

Family / Across the Lifespan NP Competencies

These are entry-level competencies for the family nurse practitioners (FNP) and supplement the core competencies for all nurse practitioners.

The graduate of an FNP program is prepared to care for individuals and families across the lifespan. The FNP role includes preventative healthcare, as well as the assessment, diagnosis and treatment of acute and chronic illness and preventative health care for individuals and families. Family nurse practitioners demonstrate a commitment to family –centered care and understand the relevance of the family’s identified community in the delivery of family- centered care.

See the “Introduction” for how to use this document and to identify other critical resources to supplement these competencies.

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Scientific Foundation Competencies	<ol style="list-style-type: none"> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge. 		
Leadership Competencies	<ol style="list-style-type: none"> 1. Assumes complex and advanced leadership roles to initiate and guide change. 	<ol style="list-style-type: none"> 1. Works with individuals of other professions to maintain a climate of mutual respect and shared values. 	Roles of the Family/Lifespan NP: health care provider, coordinator, consultant, educator, coach, advocate, administrator, researcher,

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	<ol style="list-style-type: none"> 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care... 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively, both orally and in writing. 7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus. 	<ol style="list-style-type: none"> 2. Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs. 3. Engages in continuous professional and interprofessional development to enhance team performance. 4. Assumes leadership in interprofessional groups to facilitate the development, implementation and evaluation of care provided in complex systems. 	<p>and leader.</p> <p>Building and maintaining a therapeutic team to provide optimum therapy.</p> <p>Skills for interpretation and marketing strategies of the family/lifespan nurse practitioner role for the public, legislators, policy-makers, and other health care professions.</p> <p>Advocacy for the role of the advanced practice nurse in the health care system.</p> <p>Importance of participation in professional organizations.</p> <p>Acceptance and embracement of cultural diversity and individual differences that characterize patients, populations, and the health care team and embrace the cultural diversity and individual differences that characterize patients, populations, and the health care team.</p> <p>Recognition and respect for the unique cultures, values, roles/responsibilities and expertise of other health care team members.</p> <p>Importance of honesty and integrity in relationships with patients, families and other team members .</p> <p>Importance of knowledge and opinions to team members involved in patient care with confidence, clarity, and respect and work to</p>

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			ensure common understanding of information, treatment and care decisions.
Quality Competencies	<ol style="list-style-type: none"> 1. Uses best available evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. 3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care. 4. Applies skills in peer review to promote a culture of excellence. 5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality. 		<p>Interpretation of professional strengths, role, and scope of ability for peers, patients, and colleagues.</p> <p>Accountability for practice.</p> <p>Highest standards of practice.</p> <p>Self-evaluation concerning practice.</p> <p>Use of self-evaluative information, including peer review, to improve care and practice.</p> <p>Professional development and the maintenance of professional competence and credentials.</p> <p>Monitoring of quality of own practice .</p> <p>Continuous quality improvement based on professional practice standards and relevant statutes and regulation.</p> <p>Research to improve quality care.</p>
Practice Inquiry Competencies	<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 		<p>Translation and application of research that is client or patient centered and contributes to positive change in the health of or the healthcare delivery.</p> <p>Use of an evidence-based approach to patient management that critically evaluates and applies research findings pertinent to patient care management and outcomes.</p>

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	<p>or in partnership with others.</p> <p>5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.</p> <p>6. Analyzes clinical guidelines for individualized application into practice.</p>		
Technology and Information Literacy Competencies	<ol style="list-style-type: none"> 1. Integrates appropriate technologies for knowledge management to improve health care. 2. Translates technical and scientific health information appropriate for various users' needs. <ol style="list-style-type: none"> 1.a Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. 1.b Coaches the patient and caregiver for positive behavioral change. 3. Demonstrates information literacy skills in complex decision making. 4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. 5. Uses technology systems that capture data on variables for the evaluation of nursing care. 		Use of available technology that enhances safety and monitors health status and outcomes.

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Policy Competencies	<ol style="list-style-type: none"> 1. Demonstrates an understanding of the interdependence of policy and practice. 2. Advocates for ethical policies that promote access, equity, quality, and cost. 3. Analyzes ethical, legal, and social factors influencing policy development. 4. Contributes in the development of health policy. 5. Analyzes the implications of health policy across disciplines. 6. Evaluates the impact of globalization on health care policy development. 		<p>Strategies to influence legislation to promote health and improve care delivery models through collaborative and/or individual efforts.</p> <p>The relationship between community/public health issues and social problems (poverty, literacy, violence, etc.) as they impact the health care of patients.</p>
Health Delivery System Competencies	<ol style="list-style-type: none"> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 		<p>Relationship- building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient/population-centered care that is safe, timely, efficient, effective and equitable.</p> <p>Planning, development, and implementation of public and community health programs.</p> <p>Policies that reduce environmental health risks.</p> <p>Cost, safety, effectiveness, and alternatives when proposing changes in care and practice.</p> <p>Organizational decision making.</p> <p>Interpreting variations in outcomes.</p>

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	<ol style="list-style-type: none"> 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care. 		<p>Uses of data from information systems to improve practice.</p> <p>Business principles that affect long-term financial viability of a practice, the efficient use of resources, and quality of care.</p> <p>Relevant legal regulations for nurse practitioner practice, including reimbursement of services.</p> <p>Skills needed to assist individuals, their families, and caregivers to navigate transitions and negotiate care across healthcare delivery system(s).</p> <p>Process of design, implementation, and evaluation of evidence-based, age-appropriate professional standards and guidelines for care.</p>
Ethics Competencies	<ol style="list-style-type: none"> 1. Integrates ethical principles in decision making. 2. Evaluates the ethical consequences of decisions. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care. 		<p>Ethical dilemmas specific to interprofessional patient/population-centered care situations.</p> <p>Ethics to meet the needs of patients.</p> <p>Ethical implications of scientific advances and practices accordingly.</p>
Independent Practice Competencies	<ol style="list-style-type: none"> 1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing 	<ol style="list-style-type: none"> 1. 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. 2. Performs and accurately documents appropriate comprehensive or symptom- 	<p>The influence of the family or psychosocial factors on patient illness.</p> <p>Conditions related to developmental delays and learning disabilities in all ages.</p>

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	<p>previously diagnosed and undiagnosed patients.</p> <p>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.</p> <p>3.b Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.</p> <p>3.c Employs screening and diagnostic strategies in the development of diagnoses.</p> <p>3.d Prescribes medications within scope of practice.</p> <p>3.e Manages the health/illness status of patients and families over time.</p> <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>focused physical examinations on patients of all ages (including developmental and behavioral screening, physical exam and mental health evaluations).</p> <p>3. Identifies health and psychosocial risk factors of patients of all ages and families in all stages of the family life cycle.</p> <p>4. Identifies and plans interventions to promote health with families at risk.</p> <p>5. Assesses the impact of an acute and/or chronic illness or common injuries on the family as a whole.</p> <p>6. Distinguishes between normal and abnormal change across the lifespan.</p> <p>7. Assesses decision-making ability and consults and refers, appropriately.</p> <p>8. Synthesizes data from a variety of sources to make clinical decisions regarding appropriate management, consultation, or referral.</p> <p>9. Plans diagnostic strategies and makes appropriate use of diagnostic tools for screening and prevention, with consideration of the costs, risks, and benefits to individuals.</p> <p>10. Formulates comprehensive differential diagnoses.</p> <p>11. Manages common acute and chronic physical and mental illnesses, including acute exacerbations and injuries across the lifespan to minimize the development of complications, and promote function and quality of living.</p>	<p>Women's and men's reproductive health, including, but not limited to, sexual health, pregnancy, and postpartum care.</p> <p>Problems of substance abuse and violence, e. mental health, f. cultural factors, g. genetics, h. dental health, i. families at risk, j. cultural health, k. spiritual, and l. sexual, M. academic functioning Family assessment.</p> <p>Functional assessment of family members (e.g., elderly, disabled).</p> <p>Signs and symptoms indicative of change in mental status, e.g. agitation, anxiety, depression, substance use, delirium, and dementia.</p> <p>Comprehensive assessment that includes the differentiation of normal age changes from acute and chronic medical and psychiatric/substance use disease processes, with attention to commonly occurring atypical presentations and co-occurring health problems including cognitive impairment.</p> <p>Assessment processes for persons with cognitive impairment and psychiatric/substance use disorders.</p> <p>Evidence-based screening tools for assessment of:</p> <ol style="list-style-type: none"> a. ADHD b. Anxiety disorders c. Mood disorders

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	<p>4.b Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</p> <p>4.c Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4.d Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	<p>12. Prescribes medications with knowledge of altered pharmacodynamics and pharmacokinetics with special populations, such as infants and children, pregnant and lactating women, and older adults.</p> <p>13. Prescribes therapeutic devices.</p> <p>14. Adapts interventions to meet the complex needs of individuals and families arising from aging, developmental/life transitions, co-morbidities, psychosocial, and financial issues.</p> <p>15. Assesses and promotes self-care in patients with disabilities.</p> <p>16. Plans and orders palliative care and end-of-life care, as appropriate.</p> <p>17. Performs primary care procedures.</p> <p>18. Uses knowledge of family theories and development stages to individualize care provided to individuals and families.</p> <p>19. Facilitates family decision-making about health.</p> <p>20. 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.</p> <p>21. Demonstrates knowledge of the similarities and differences in roles of various health professionals providing mental health services, e.g., psychotherapists, psychologist, psychiatric social worker, psychiatrist, and</p>	<p>d. Developmental variations to include physical differences, behavior and function</p> <p>e. Autistic Spectrum disorders</p> <p>f. Substance disorders</p> <p>g. Suicidal ideation and self-injurious behavior</p> <p>Risks to health related to:</p> <p>a. Bullying and victimization</p> <p>b. Environmental factors</p> <p>c. Risk-taking behaviors</p> <p>Signs and symptoms of acute physical and mental illnesses, and atypical presentations across the life span.</p> <p>Resiliency and healthy coping.</p> <p>Pharmacologic assessment addressing polypharmacy; drug interactions and other adverse events; over-the-counter; complementary alternatives; and the ability to obtain, purchase, self-administer, and store medications safely and correctly.</p> <p>Epidemiology, environmental and community characteristics, cultural, and life stage development, including the presentation seen with increasing age, family, and behavioral risk factors.</p> <p>Assessment of families and individuals in the development of coping systems and lifestyle adaptations.</p>

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		<p>advanced practice psychiatric nurse.</p> <p>22. 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).</p> <p>23. Applies principles of self-efficacy/empowerment in promoting behavior change.</p> <p>24. Develops patient-appropriate educational materials that address the language and cultural beliefs of the patient.</p> <p>25. Monitors specialized care coordination to enhance effectiveness of outcomes for individuals and families</p>	<p>Referrals to other health care professionals and community resources for individuals and families, for example, coordination of care transitions within and between health care systems.</p> <p>Women's reproductive health, including sexual health, prenatal, and postpartum care and pre and post-menopausal care.</p> <p>Performance of common office procedures which may include, but are not limited to, suturing, lesion removal, incision and drainage, casting/splinting, microscopy, and gynecology procedures.</p> <p>Comprehensive plan of care:</p> <p>Assistive devices which may include but not limited to nebulizers, walkers, CPAP.</p> <p>Appropriate referral for physical therapy, occupational therapy, speech therapy, home health, hospice and nutritional therapy.</p> <p>Establishment of sustainable partnership with individuals and families</p> <p>Ethical issues related to balancing differing needs, age-related transitions, illness, or health among family members.</p> <p>Culturally appropriate communication skills adapted to the individual's cognitive, developmental, physical, mental and behavioral health status.</p>

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			<p>Discussion techniques for sensitive issues such as:</p> <ul style="list-style-type: none"> a. suicide prevention, self-injury b. sexually-related issues c. substance use/abuse d. risk-taking behavior e. driving safety f. independence g. finances h. violence, abuse, and mistreatment i. prognosis <p>Assessment of decisional capacity (including the balance between autonomy and safety), guardianship, financial management and durable and healthcare powers of attorney to the treatment of older adults.</p> <p>Intervention/crisis management and appropriate referrals to mental health care professionals and community agencies with resources</p> <p>Cognitive, sensory, and perceptual problems with special attention to temperature sensation, hearing and vision</p> <p>Relationship development with patients, families, and other caregivers to address sensitive issues, such as driving, independent living, potential for abuse, end-of-life issues, advanced directives, and finances.</p> <p>Education on preventive health care and end-</p>

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			<p>of-life choices.</p> <p>Resources for payment of services related to fixed income (retired), entitlements (Medicaid and Medicare), and available resources</p> <p>Provider communication skills which include validating and verifying findings, and the acknowledgement of patients strengths in meeting needs.</p> <p>Patient comfort and support.</p> <p>Importance of "being present" during communication with others.</p> <p>Self-reflection</p> <p>Evaluation of therapeutic interaction</p> <p>Termination of nurse practitioner patient relationship and issue related to transition to another health care provider.</p> <p>Patient and or caregiver support and resources.</p> <p>Respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnicity.</p> <p>Rights of individuals to choose their care provider, participate in care, and refuse care.</p> <p>Influence of cultural variations on child health practices, including child rearing.</p> <p>Spiritual needs in the context of health and</p>

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			<p>illness experiences, including referral for pastoral services.</p> <p>Assessment of the influence of patient's spirituality on his/her health care behaviors and practices.</p> <p>Appropriate incorporation of spiritual beliefs into the plan of care.</p> <p>Collaboration with patients and families to discuss their wishes for end of life decision-making and care.</p> <p>Learning style assessment for the patients</p> <p>Patient education about self-management of acute/chronic illness with sensitivity to the patient's learning ability and cultural/ethnic background.</p> <p>How to adapt teaching-learning approaches based on physiological and psychological changes, age, developmental stage, readiness to learn, health literacy, the environment, and resources.</p>