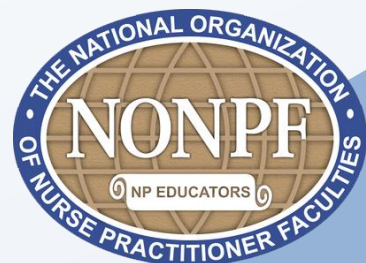


Emergency Nurse Practitioner Competencies



Acknowledgments

This work represents the integration of previously published competencies from both the American Academy of Emergency Nurse Practitioners (AAENP, 2018) and the Emergency Nurses Association (ENA, 2019) for the Emergency Nurse Practitioner (ENP). Members of the ENP Competencies Work Group include representatives from both AAENP and ENA.

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Background

The first set of Competencies for Nurse Practitioners in Emergency Care, delineating the unique knowledge and skills for safe practice as an NP in emergency care settings, was published in 2008 through the efforts of a diverse work group including emergency physician and nursing organizations (ENA, 2008). Those competencies were based on the work of an appointed Nurse Practitioner Validation Work Team composed of experts in the field and supported by the findings of a Delphi Study representing a broad sample of certified nurse practitioners practicing in a variety of emergency care settings across the United States.

In 2013, the American Nurses Credentialing Center (ANCC) offered the first Emergency Nurse Practitioner- Board Certified specialty certification (ENP-BC) by portfolio. This certification method was retired in 2017. Since that time, emergency care delivery, reimbursements, credentialing and benchmarking standards have evolved significantly, prompting the development of subsequent scope, standards, and competencies.

In 2016, a national practice analysis of nurse practitioners working in emergency care (AANPCB, 2016) and scientifically derived ENP Scopes & Standards (American Academy of Emergency Nurse Practitioners (AAENP), 2016) ultimately resulted in the creation of an ENP specialty certification exam in 2017 by the American Academy of Nurse Practitioner Certification Board (AANPCB).

In 2018, the American Academy of Emergency Nurse Practitioners (AAENP) published competencies for the ENP. These competencies delineated the knowledge, tasks, and procedures under the domains of ENP practice. They demonstrated the progression of clinical practice from novice to expert within the larger context of practice standards. In 2019, the Emergency Nurses Association released the “Emergency Nurse Practitioner Competencies”, which was subsequently affirmed by the American Nurses Association in July 2020.

More recently, the confusion created by two documents from different organizations has led to a critical need for a singular version of ENP competencies. Given current regulatory frameworks, credentialing and insurer challenges, and in attempt to support future ENP academic preparation, a single set of ENP competencies is required.

Merger of ENP Competencies

This document represents the integration of previously published competencies from both the American Academy of Emergency Nurse Practitioners (AAENP, 2018) and the Emergency Nurses Association (ENA, 2019). Members of the ENP Competencies Work Group include representatives from AAENP and ENA, including some individuals who worked on the most recent sets of competencies from each organization. The work group invited and utilized an external validation process for review and revision of these competencies.

Additionally, the work group recognized the need to align with other national documents that shape and define NP curricular development. To ensure congruence of these ENP competencies within the broader context of advanced practice nursing as defined by the 2008APRN Consensus Model: Licensure, Accreditation, Certification, and Education (APRN Consensus Work Group & National Council of

State Boards of Nursing APRN Advisory Committee, 2008), these competencies have been developed with specific attention to the implications of the following:

- The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN], 2021)
- Nurse Practitioner Core Competencies Content (National Organization of Nurse Practitioner Faculty [NONPF], 2017)
- The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity (National Academies of Sciences, Engineering, & Medicine, 2021).

The Relationship of NP Core and Emergency NP Competencies

Entry-level NPs are expected to meet NP core competencies (NONPF, 2017) and population-focused competencies based on educational preparation. The NP core competencies are demonstrated upon graduation regardless of the population focus of the program. The ENP competencies build upon the APRN Core to identify the unique characteristics and care provided by the emergency nurse practitioner. Additionally, while not mapped in this document, the ENP competencies may be used in combination with the Advanced-Level Nursing Education Domains and Competencies as set forth in The Essentials (AACN, 2021).

To demonstrate the connections and attainment of NP core and Emergency NP competencies, the ENP competencies in this document are presented in graphic format depicting the alignment with core NP knowledge and expanded knowledge to the Emergency NP competencies.

Emergency NP Competencies

The nature of emergency care is unpredictable and time-sensitive. The population is undifferentiated at the time of presentation, requiring advanced diagnostic reasoning, risk stratification, and medical decision-making that is distinct from other APRN practices. The emergency nurse practitioner (ENP) manages patients across the lifespan incorporating the trajectory of acuities in the context of the patient's developmental stage.

While grounded in the Core Competencies for Nurse Practitioners (NONPF, 2017), ENP practice requires expertise in history taking, physical assessment, differential diagnosis, and overall management that is unique to the patient population and federal legislation defining emergency care. ENPs engage in interdisciplinary communication, collaboration, and consultation. Compassionate care provided by the ENP is culturally competent, person and family-oriented, and protective of vulnerable individuals and populations. The person's social determinants of health are considered by ENPs when facilitating timely dispositions.

The following pages represent the ENP competencies in different formats. The first (Table 1) delineates the entry-level competencies unique to ENP practice by domain. The identified competencies must be demonstrated and applied within the context of current evidence and scientific foundations, and the context of all applicable laws and standards of care. The ENP competencies build upon the Core Competencies for Nurse Practitioners (NONPF, 2017), as demonstrated in Table 2. Curricular content, skills, and procedures are offered as exemplars only to highlight alignment of these competencies; note that they are not inclusive nor reflective of a complete curriculum. Additional resources are available which outline more in-depth curricular content (Holleran & Campo, 2022).

These competencies and exemplars for ENP education are congruent with the advanced-level nursing competencies set forth in *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021). As "specialty competencies, defined by nationally, recognized, specialty organizations" (AACN, 2021, pg. 28), the ENP competencies complement and build upon the Level 2 sub-competencies in the Essentials. It is anticipated that all ENP educational programs, regardless of entry and exit points, will prepare ENP students to meet each of these competencies across the lifespan.

Table 1. Emergency NP Competencies

Domain 1: Medical Screening
1. Performs a medical screening exam for all patients presenting for care
2. Obtains an appropriate history pertinent to the presenting complaint
3. Performs a pertinent, developmentally appropriate physical examination
4. Identifies differential diagnoses requiring immediate intervention
5. Identifies the potential for rapid physiologic and/or mental health deterioration or life-threatening instability (e.g., suicidal risk, infectious disease/sepsis, shock)
6. Initiates measures to maximize patient safety throughout the emergency care encounter
7. Evaluates assigned triage level for appropriateness based on a medical screening examination
Domain 2: Medical Decision Making
1. Formulates differential diagnoses to determine emergent vs. non-emergent conditions
2. Prioritizes differential diagnoses using advanced clinical reasoning, with consideration of the likelihood for morbidity or mortality
3. Evaluates need for & results of diagnostic testing based on evidence-based recommendations to ensure patient safety
4. Implements medical decision making for management plan development
Domain 3: Patient Management
1. Ensures safety of the patient and care team during delivery of emergency care
2. Formulates an individualized, dynamic plan of care to address the stabilization and initial treatment of emergent and non-emergent conditions
3. Provides emergency stabilization of patients experiencing physiologic and/or mental health deterioration or life-threatening instability
4. Prescribes therapies based on current, evidence-based recommendations for emergency care
5. Performs diagnostic, procedural, and therapeutic interventions based on current, evidence-based recommendations
6. Re-assesses and modifies plan of care based on the dynamic patient condition
7. Optimizes patient-centered care through interprofessional partnerships and communication
8. Collaborates with patients, families, significant others, and healthcare team to provide safe, effective, and individualized culturally competent care
9. Provides disaster and mass casualty patient management
10. Assesses health literacy in patients and families to promote informed decision-making and optimal participation in care
11. Ensures documentation of patient encounter to ensure safe transitions of patient care
Domain 4: Patient Disposition
1. Develops a plan for safe, effective, and evidence-based disposition plan using shared-decision making with patients and families
2. Implements appropriate patient disposition responsive to demographic trends
3. Communicates patient information effectively to ensure safe transitions in care

4. Selects appropriate intra- and inter-facility patient transport modality
Domain 5: Professional, Legal, and Ethical Practices
1. Incorporates current knowledge and evidence to guide practice and care delivery
2. Manages patient presentation and disposition in accordance with provisions of EMTALA
3. Provides care in accordance with legal, professional and ethical responsibilities
4. Actively leads and/or participates in interdisciplinary disaster preparedness & response
5. Identifies needs of vulnerable populations and intervenes appropriately
6. Records essential elements of the patient care encounter to facilitate correct coding and billing
7. Integrates culturally competent care into practice
8. Provides family-centered care protective of vulnerable persons and populations across the lifespan
9. Documents essential elements of patient care in accordance with regulatory and institutional standards
10. Functions as leader, mentor, educator, and/or policy developer to advocate for and ensure delivery of equitable emergency care
11. Contributes to research, quality improvement, and translational science to advance the body of knowledge in emergency care

Table 2. Alignment of Emergency & Core Competencies

NP Competency Area: Scientific Foundation

NP Core Competencies (NONPF, 2017)	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
1. Critically analyzes data and evidence for improving advanced nursing practice.	Comparison of patient data sets with evidence-based standards to improve care	5.1 Incorporates current knowledge and evidence to guide practice and care delivery	Integration of decision-making tools & evidenced-based guidelines into evaluation and management (e.g., HEART score, NEXUS criteria, NIH Stroke Scale)
2. Integrates knowledge from the humanities and sciences within the context of nursing science.	Scientific foundations to practice, including, but not limited to, knowledge of advanced pathophysiology, pharmacology, physiology, genetics, and communication skills		Application of principles of safety related to health care processes across the lifespan within the emergency care environment
3. Translates research and other forms of knowledge to improve practice processes and outcomes.	Science from other disciplines relevant to health care		Methods for translation and integration of research into emergency care
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.	Theories/conceptual frameworks/principles for practice Critical thinking development Qualitative and quantitative research and quality improvement methods Ethical and legal protection of human subjects Inquiry processes and practices related to health literacy, vulnerable populations, and culture Monitoring health outcomes		Strategies for lifelong learning

NP Competency Area: Leadership

NP Core Competencies (NONPF, 2017)	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies</i> (NONPF, 2017)	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
<p>1. Assumes complex and advanced leadership roles to initiate and guide change.</p> <p>2. Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated health care teams, and policy makers) to improve health care.</p> <p>3. Demonstrates leadership that uses critical and reflective thinking.</p> <p>4. Advocates for improved access, quality and cost-effective health care.</p> <p>5. Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>6. Communicates practice knowledge effectively, both orally and in writing.</p> <p>7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.</p>	<p>Content related to:</p> <ul style="list-style-type: none"> • Crisis management and leadership • Stress management (for staff and patient/family) • Teams and teamwork, including team leadership, building effective teams, and nurturing team <p>Leadership, change, and management theories with application to practice</p> <p>Political processes, political decision-making processes, and health care advocacy</p> <p>Problem solving</p> <p>Business development</p> <p>Communications</p> <p>Peer review</p> <p>Leadership styles & development</p> <p>Concepts of strategic planning process</p> <p>How to lead change in practice, manage practice changes</p>	<p>3.7 Optimizes patient-centered care through interprofessional partnerships and communication</p> <p>5.10 Functions as leader, mentor, educator, and/or policy developer to support emergency care</p>	<p>Tools for standardized communication into interactions with other healthcare team members</p> <p>Leadership skills & interprofessional team dynamics within emergency care & across transitions of care</p> <p>Impact of participation in professional organizations to:</p> <ul style="list-style-type: none"> • Influence health policy • Promote access to emergency care • Advocate for the emergency NP role <p>Strategies to function as change agent and champion</p>

NP Competency Area: Quality

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
1. Uses best available evidence to continuously improve quality of clinical practice.	Quality Safety Education in Nursing (QSEN) principles and content	1.6 Initiates measures to maximize patient safety throughout the emergency care encounter	Exemplars of unique risks within emergency care settings
2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	Evaluation of outcomes of care such as quality improvement projects with an evaluation component	3.1 Ensures safety of the patient and care team during delivery of emergency care	Methods for risk-reduction and promotion of patient and staff safety, including <ul style="list-style-type: none"> • Fall prevention • Verbal de-escalation • Work-place violence • Recognition of human trafficking, exploitation and abuse
3. Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.	Reflective practice Culture of safety Quality improvement processes and practices		Evidence-based practices that promote patient and provider safety in acute and critical care
4. Applies skills in peer review to promote a culture of excellence.	Knowledge of quality improvement methods		Strategies to promote the delivery of cost-effective care while maintaining quality and safety
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality	Leadership skills for leading change for quality clinical practice Methods and measures of quality assurance during transitions of care Laws and rules to enhance quality		

NP Competency Area: Practice Inquiry

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
<ol style="list-style-type: none"> 1. Provides leadership in the translation of new knowledge into practice. 2. Generates knowledge from clinical practice to improve practice and patient outcomes. 3. Applies clinical investigative skills to improve health outcomes. 4. Leads practice inquiry, individually or in partnership with others. 5. Disseminates evidence from inquiry to diverse audiences using multiple modalities. 6. Analyzes clinical guidelines for individualized application into practice 	<p>Leadership for role in practice improvement</p> <p>Clinical investigation strategies</p> <p>Use of electronic databases</p> <p>Patient management, including, but not limited to, discerning gaps in care and barriers to care needing resolution during patient encounters</p> <p>Project development and management</p> <p>Dissemination of work and findings</p> <p>Integration of findings</p> <p>Evaluation of alternative care delivery models and treatments, including costs, cost benefits, and return on investment</p> <p>Institutional review board policies and processes</p> <p>Interprofessional research and scholarship exemplars and opportunities</p>	<p>5.11 Contributes to research, quality improvement, and translational science to advance the body of knowledge in emergency care</p>	<p>Foster awareness of emergency care within the broader complex healthcare systems as the basis for practice inquiry</p> <p>Translation of nursing knowledge for quality improvement and research which support the evolution & delivery of safe emergency care</p>

NP Competency Area: Technology & Information Literacy

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
1. Integrates appropriate technologies for knowledge management to improve health care.	Technology available in clinical practice	3.10 Assesses health literacy in patients and families to promote informed decision-making and optimal participation in care	Utilization of appropriate resources and technologies to provide and improve health care outcomes for patients
2. Translates technical and scientific health information appropriate for various users' needs. 2.a Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. 2.b Coaches the patient and caregiver for positive behavioral change.	Technology available to support education	3.11 Ensures documentation of patient encounter to ensure safe transitions of patient care	<ul style="list-style-type: none"> • Point of Care Ultrasound • Telehealth & telepresence
3. Demonstrates information literacy skills in complex decision making.	Using telehealth to provide care considering benefits, methods, differences in care delivery processes, and regulatory issues	5.6 Records essential elements of the patient care encounter to facilitate correct coding and billing	Assessment of health literacy of patients and families
4. Contributes to the design of clinical information systems that promote safe, quality and cost-effective care.	Use of electronic communication methods, including social media, with health care professionals, patients, families, and caregivers	5.9 Documents essential elements of patient care in accordance with regulatory and institutional standards	Strategies for accurate and timely documentation
5. Uses technology systems that capture data on variables for the evaluation of nursing care.	Compliance issues related to patient privacy with use of technology		Incorporation of pertinent patient health records across care continuum congruent with legal and ethical standards
	Population-appropriate clinical indicators for incorporation into information systems, such as electronic health records		
	Use of technologies to monitor and evaluate clinical problems		

NP Competency Area: Policy

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
1. Demonstrates an understanding of the interdependence of policy and practice.	Policy analysis process Health policy and health care reform	5.10 Functions as leader, mentor, educator, and/or policy developer to advocate for and ensure delivery of equitable emergency care	Innovative delivery models to support patient access to quality and cost-effective care
2. Advocates for ethical policies that promote access, equity, quality, and cost.	Legislative and regulatory processes		Laws, regulations, & policies which shape and define research and delivery of emergency care (e.g., EMTALA & reimbursement policies)
3. Analyzes ethical, legal, and social factors influencing policy development.	Population health model and its impact on policy planning Introduction of global issues		Strategies to support improving social determinants of health
4. Contributes in the development of health policy.	Comparative health systems Proactive and responsive use of media		Communication and advocacy strategies to promote the ENP role among policymakers
5. Analyzes the implications of health policy across disciplines.	Barriers to NP practice		
6. Evaluates the impact of globalization on health care policy development.	Legislative process and resources		Strategies to support implementation of the full scope of practice ENP role
7. Advocates for policies for safe and healthy practice environments.	Examples of policy making at multiple levels and individual and collective contributions to shape policy		

NP Competency Area: Health Delivery System

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
<p>1. Applies knowledge of organizational practices and complex systems to improve health care delivery.</p> <p>2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering.</p> <p>3. Minimizes risk to patients and providers at the individual and systems level.</p> <p>4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.</p> <p>5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.</p> <p>6. Analyzes organizational structure, functions and resources to improve the delivery of care.</p> <p>7. Collaborates in planning for transitions across the continuum of care.</p>	<p>Organizational practices</p> <p>Interprofessional collaborative partnerships</p> <p>Informatics/information systems</p> <p>Needs assessment of populations served</p> <p>Financial issues</p> <p>Interprofessional/team competencies</p> <p>Safety and quality</p>	<p>3.9 Provides disaster and mass casualty patient management</p> <p>4.3 Communicates patient information effectively to ensure safe transitions in care</p> <p>5.2 Manages patient presentation and disposition in accordance with provisions of EMTALA</p> <p>5.4 Actively leads and/or participates in interdisciplinary disaster preparedness & response</p> <p>5.5 Identifies needs of vulnerable populations and intervenes appropriately</p> <p>5.7 Integrates culturally competent care into practice</p> <p>5.8 Provides family-centered care protective of vulnerable persons and populations across the lifespan</p>	<p>Mass casualty situations and triage</p> <ul style="list-style-type: none"> • Implements methods of disaster triage • Provides treatment & resource allocation as applicable • Collaborates with the disaster response team (Incident Command System) as indicated by institutional policies <p>Transitions in Care</p> <ul style="list-style-type: none"> • EMTALA transfers • Interprofessional collaboration to ensure state regulations, applicable laws and institutional policies are followed

NP Competency Area: Ethics

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
1. Integrates ethical principles in decision making.	Ethics in decision making Evaluation of ethical decisions	5.3 Provides care in accordance with legal, professional, and ethical responsibilities	Methods for incorporation of inclusivity of ethical, spiritual, and cultural relativism among patients and healthcare teams
2. Evaluates the ethical consequences of decisions.	Population specific complex ethical issues occurring in clinical practice		Connections between policy and ethical decision making in emergency care, including:
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	System specific resources to implement ethical decisions, e.g. hospice care, palliative care Spiritual resources for patients and families, e.g., on-site and media based		<ul style="list-style-type: none"> • Emancipation • Advanced directives • End of life care • Organ/tissue procurement • Informed Consent <p>Resource utilization to promote ethical policies for access, equity and quality in emergency care</p>

NP Competency Area: Independent Practice

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
<p>1. Functions as a licensed independent practitioner.</p> <p>2. Demonstrates the highest level of accountability for professional practice.</p> <p>3. Practices independently managing previously diagnosed & undiagnosed patients. —3.a Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of-life care. —3.b Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. —3.c Employs screening and diagnostic strategies in the development of diagnoses. —3.d Prescribes medications within scope of practice. 3.e Manages the health/illness status of patients and families over time.</p>	<p>Clinical decision making based on evidence and patient/provider partnership</p> <p>Current and emerging professional standards</p> <p>Novice to expert continuum of clinical practice</p> <p>Political, policy and regulatory issues regarding licensure, national certification, and scope of practice</p> <p>Leadership approaches for employment contract negotiation, networking, and advancing professional standards and roles</p> <p>Application of select sciences to practice</p> <p>Specific areas of assessment</p> <p>Screenings</p> <p>Diagnostics (tests, labs) Specific procedures</p> <p>Health promotion, prevention, and disease management</p>	<p>1.1 Performs a medical screening exam for all patients presenting for care</p> <p>1.2 Obtains an appropriate history pertinent to the presenting complaint</p> <p>1.3 Performs a pertinent, developmentally appropriate physical examination</p> <p>1.4 Identifies differential diagnoses according to chief complaint which require immediate intervention</p> <p>1.5 Identifies the potential for rapid physiologic and/or mental health deterioration or life-threatening instability (e.g., suicidal risk, infectious disease/sepsis, shock)</p> <p>1.7 Evaluates assigned triage level for appropriateness based on a medical screening examination</p>	<p>Screening strategies for availability of patient and family social needs/resources</p> <p>Skills to perform Diagnostic & Therapeutic Procedures</p> <p>Interpretation of imaging studies</p> <p>Best practices for safe patient management, including pharmacologic, therapeutic, and behavioral interventions</p> <p>Risk Assessment of physiological and psychological conditions which impact care delivery</p> <p>Documentation techniques to support safety and reimbursement</p> <p>Emergency Preparedness & Response</p> <ul style="list-style-type: none"> • Nuclear/Biological/Chemical • Natural Disasters • Civil Unrest • Mass Casualty • Pandemic
<p>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</p> <p>- 4.a Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>- 4.b Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</p>	<p>Pharmacology and complementary alternative therapies</p> <p>Provider-patient relationship</p> <p>Business of practice</p> <p>Cultural issues</p> <p>Concepts of life-long learning</p>	<p>2.1 Formulates differential diagnoses to determine emergent vs. non-emergent conditions</p> <p>2.2 Prioritizes differential diagnoses using advanced clinical reasoning, with consideration of the likelihood for morbidity or mortality</p>	<p>Strategies to promote resilience and self-care as an ENP</p>

NP Competency Area: Independent Practice

NP Core Competencies	Curriculum Content to Support NP Core Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the core competencies (NONPF, 2017)</i>	Emergency NP Competencies	Curriculum Content to Support Emergency NP Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the ENP competencies</i>
<ul style="list-style-type: none"> - 4.c Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care. - 4.d Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care. - 4e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality care. - 4f. Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff and caregivers. <p>5. Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.</p> <p>6. Collaborates with both professional and other caregivers to achieve optimal care outcomes.</p> <p>7. Coordinates transitional care services in and across care settings.</p> <p>8. Participates in the development, use, and evaluation of professional standards and evidence-based care.</p>		<p>2.3 Evaluates need for & results of diagnostic testing based on evidence-based recommendations to ensure patient safety</p> <p>2.4 Implements medical decision making for management plan development</p> <p>3.2 Formulates an individualized, dynamic plan of care to address the stabilization and initial treatment of emergent and non-emergent conditions</p> <p>3.3 Provides emergency stabilization of patients experiencing physiologic and/or mental health deterioration or life-threatening instability</p> <p>3.4 Prescribes therapies based on current, evidence-based recommendations for emergency care</p> <p>3.5 Performs diagnostic, procedural, and therapeutic interventions based on current, evidence-based recommendations</p> <p>3.6 Re-assesses and modifies plan of care based on the dynamic patient condition</p> <p>3.8 Collaborates with patients, families,</p>	

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		<p>significant others, and healthcare team to provide safe, effective and individualized culturally competent care</p> <p>4.1 Develops a plan for safe, effective, and evidence-based disposition plan using shared -decision making with patients and families</p> <p>4.2 Implements appropriate patient disposition responsive to demographic trends</p> <p>4.4 Selects appropriate intra- and inter-facility patient transport modality</p>	

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