the leadership strategy. • Change the leadership strategy if it is needed. • Build coalitions, inter-sectoral partnership and networks
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p>		
<ul style="list-style-type: none"> • 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. 		
<p>NOTES: Team working strategies are addressed by LO15b</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the effective and appropriate decision making process. • Identify and interpret different strategic thinking methods including thinking outside out of the box, if required 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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 it is needed.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Demonstrate critical thinking disposition in the decision-making process; cognitive-maturity, truth seeking, open-mindedness, analyticity, systematism. • Communicate effectively and promote cooperative behaviours. 	
<p>NOTES: Overlaps with LO11a Communication strategies competencies are addressed by LO16a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • 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. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrate empathy, creativity, genuine interested, compassion. • Devote adequate time to individuals and families for expressing health related concerns and feelings. • Support patients and families in their relations the multidisciplinary team and with healthcare centers. • Assure proper deals in case of patients' autonomy loss. • Evaluate and address the needs of informal carers.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • 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 which aim at the physical and mental wellbeing of patients and their families • Create a trustable atmosphere for the discussion 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 whole negotiation process. 	
<p>NOTES:</p> <p>Team working competencies are addressed by LO15b Communication strategies competencies are addressed by LO16a Communication and counseling techniques to manage relations with patients in palliative care are targeted by LO7b</p>	

**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, and prevent disease and injuries and 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 which affect them
LO5a:	Know and apply the main educational strategies which 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 community's goals

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

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe in detail health promotion and education theories, guidelines and procedures. Identify and explain conditions and/or behaviours that are hazardous to the health of individuals, families and communities. 	<p>SKILLS</p> <ul style="list-style-type: none"> Detect conditions and/or health risk behaviours Apply in daily practice interventions of health promotion and education that enhance health status of community populations. Constantly monitor 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.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p>		
<ul style="list-style-type: none"> Detect 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. 		
<p>NOTES:</p>		
<p>Team working competencies are addressed by LO15b</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Recognize the unique needs of subpopulations that face inequities, such as populations with different cultural or religious background or situations of abuse • Outline social rights pillars • State how health and illness are affected by socioeconomics, culture, race, spiritual beliefs, gender, lifestyle, and age. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Detect and report the unique needs of subpopulations that face inequities, such as populations with different cultural or religious background or situations of abuse • Address the inequities and unique health needs of subpopulations when providing health promotion and prevention of disease and injuries.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p>	
<ul style="list-style-type: none"> • AUTONOMOUSLY evaluate the needs of individuals, families and communities with different cultural or religious background • Collaborate with other members of the multidisciplinary health team while detecting needs 	
<p>NOTES:</p>	
<p>Team working competencies are addressed by LO15b</p>	

	<p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> • 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 educational programs that promote 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 health promotion activities 	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify and describe in detail the main educational strategies and tools for promoting health and safety of individual and families • Explain the benefits of health educational programs in health status of individuals and families.
	<p style="text-align: center;">PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Choose the proper education strategy TAKING ON RESPONSIBILITY of 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 health promotion and education process • Motivate collaborators to responsibility and dedication 	
<p>NOTES:</p> <p>Team working competencies are addressed by LO15b</p> <p>Professional standards competencies are addressed by LO15a</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper patient education strategies, techniques and tools. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply the appropriate techniques to assess patient’s learning (education) needs and educate according the needs • Organize and implement educational sessions/programs regarding health promotion for patients and families • 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 the acceptability and compliance to the educational interventions
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY evaluate educational deficits and interventions • Collaborate with other professionals of the multidisciplinary team 		
<p>NOTES: Team working competencies are addressed by LO15b</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Select and locate the main strategies and techniques that foster a therapeutic interpersonal relationship. 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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. • Evaluate the therapeutic relationship with patients and their families. • Encourage acceptability and compliance to the therapeutic relationship
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Respect people as unique individuals with differing beliefs and cultural backgrounds. • Enact a comprehensive communication of facts and circumstances. • Recognize patient and family preferences, values, and needs. • Establish a holistic, compassionate, respectful partnership with the patients and families. • Evaluate the therapeutic relationship AUTONOMOUSLY 		
<p>NOTES:</p> <p>Professional standards competencies are addressed by LO15a Communications strategies competencies are addressed by LO16a</p>		

	<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 to the implementation of community health promotion goals
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Evaluate the community health promotion goals AUTONOMOUSLY • Collaborate with other professionals of the multidisciplinary team <p>NOTES: Team working competencies are addressed by LO15b</p>	

	<p style="text-align: center;">SKILLS</p> <ul style="list-style-type: none"> • Apply community dimensions of practice • Organize and implement health promotion programs and interventions that pursue community's goals • Evaluate the effectiveness of the implemented programs • Communicate regularly with healthcare and community services in order to better organize family and community health provision • Foster acceptability and compliance to health promotion/provision recommendations 	<p style="text-align: center;">KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe and select the best practices for the implementation of programs and activities, which meet community's health promotion goals. • List, differentiate and describe the healthcare and community services of a particular area of practice
	<p style="text-align: center;">PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY evaluate the community dimensions of practice and the available services. • Collaborate with other professionals of the multidisciplinary team 	
<p>NOTES:</p> <p>Team working competencies are addressed by LO15b</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe in detail health promotions policies for family and community. Outline and select the standardized assessment tools for health promotion policies. 	<p>SKILLS</p> <ul style="list-style-type: none"> Demonstrates critical understanding of health promotions policies for family and community. Assess health promotion policies by using standardized tools.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Apply the critical thinking skills and disposition of evaluation, interpretation, explanation, systematism. Evaluate the policies to be implemented AUTONOMOUSLY 	
<p>NOTES: Professional standards competencies are addressed by LO15a</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline nursing leadership roles in the healthcare system. • Outline the theoretical principles of family and community health promotion policies development and implementation. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Develop and implement health promotion policies according to universal and country recommendations. • Evaluate the policy development process
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Act as a leader in the development, implementation and evaluation of the health promotions 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 development process AUTONOMOUSLY <p>NOTES:</p> <p>Team working competencies are addressed by LO15b</p> <p>Communication strategies competencies are addressed by LO16a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Select and locate mentoring strategies and techniques about health promotion and education issues. 	<p>SKILLS</p> <ul style="list-style-type: none"> 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. Implement with students the appropriate health promotion and disease/injury prevention measures in the community setting. Provide interactive mentoring. 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 the acceptability and compliance of students
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Evaluate the teaching and mentoring process AUTONOMOUSLY 	
<p>NOTES:</p> <p>Communication strategies competencies are addressed by LO16a</p>	

**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 which can be adopted by a 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

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper evidence-based communication strategies and techniques. • Clarify nursing principals of communication in relation to the specific context of the care recipient(s) in the family and the community. • Describe the main strategies and techniques for verbal and non-verbal communication as well as communication breakdowns. • Define the conditions required for establishing an effective communication context. 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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 a therapeutic environment that promotes discussion by using appropriate communication style and community resources • Apply the proper strategies and techniques in order to explain complex information to care 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 communication when building relationships
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Relate communication strategies to the specific context • Respect people as unique individuals with differing beliefs and cultural backgrounds. 		
<p>NOTES: Preparatory for a number of transversal competencies (see notes for each of them) The therapeutic relationship is targeted by LO16b</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe in detail all FCN professional standards. 	<p>SKILLS</p> <ul style="list-style-type: none"> Apply professional standards in nursing practice.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Apply critical thinking dispositions; truth- seeking, open-mindedness, self-confidence, cognitive maturity. Share his/her own expertise with other professionals to meet professional standards 	
<p>NOTES:</p> <p>Preparatory for a number of transversal competencies (see notes for each of them)</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and describe team working and collaborative strategies and techniques. • State roles, responsibilities and legitimations that support intra- and inter-professional effective relationships. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Select the proper team working and collaborative strategies and techniques and apply them to specific contexts and needs • Set a positive and collaborative working environment. • Facilitate inter-professional relationships to address complex medical issues. • Work as part of a professional team to increase appropriate methods and techniques adapted to the problems and the needs of the family or community care recipient(s). • Interpret the ways that colleagues relate each other in workplaces.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Define his/her own professional identity through interaction with other professionals in the health team care • Define his/her role in the team while gaining an understanding of commitment in the workplace <p>NOTES: Preparatory for a number of transversal competencies (see notes for each of them)</p>	

**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

9 Learning Outcomes

LO8a:	Know and evaluate the main problems and needs which could affect workers in a specific community context.
LO8b:	Know and apply strategies and techniques to motivate workers and to engage them in community healthcare promotion
LO13a:	Work and collaborate in a multidisciplinary team.
LO13b:	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

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify problems and needs that affect workers in a specific community context. 	<p>SKILLS</p> <ul style="list-style-type: none"> 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. Analyze relevant information to identify major health issues. Prioritize the main problems and needs for action decisions.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Apply the critical thinking skills and dispositions of interpretation, analysis, evaluation, systematization, cognitive maturity. Communicate and cooperate with community health care workers in order to identify problems and needs related to specific community context. 		
<p>NOTES:</p> <p>Communication strategies competencies are addressed by LO16a Team working competencies are addressed by LO15b</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Locate effective collaboration principles, methods and techniques in a context of multidisciplinary professionals. • Distinguish and outline the main roles and activities characterizing each professional who is supposed to collaborate with FCN 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply effective collaboration principles, methods and techniques in a context of multidisciplinary professionals.
<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 about issues related to health and illness. • Support members of the multidisciplinary healthcare team to express views and opinions AUTONOMOUSLY. • Respect the roles of each professional 	
<p>NOTES:</p> <p>This LO is exactly the same of LO27a; it has to be declined accordingly to the specific core competence</p> <p>Team working competencies are addressed by LO15b</p> <p>Communication strategies competencies are addressed by LO16a</p> <p>This LO address only specific competencies related to the work in a multidisciplinary team</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify, categorize and define the activities that the multidisciplinary team should carry out in order to address problems related to health and illness. • Outline the main principles to prioritize needs and activities addressing the community problems 	<p>SKILLS</p> <ul style="list-style-type: none"> • Select and prioritize activities of the multidisciplinary team to address problems related to health and illness.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Accept different views and opinions within the multidisciplinary team about issues related to health and illness • Provide reasonable justifications for his/her own choices about priorities 	
<p>NOTES:</p> <p>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</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • 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. 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • 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. 	
<p>NOTES:</p> <p>Team working competencies are addressed by LO15b</p> <p>Multidisciplinary team competencies are addressed by LO13a</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Recognize disparity and diversity in family and in community settings. • State specific disparity situations, such as children, women and older adults abuse. • Compare and select strategies and techniques for managing disparity and diversity. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Analyse and evaluate disparity and diversity in family and community context • Manage disparity and diversity in daily FCN practice. • Apply principles of equity and social justice in daily practice.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Support vulnerable social groups. • Accept diversity and manage disparity WITH RESPONSIBILITY. • Reduce disparity through a comprehensive communication. 	
<p>NOTES: Define the relations (preparatory or not) with LO2a Communication strategies competencies are addressed by LO16a</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper strategies and techniques for fostering inclusiveness in health care systems. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply strategies and techniques for fostering inclusiveness in health care systems • Plan activities that promote inclusiveness. • Coordinate initiatives in the multidisciplinary team in order to foster inclusiveness Apply principles of equity and social justice in daily practice
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Support vulnerable social groups. • Adopt inclusiveness behaviour WITH RESPONSIBILITY. • Enhance inclusiveness through a comprehensive communication 	
<p>NOTES: Define the relations (preparatory or not) with LO2a Communication strategies competencies are addressed by LO16a</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Locate effective collaboration principles, methods and techniques in a context of multidisciplinary professionals. • Distinguish and outline the main roles and activities characterizing each professional who is supposed to collaborate with FCN 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply effective collaboration principles, methods and techniques in a context of multidisciplinary professionals.
	<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 about issues related to health and illness. • Support members of the multidisciplinary healthcare team to express views and opinions AUTONOMOUSLY. • Respect the roles of each professional 	
<p>NOTES:</p> <p>This LO is exactly the same of LO13a; it has to be declined accordingly to the specific core competence</p> <p>Team working competencies are addressed by LO15b</p> <p>Communication strategies competencies are addressed by LO16a</p> <p>This LO address only specific competencies related to the work in a multidisciplinary team</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe effective multidisciplinary interventions that address successfully problems related to health and diseases. 	<p>SKILLS</p> <ul style="list-style-type: none"> Plan and implement activities of the multidisciplinary team to address problems related to health and illness. Assess and revise activities of the multidisciplinary team to address problems related to health and illness Integrate different opinions of the multidisciplinary team into activities that prevent disease, and promote and maintain health.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Motivate multidisciplinary team members to actively participate in actions that aim to prevent disease, (and) promote and maintain health. Accept diverse opinions within the multidisciplinary team context. 		
<p>NOTES:</p> <p>While LO13b focuses on planning and prioritizing, this LO is focused on the planning and the implementation of the activities</p> <p>Team working competencies are addressed by LO15b</p>		

**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 their 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 the definition of the outcomes and apply them in daily practice
LO10a:	Know and use standardized and validated tools in order to evaluate their own practice
LO10b:	Know and use the main monitoring and reporting procedures in order to document their 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 evidences properly and apply them in daily practice

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper guidelines, procedures and validated tools for the definition of the outcomes. • Outline, identify and select the proper guidelines, procedures and validated tools for monitoring nursing care. • Define and describe data collection process. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Set appropriate outcomes of nursing care • Apply procedures for monitoring nursing care. • Systematically collect data related to patient outcomes. • Assess the outcomes of nursing care with standardized and validated tools.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Evaluate implemented nursing actions AUTONOMOUSLY. • Collaborate with other multidisciplinary team professionals. • Foster users' acceptability and compliance with implemented actions set. • Set an healthy and collaborative atmosphere among nursing care deliverers to address and improve the targeted outcomes for the individuals, families and the community. • Demonstrate professional accountability in independent practice in multiple settings with multiple stakeholders 	
<p>NOTES:</p> <p>Competences related to the evaluation of the outcomes are addressed by LO12c and LO12d (this LO focuses on definition and the monitoring)</p> <p>Professional standards competencies are addressed by LO15a</p> <p>Team working competencies are addressed by LO15b</p> <p>This LO is preparatory for LO24b</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline standardized and validated tools to evaluate his/her own practice . 	<p>SKILLS</p> <ul style="list-style-type: none"> • Use standardized and validated tools to evaluate his/her own practice. • Systematically evaluate his/her own practice.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Evaluate his/her own practice continuously and AUTONOMOUSLY. • Foster the acceptability and compliance of the user to the continuous feedback procedure • Apply the critical thinking skills and dispositions of interpretation, evaluation, self-regulation, truth-seeking, analyticity, systematism. 	
<p>NOTES:</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the main monitoring and reporting procedures in order to document their own practice • Outline, identify and select the proper nursing documentation types and procedures. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Select the proper document type and use it for evaluating his/her own practice. • Systematically document his/her own practice. • Fill in nursing sheets and plans.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY document his/her own practice. • Foster users' acceptability and compliance with the chosen documentation. 	
<p>NOTES:</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the main standards related to nursing activities in people's homes. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Set/apply standards related to nursing activities in people's homes in his/her homecare practice.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY set the proper standards . • Collaborate with other multidisciplinary team professionals. • Foster the acceptability and compliance of the user to the applied standards. 	
<p>NOTES:</p> <p>Professional standards competencies are addressed by LO15a Team working competencies are addressed by LO15b</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the main standards related to nursing activities in the community. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Set/apply standards related to nursing activities in the community. <p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY set the proper standards . • Collaborate with other multidisciplinary team professionals. • Foster the acceptability and compliance of the user to the applied standards. <p>NOTES:</p> <p>Professional strategies competencies are addressed by LO15a</p> <p>Team working competencies are addressed by LO15b</p>
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<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Compare and select the proper methods and tools to evaluate the outcomes related to nursing activities in people's homes. • Recognize the role of monitoring the outcomes in the evaluation process. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply methods and use properly the available tools to evaluate the outcomes related to nursing activities in people's homes. • Use properly the information collected through the monitoring process for the evaluation • Report the results of the outcome evaluation using the proper tools.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with other multidisciplinary team professionals. • Foster the acceptability and compliance of the user to the applied standards. 	
<p>NOTES:</p> <p>Competences related to the definition and the monitoring of the outcomes are addressed by LO9a (this LO focuses on evaluation)</p> <p>Team working competencies are addressed by LO15b</p> <p>Professional standards competencies are addressed by LO15a</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Compare and select the proper methods and tools to evaluate the outcomes related to nursing activities in the community. • Recognize the role of monitoring the outcomes in the evaluation process 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply methods and use properly the available tools to evaluate the outcomes related to nursing activities in the community. • Use properly the information collected through the monitoring process for the evaluation • Report the results of the outcome evaluation using the proper tools
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Collaborate with other multidisciplinary team professionals. • Foster the acceptability and compliance of the user to the applied standards. 	
<p>NOTES:</p> <p>Competences related to the definition and the monitoring of the outcomes are addressed by LO9a (this LO focuses on evaluation)</p> <p>Team working competencies are addressed by LO15b</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline the main scientific databases. • Compare and select the proper methods, strategies and tools for literature research in scientific databases. 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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 literature. • Identify reliable evidences.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • AUTONOMOUSLY evaluate evidence-based data. • Collaborate with other multidisciplinary team professionals. • Foster the acceptability and compliance of the evidence-based process. 	
<p>NOTES: Team working competencies are addressed by LO15b</p>	

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify and describe in detail the principles and importance of evidence-based practice. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply evidence-based methods of nursing care in daily practice. • Use the best scientific evidences properly • Apply the best scientific evidences into daily nursing practice.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p>	
<ul style="list-style-type: none"> • Value the need for continual clinical practice improvement based on new knowledge and evidences. • Encourage health team members to apply evidence-based practice. 	
<p>NOTES:</p>	

**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 of 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 which could be monitored at distance 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 at distance and use the most common ones
LO28c:	Know the main ICTs supporting distance health monitoring and use the most common ones

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Outline, identify and select the proper health monitoring procedures, techniques and tools for people affected by chronic and rare illnesses. • State the elements to be monitored in the specific family environment 	<p>SKILLS</p> <ul style="list-style-type: none"> • Monitor populations affected by chronic and rare illnesses in the community with a multidisciplinary team. • Apply in daily practice standardized and validated monitoring tools • 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 more active role in monitoring his/her own health.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Explain in a plain language for users processes and results • Assure horizontal communication between disciplines 		
<p>NOTES:</p> <p>Competencies related to ICT tools for distance health monitoring are targeted by LO28c</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify causes and symptoms of a chronic or rare illness as well as the changes due to this illness. • Describe the impact of a chronic or rare disease to the individual and family. • Recognize the main indicators to be assessed in the specific context of community nursing. • Identify the main competencies that patients and families should have for self-assessment 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Work as part of a professional team to develop support methods, and act in a patient-oriented way. • Collaborate in a multidisciplinary team • Offer appropriate support to deal chronic or rare illness in an effective way. • Assure horizontal communication between disciplines. • AUTONOMOUSLY detect and ensure resources and ways of collaboration with social workers, discharge planners, pharmacist, home health providers and informal carers. 		
<p>NOTES: Team working competencies are addressed by 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</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Describe principles, guidelines, procedures and ethical issues in palliative nursing care and end-of-life care. • State specific aspects of quality of life in end of life care. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Apply in daily practice strategies and techniques that improve life quality of patients. • Apply principles, guidelines, procedures and ethical issues in palliative nursing care and end-of-life care. • Perform 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.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Set own work objectives and TAKE ON THE RESPONSIBILITY of them related to palliative care. • Set up the proper working environment • Offer ongoing support. • Work independently as an individual practitioner in targeted pain management. <p>NOTES:</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Select and outline specific communication and counselling techniques for end-of-life patients and their families. • Define the main variables of culture, ethnicity, spirituality, religious beliefs and/or age which may impact the patient's perception of pain. 	<p>SKILLS</p> <ul style="list-style-type: none"> • 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 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.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • 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 		
<p>NOTES: General communication and counselling techniques are targeted by LO23a (this LO focuses only on techniques for palliative care) Team working competencies are addressed by LO15b Communication strategies competencies are addressed by LO16a</p>		

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify and describe the main ICTs for health promotion and education. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Use the most common ICT tools for health promotion and education in daily practice. • Assess the suitability and effectiveness of ICT tools and services for health promotion and education.
	<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Have a positive attitude towards ICT technologies in health promotion and education. • Use ICT tools for health promotion and education in daily nursing activities AUTONOMOUSLY. • Disseminate the ICTs' role in health promotion and education. 	
<p>NOTES:</p>		

<p>KNOWLEDGE</p> <ul style="list-style-type: none"> • Identify and describe the main ICTs that support e-health treatment. • Specify how ICTs can reduce errors in diagnosis, medication, and treatment without medication. • Describe ICT potentialities to enhance treatment adherence. 	<p>SKILLS</p> <ul style="list-style-type: none"> • Use the most common ICT tools for e-health treatment in daily practice. • Train patients and families how to use ICT tools for specific needs. • Assess the suitability and effectiveness of ICT tools and services for e-health treatment. • Inform individuals and families about advantages of ICTs' treatment utilization in independence and time saving.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> • Have a positive attitude towards ICT technologies in e-health treatment. • Use ICT tools for e-health treatment in daily nursing practice AUTONOMOUSLY. • Disseminate the ICTs' role in e-health treatment. • Support professional development through ICTs. • Establish professional collaboration through ICTs. 	
<p>NOTES:</p>	

	<p>KNOWLEDGE</p> <ul style="list-style-type: none"> Identify and describe the main ICTs that support distance health monitoring. 	<p>SKILLS</p> <ul style="list-style-type: none"> Use the most common ICT tools for distance health monitoring in daily practice. Assess the suitability and effectiveness of ICT tools and services for e-health monitoring. Train patients and families how to use ICT tools for specific needs. Inform individuals and families about advantages of ICTs' monitoring.
<p>PERSONAL AND TRANSVERSAL COMPETENCES</p> <ul style="list-style-type: none"> Have positive attitude towards ICT technologies in e-health monitoring. Use ICT tools for e-health monitoring in daily nursing practice AUTONOMOUSLY. Disseminate the ICTs' role in e-health monitoring. Support professional development through ICTs. Establish professional collaboration through ICTs. 		
<p>NOTES: Competencies related to tools for health monitoring are targeted by LO24a (this LO targets specifically ICT tools for distance monitoring)</p>		

