# Family (FNP) Role-Specific Competency Self-Assessment

Student Name:

## FNP Core Competency: Scientific Foundation

Table 1: FNP Core Competency: Scientific Foundation

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Critically analyzes data and evidence for improving advanced nursing practice. |  |  |
| Integrates knowledge from the humanities and sciences in the context of nursing science. |  |  |
| Translates research and other forms of knowledge to improve practice processes and outcomes. |  |  |
| Develops new practice approaches based on the integration of research, theory, and practice knowledge. |  |  |

## FNP Core Competency: Leadership

Table 2: FNP Core Competency: Leadership

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Works with individuals of other professions to maintain a climate of mutual respect and shared values. |  |  |
| Engages diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. |  |  |
| Engages in continuous professional and inter-professional development to enhance team performance. |  |  |
| Assumes leadership in inter-professional groups to facilitate the development, implementation, and evaluation of care provided in complex systems. |  |  |

## FNP Core Competency: Quality

Table 3: FNP Core Competency: Quality

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Uses best available evidence to continuously improve quality of clinical practice. |  |  |
| Evaluates the relationships among access, cost, quality, and safety and their influence on health care. |  |  |
| Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care. |  |  |
| Applies skills in peer review to promote a culture of excellence. |  |  |
| Anticipates variations in practice and is proactive in implementing interventions to ensure quality. |  |  |

## FNP Core Competency: Practice Inquiry

Table 4: FNP Core Competency: Practice Inquiry

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Provides leadership in the translation of new knowledge into practice. |  |  |
| Generates knowledge from clinical practice to improve practice and patient outcomes. |  |  |
| Applies clinical investigative skills to improve health outcomes. |  |  |
| Leads practice inquiry, individually or in partnership with others. |  |  |
| Disseminates evidence from inquiry to diverse audiences using multiple modalities. |  |  |
| Analyzes clinical guidelines for individualized application into practice. |  |  |

## FNP Core Competency: Technology and Information Literacy

Table 5: FNP Core Competency: Technology & Information Literacy

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Integrates appropriate technologies for knowledge management to improve health care. |  |  |
| Translates technical and scientific health information appropriate for various users’ needs.   * 1. Assesses the patient’s and caregiver’s educational needs to provide effective, personalized health care.   2. Coaches the patient and caregiver for positive behavioral change. |  |  |
| Demonstrates information literacy skills in complex decision making. |  |  |
| Contributes to the design of clinical information systems that promote safe, quality, and cost-effective care. |  |  |
| Uses technology systems that capture data on variables for the evaluation of nursing care. |  |  |

## FNP Core Competency: Policy

Table 6: FNP Core Competency: Policy

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Demonstrates an understanding of the interdependence of policy and practice. |  |  |
| Advocates for ethical policies that promote access, equity, quality, and cost. |  |  |
| Analyzes ethical, legal, and social factors influencing policy development. |  |  |
| Contributes to the development of health policy. |  |  |
| Analyzes the implications of health policy across disciplines. |  |  |
| Evaluates the impact of globalization on healthcare policy development. |  |  |

## FNP Core Competency: Health Delivery System

Table 7: FNP Core Competency: Health Delivery System

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Applies knowledge of organizational practices and complex systems to improve healthcare delivery. |  |  |
| Effects healthcare change using broad-based skills including negotiating, consensus-building, and partnering. |  |  |
| Minimizes risk to patients and providers at the individual and systems level. |  |  |
| Facilitates the development of healthcare systems that address the needs of culturally diverse populations, providers, and other stakeholders. |  |  |
| Evaluates the impact of healthcare delivery on patients, providers, other stakeholders, and the environment. |  |  |
| Analyzes organizational structure, functions, and resources to improve the delivery of care. |  |  |
| Collaborates in planning for transitions across the continuum of care. |  |  |

## FNP Core Competency: Ethics

Table 8: FNP Core Competency: Ethics

| **Role-Specific Competency**  **CORE, *not* role specific** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Integrates ethical principles in decision making. |  |  |
| Evaluates the ethical consequences of decisions. |  |  |
| Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care. |  |  |

## FNP Core Competency: Independent Practice

Table 9: FNP Core Competency: Independent Practice

| **Role-Specific Competency** | **Examples of Partial or Complete Attainment of the Competency** | **Areas Needing Further Development** |
| --- | --- | --- |
| Obtains and accurately documents a relevant health history for patients of all ages and in all phases of the individual and family life cycle using collateral information, as needed. |  |  |
| Performs and accurately documents appropriate comprehensive or symptom-focused physical examinations on patients of all ages (including developmental and behavioral screening, physical exams, and mental health evaluations). |  |  |
| Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle. |  |  |
| Identifies and plans interventions to promote health with families at risk. |  |  |
| Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole. |  |  |
| Distinguishes between normal and abnormal change across the lifespan. |  |  |
| Assesses decision-making ability, consults, and refers appropriately. |  |  |
| Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral. |  |  |
| Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals. |  |  |
| Formulates comprehensive differential diagnoses. |  |  |
| Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications and to promote function and quality of living. |  |  |
| Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults. |  |  |
| Prescribes therapeutic devices. |  |  |
| Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, [comorbidities](https://www.google.com/search?rlz=1C1GCEA_enUS899US900&q=comorbidities&spell=1&sa=X&ved=2ahUKEwjuzvCHpb3xAhVlg-AKHe7eAdQQkeECKAB6BAgBEDA), psychosocial, and financial issues. |  |  |
| Assesses and promotes self-care in patients with disabilities. |  |  |
| Plans and orders palliative care and end-of-life care, as appropriate. |  |  |
| Performs primary care procedures. |  |  |
| Uses knowledge of family theories and development stages to individualize care provided to individuals and families. |  |  |
| Facilitates family decision-making about health. |  |  |
| Analyzes the impact of aging and age-and disease-related changes in sensory/perceptual function, cognition, confidence with technology, and health literacy and numeracy on the ability and readiness to learn and tailor interventions accordingly. |  |  |
| Demonstrates knowledge of the similarities and differences in the roles of various health professionals providing mental health services, such as psychotherapists, psychologists, psychiatric social workers, psychiatrists, and advanced practice psychiatric nurses. |  |  |
| Evaluates the impact of life transitions on the health/illness status of patients and the impact of health and illness on patients (individuals, families, and communities). |  |  |
| Applies principles of self-efficacy/ empowerment in promoting behavior change. |  |  |
| Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient. |  |  |
| Monitors coordination of specialized care to enhance effectiveness of outcomes for individuals and families. |  |  |