School of Nursing

Competencies of the Undergraduate Student

Within the framework of the nursing process, the graduate of Grambling State University School of Nursing is expected to demonstrate the following competencies:

1. Utilize appropriate communication techniques with multiple client systems in a variety of settings.

2. Synthesize theoretical and empirical knowledge from the humanities, and the physical, biological, and behavioral sciences with nursing theory and practice.

3. Promote adaptation along the continuum of wellness to illness for multiple client systems throughout the life cycle in a variety of settings.

4. Assume various roles of the professional nurse to meet health needs of client systems in a multi-variant and changing society.

5. Utilize the teaching/learning process to promote optimal health for multiple client systems.

6. Collaborate with other health team members to promote wellness of various client systems.

7. Demonstrate professional accountability incorporating legal and ethical aspects in nursing practice.

8. Exhibit responsibility for life-long learning to enhance the present and future practice of nursing.

9. Demonstrate leadership and management skills within practice settings to improve the quality of health care delivery.

10. Evaluate research for the applicability of its findings to nursing practice.

Assessment

1. All students enrolled in the professional program are offered ATI’s Comprehensive Assessment and Review Program (CARP). ATI is a product that prepares nursing students for the licensure examination (NCLEX) by systematically strengthening their knowledge base throughout the nursing program. ATI is designed not only to increase pass scores on the NCLEX but also to lower program attrition rates by early identification of students at risk for failure in their nursing education. This unique program is divided into three phases - assess, remediate, and
reassess- each using competency-based assessments and other learning tools to provide students with self-directed, customized study plans for NCLEX review.

2. Students are assessed each semester for competencies through ATI as well as unit and final examinations in all major courses.

3. Students are assessed weekly in the clinical sites by evaluation of the achievement of clinical objectives.

4. A standardized comprehensive examination is given at the end of the fourth semester of the professional component of the program.

5. A standardized comprehensive examination (a diagnostic tool for the licensure examination is given during the final semester) of the professional component program.

6. Clinical sites are assessed annually for their adequacy and relevancy in meeting student learning outcomes.

7. Annual pass rates on licensure examinations.

8. Annual student attrition rates.

9. Program is assessed annually through student and employer satisfaction surveys.

Assessment data is used to create individual remediation strategies to improve student success, reduce attrition rates and improve scores on the licensure examination as well as program evaluation.

**Competencies of the Graduate Student**

**Nurse Practitioner (NP) Competencies**

1. Provide health care services which incorporate and synthesize theory, science, and empirical clinical knowledge for the assessment and management of both health and illness states. Health care management incorporates health promotion, health protection, disease prevention, and treatment focus of the NP’s practice.

2. Demonstrate personal, collegial, and collaborative approaches to patient care.

3. Serve as a patient advocate and role model to impart health care knowledge and psychomotor skills to patients and families.
4. Demonstrate a commitment to the implementation, preservation, and evolution of the NP role. Implements critical thinking and builds collaborative, interdisciplinary relationships to provide optimal care to the patient.

5. Achieve improved health outcomes for patient, communities, and systems through managing and negotiating health care delivery systems.

6. Ensure quality of care through consultation, continuing education, certification, and by self evaluation and monitoring of one’s own practice patterns.

7. Provide cultural competent care with respect to patient and family cultural and spiritual beliefs.

**Nurse Educator Competencies**

1. Synthesize theoretical, empirical, and practical knowledge in nursing education.

2. Assimilate the nurse educator role to effectively prepare professional nurses to meet societal health needs.

3. Serve as a role model of professional behaviors for future nurses.

4. Evaluate curricular processes and implementation to insure current comprehensive educational programs for preparation of professional nurses.

5. Employ effective interpersonal processes for collaboration, consultation, counseling, and education.

6. Generate and apply research findings in clinical and educational settings.

7. Translate practical application of life-long learning into pursuit of further education.

**Assessment**

1. Students are assessed each semester for competencies through unit and final examinations in all major courses.

2. Students are assessed weekly in the clinical sites by evaluation of the achievement of clinical competencies as defined by National Organization of Nurse Practitioner Faculty (NONPF).

3. Students are assessed through capstone experiences that include comprehensive examinations and theses.
4. Clinical sites are assessed annually for their adequacy and relevancy in meeting student learning outcomes.

5. Annual pass rates on certification examinations.

6. Annual student attrition rates.

7. Program is assessed annually through student and employer satisfaction surveys.