

ACAP

Austin Competency Analysis Profile

Registered Nurse

Conducted

February 2, 2007

Validation Panel

Kathy Percy, Registered Nurse

Brackenridge Hospital, Austin, Texas

Holly King, Registered Nurse, Clinical Medication Assistant

Austin Community College, Austin, Texas

Janice F. Hernandez, Registered Nurse

Round Rock Medical Center, Round Rock, Texas

Jamye Coffey, Registered Nurse, Network Education Coordinator

Seton Family of Hospitals, Austin, Texas

Stacy Ledet, Registered Nurse II

Seton Medical Center, Austin, Texas

Susan Rychlik, Registered Nurse III, BSN, Med.-Surg. Certified

Seton Northwest, Austin, Texas

Beverly Wallace, Registered Nurse

Seton Medical Center, Austin, Texas

Kathryn A. Sonoda, Registered Nurse, Staff Nurse, Preceptor, Relief Charge

Round Rock Medical Center, Austin, Texas

Facilitated by:

Teresa S. Moore, Curriculum Development Specialist/Job Profiler

Austin Community College, Austin, Texas



ACC Registered Nurse ACAP
Final Draft 2/2007

For information regarding the ACAP process, contact:

Austin Community College
Instructional Resources and Technology – Instructional Development Services
Highland Business Center
5930 Middle Fiskville Road
Austin, Texas 78752
512.223.7798

<http://itdl.austincc.edu/development/curriculum>

What's Inside

.....

Preface.....	i
Introduction.....	1
ACAP Process Overview	2
ACAP: Registered Nurse	
Target Job Titles	3
Occupational Competencies.....	4
Employability Competencies	24
Glossary	35

Preface

Austin Community College would like to express our sincere appreciation to our business, industry, labor, and community partners who donated their time and expertise toward the identification and validation of competencies in the following Austin Competency Analysis Profile.

Introduction

The ACAP (Austin Competency Analysis Profile) initiative comes out of the Instructional Development Services of Instructional Resources and Technology at Austin Community College. This initiative is ACC's primary source for Competency-Based Curriculum development, providing a connection between our academic and workforce programs and the needs of business and industry.

The ACAP is a process for analyzing an occupation to develop curriculum. The product is a competency list, employability skills, and academic skill levels that have been developed and validated by subject matter experts who perform the occupation. This list will be used to develop programs that address the needs of business and industry by equipping our students with the entry skills required in a workplace environment.

A CAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists for academic and workforce programs verified by expert workers, or Subject Matter Experts. These lists evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught—the concept of advancing items will only be introduced to students. Advancing items are those needed beyond entry level in a given occupation, and are designated as “Advanced (A).” If core competencies or competency builders are present in an “Advanced” unit, then they are designated as “Core (c).”

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items. Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

ACAP: Registered Nurse

Staff Nurse

Registered Nurse

Graduate Nurse

Entry Level Nurse

Office Nurse

Floor Nurse

Med Surg Nurse

Mother/Baby Nurse

Other specialty Nurse Titles

Occupational Competencies

The following Occupational Competencies have been identified and verified by a panel of subject matter experts currently employed in the field of Registered Nurse. This panel of experts has determined that these skills will adequately prepare students for *entry level* positions in this field. The *Competencies* are grouped into units. *Competency Builders* are included to help identify the knowledge, skills and attitudes students need to perform each competency. These *Competencies* and *Competency Builders* are designed to be the basis for curriculum development to ensure business and industry input that is relative and meaningful to the workplace. These *Competencies* are intended to include all basic, necessary skills for this occupational area, but may be supplemented with additional competencies as faculty and advisory committee members see the need to do so.

Key Terms:

Competency—an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders—the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Entry Level—position of employment that requires no previous experience, but may require some training and/or specific skills, knowledge, or attitudes.

ACAP: Registered Nurse

Unit 1	Assessment
Unit 2	Planning
Unit 3	Implementation
Unit 4	Evaluation
Unit 5	Equipment and Materials
Unit 6	Treatment
Unit 7	Teaching/Coaching/Mentoring (A)
Unit 8	Client Education
Unit 9	Professionalism
Unit 10	Safety
Unit 11	Ethics and Legalities
Unit 12	Communication
Unit 13	Customer Satisfaction

Resources:

Onet Online. <http://online.onetcenter.org/link/details/29-1111.00> . Retrieved 1/3/2007

Occupational Competencies

ACAP: Registered Nurse

Unit 1 Assessment

Competency 1.1 Gather information from the client chart and shift report to develop a plan of care

Competency Builders:

- 1.1.1 Identify types of reports available
- 1.1.2 Perform a Chart Check
- 1.1.3 Identify vital signs recorded
- 1.1.4 Determine procedures that have been completed and require follow up
- 1.1.5 Identify change in client status during the previous shifts
- 1.1.6 Perform report following clinic protocol
- 1.1.7 Contact previous duty nurse or charge nurse
- 1.1.8 Ensure all clients are assigned to a nurse during shift change
- 1.1.9 Confer with on-coming/off-going nurse during shift change
- 1.1.10 Prioritize client care order
- 1.1.11 Review lab results

Competency 1.2 Perform accurate prioritized assessments in a timely manner

Competency Builders:

- 1.2.1 Make a head to toe physical assessment of the client to determine client status
- 1.2.2 Review all major systems of the client
- 1.2.3 Take client's vital signs
- 1.2.4 Collect subjective and objective data using a structured format

Unit 2 Planning

Competency 2.1 Organize, plan, and prioritize work appropriate to client

Competency Builders:

- 2.1.1 Analyze data to prioritize client care
- 2.1.2 Analyze data to develop a prioritized/reprioritized plan of care for client
- 2.1.3 Include appropriate data for each plan of care
- 2.1.4 Interpret data to develop a plan of care
- 2.1.5 Explain rationale for the developed plan of care
- 2.1.6 Validate rationale for prioritized list (labs, reports, vital signs, etc.)
- 2.1.7 Reprioritize plan of care as appropriate, in a timely manner

Competency 2.2 Formulate individual plans of care including comprehensive outcome criteria in collaboration with clients, families and health care team

Competency Builders:

- 2.2.1 Analyze data to develop a prioritized/reprioritized plan of care for client
- 2.2.2 Develop a measurable, realistic client goal based on plan of care
- 2.2.3 Incorporate the client and family needs
- 2.2.4 Include appropriate outcome criteria in goal
- 2.2.5 Identify limits of knowledge as it applies to developing a plan of care
- 2.2.6 Request assistance from appropriate personnel when needed

Competency 2.3 Analyze client data for relevancy and validity in planning care

Competency Builders:

- 2.3.1 Select relevant information from resources (labs, social work, family history, etc.)
- 2.3.2 Utilize data from a variety of resources to determine solutions
- 2.3.3 Identify appropriate data sources
- 2.3.4 Develop discharge planning

Competency 2.4 Incorporate factors of cultural diversity/sensitivity when interacting within the health care setting

Competency Builders:

- 2.4.1 Integrate aspects of cultural diversity into individual plans of care
- 2.4.2 Collaborate with clients and families to identify values in formulation of plan of care

Unit 3 Implementation

Competency 3.1 Implement prioritized plans of care for clients in an organized, timely manner

Competency Builders:

- 3.1.1 Implement care using principles from nursing and general education
- 3.1.2 Apply relevant and valid clinical data to implementation of individualized plans of care
- 3.1.3 Implement prioritized plans of care in anticipation of disrupting factors
- 3.1.4 Modify the plan of care based on the on-going assessment
- 3.1.5 Verify physician's order as appropriate to the situation prior to implementation

Competency 3.2 Maintain accurate, detailed reports and records in a timely manner per facilities charting system

Competency Builders:

- 3.2.1 Monitor, record and report symptoms and changes in clients' conditions
- 3.2.2 Focus on objective, behavioral documentation
- 3.2.3 Record clients' medical information and vital signs
- 3.2.4 Complete documentation in a timely manner per facility protocol

- 3.2.5 Include relevant, accurate, information in documentation, avoiding subjective statements
- 3.2.6 Use proper medical terminology and approved abbreviations in all documentation
- 3.2.7 Document entries in legible hand writing

Competency 3.3 Maintain medical records

Competency Builders:

- 3.3.1 Record medical history or data
- 3.3.2 File and retrieve information
- 3.3.3 Compile or verify information or data (code status, med reconciliation and other typical chart information)
- 3.3.4 Categorize information according to standard procedures
- 3.3.5 Ensure records are complete, accurate, timely, and include documentation for all assigned clients
- 3.3.6 Adhere to HIPPA, OSHA, and JACHO regulations
- 3.3.7 Adhere to facility protocol
- 3.3.8 Maintain information files using facility's protocol, using computers and computer systems, software, etc.
- 3.3.9 Participate in chart audits when needed

Competency 3.4 Perform administrative activities

Competency Builders:

- 3.4.1 Process paperwork
- 3.4.2 Order medical laboratory tests
- 3.4.3 Prepare client reports
- 3.4.4 Document per facility policy

Unit 4 Evaluation

Competency 4.1 Analyze changes in the client status through evaluation of data in on going assessment

Competency Builders:

- 4.1.1 Provide data to evaluate effectiveness of nursing interventions
- 4.1.2 Monitor changes in client status through an ongoing assessment
- 4.1.3 Interpret changes in client status through ongoing assessment

Competency 4.2 Evaluate goals, making modifications to plan of care as needed

Competency Builders:

- 4.2.1 Identify goals met, partially met, or not met
- 4.2.2 Provide rationale for success or lack of success to meet goals
- 4.2.3 Modify plans of care based on client and family responses
- 4.2.4 Justify modifications in the plan of care

Unit 5 Equipment and Materials

Competency 5.1 Prepare supplies or equipment

Competency Builders:

- 5.1.1 Inspect equipment, structures or material
- 5.1.2 Identify possible defects or other problems
- 5.1.3 Correct minor problems/defects when appropriate (put paper in copier or printer, plug in electrical cords, move small items from blocking vent passages, etc.)
- 5.1.4 Report problems/defects to appropriate personnel
- 5.1.5 Set up incubators in hospitals
- 5.1.6 Set up medical oxygen equipment
- 5.1.7 Evaluate material and human resources available in planning care for adult clients and families with complicated health needs

Competency 5.2 Estimate the quantifiable characteristics of products, events, or information

Competency Builders:

- 5.2.1 Estimate sizes, distance and quantities
- 5.2.2 Determine time, costs, resources or materials needed

Competency 5.3 Control machines and processes

Competency Builders:

- 5.3.1 Apply control mechanisms to manipulate machines
- 5.3.2 Perform manual controls to manipulate machines or processes

Competency 5.4 Control resources

Competency Builders:

- 5.4.1 Monitor use of resources
- 5.4.2 Oversee the spending of money
- 5.4.3 Repair and maintain electronic equipment
- 5.4.4 Calibrate machines and devices with moving parts
- 5.4.5 Service machines and devices with moving parts
- 5.4.6 Test machines and devices with moving parts
- 5.4.7 Operate equipment that is primarily based on electrical or electronic principles

Competency 5.5 Maintain mechanical equipment

Competency Builders:

- 5.5.1 Adjust equipment
- 5.5.2 Test equipment
- 5.5.3 Repair or service equipment
- 5.5.4 Read technical operating, service or repair manuals to identify information
- 5.5.5 Operate equipment that is based on mechanical movement

Competency 5.6 Manage materials and human resources in an organized manner

Competency Builders:

- 5.6.1 Identify appropriate human resources for a given situation
- 5.6.2 Identify appropriate material resources for a given situation
- 5.6.3 Implement an organizational plan
- 5.6.4 Complete assigned activities within a designated time frame
- 5.6.5 Utilize materials in recognition of cost containments
- 5.6.6 Apply appropriate supplies to a given situation
- 5.6.7 Adapt supplies to meet the needs of the client
- 5.6.8 Organize client interactions and nursing care in conjunction with the unit activity schedule
- 5.6.9 Prioritize and organize multiple tasks in providing care to clients for maximum time efficiency

Unit 6 Treatment

Competency 6.1 Provide personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, or clients

Competency Builders:

- 6.1.1 Administer medications or treatments
- 6.1.2 Assist in medical treatment and client care

Competency 6.2 Prepare clients for, and assist with examinations and treatments

Competency Builders:

- 6.2.1 Identify requirements of the treatment
- 6.2.2 Anticipate client needs with regards to procedures
- 6.2.3 Educate and consent client
- 6.2.4 Prepare clients for tests, therapy or treatments
- 6.2.5 Set up client care equipment

Competency 6.3 Follow facility policies and procedures

Competency Builders:

- 6.3.1 Adjust practice to facility's current guidelines
- 6.3.2 Locate facility policies
- 6.3.3 Read facility policies
- 6.3.4 Modify practice to observe and incorporate facility policies and procedures
- 6.3.5 Identify nursing practices or procedures appropriate for a given situation

Competency 6.4 Perform general physical activities

Competency Builders:

- 6.4.1 Perform physical activities that require considerable use of your arms, legs and moving whole body

- 6.4.2 Climb, lift, balance, walk, stoop and handle materials and equipment in a safe and effective manner
- 6.4.3 Lift or transport clients
- 6.4.4 Apply ergonomic techniques to prevent injuries

Competency 6.5 Administer medications according to facility policy and based on nursing assessment

Competency Builders:

- 6.5.1 Verify physician's order prior to administration
- 6.5.2 Perform medication administration according to the 5 (6) rights
- 6.5.3 Identify type of central line that is appropriate to the given situation
- 6.5.4 Administer medications per correct route (po, iv, im, pr, pt, topical, endotracheal, subQ, ip, eye drops, intrathecal, inhalation, nasal, sublingual, interdermal, etc.)
- 6.5.5 Verify meds with another nurse as required
- 6.5.6 List properties or composition of drugs
- 6.5.7 List major side effects of drugs

Competency 6.6 Apply treatment

Competency Builders:

- 6.6.1 Manage central line care
- 6.6.2 Manage chest tube
- 6.6.3 Manage diabetes
- 6.6.4 Identify methods to apply in the operating room
- 6.6.5 Manage TPN
- 6.6.6 Perform accurate prioritized assessments in a timely manner
- 6.6.7 Perform O2 therapy/pulse oximetry
- 6.6.8 Perform ROM, moving, transfer, ambulation
- 6.6.9 Apply thermal therapy
- 6.6.10 Perform suctioning of oral nasopharyngeal/nasotracheal
- 6.6.11 Perform ostomy care
- 6.6.12 Care for tracheostomy
- 6.6.13 Perform venipuncture for lab draws
- 6.6.14 Manage IV access (start, discontinue, saline lock)
- 6.6.15 Manage IV fluids and piggybacks
- 6.6.16 Insert NG tubes
- 6.6.17 Manage NG tubes
- 6.6.18 Insert foley
- 6.6.19 Manage foley
- 6.6.20 Manage wound care
- 6.6.21 Remove staples and change dressing
- 6.6.22 Identify skin integrity and risks for break down
- 6.6.23 Manage pain control
- 6.6.24 Manage tubes and drains
- 6.6.25 Apply treatments for specialized client conditions
- 6.6.26 Manage restraints

- 6.6.27 Administer blood products
- 6.6.28 Manage/Provide ADLs
- 6.6.29 Recover post op client

Competency 6.7 Care for labor and delivery clients

Competency Builders:

- 6.7.1 Assess/support, coaching of laboring client, and family
- 6.7.2 Start IV
- 6.7.3 Insert and manage catheterization
- 6.7.4 Prepare shave
- 6.7.5 Perform vaginal exam
- 6.7.6 Monitor and record vital signs and FHT's
- 6.7.7 Administer meds except pitocin
- 6.7.8 Recognize basic strip patterns
- 6.7.9 Apply EFM
- 6.7.10 Apply newborn admission procedures
- 6.7.11 Assess physical gestational age
- 6.7.12 Observe and record vital signs of the newborn
- 6.7.13 Administer medication to newborn
- 6.7.14 Feed and bath newborn
- 6.7.15 Make sterile dressing changes
- 6.7.16 Assess vital signs and I&O of postpartum client
- 6.7.17 Apply PCA pumps
- 6.7.18 Identify need for sitz baths, etc.

Competency 6.8 Administer medication to postpartum client

Competency Builders:

- 6.8.1 Remove staples and change dressing
- 6.8.2 Remove catheters
- 6.8.3 Hang new bags d/c IV, PCA pumps

Competency 6.9 Assess pediatric client and family

Competency Builders:

- 6.9.1 Apply pediatric safety measures
- 6.9.2 Apply hygiene measures
- 6.9.3 Feed children, including special needs children
- 6.9.4 Apply growth and development principles to assigned clients (including play principles)
- 6.9.5 Administer meds (p.o., IV-No central line meds)

Competency 6.10 Perform advanced physical assessment of all assigned clients (A)

Competency Builders:

- 6.10.1 Interpret EKG

- 6.10.2 Monitor ventilators
- 6.10.3 Monitor hemodynamics

Competency 6.11 Identify signs and symptoms for complicated, multiple body systems and physiological disorders

Competency Builders:

- 6.11.1 Recognize the concepts associated with the physiological, psychosocial, and spiritual responses to human needs
- 6.11.2 Explain the etiology, pathophysiology, signs and symptoms, complications, therapeutic interventions for common physiological disorders
- 6.11.3 Analyze the signs, symptoms, complications and therapeutic interventions for complex physiological disorders
- 6.11.4 Analyze the signs, symptoms, complications and therapeutic interventions appropriate for age specific physiological disorders

Competency 6.12 Integrate the appropriate inclusion of the family/support system to the plan of care

Competency Builders:

- 6.12.1 Identify family support systems or needs
- 6.12.2 Apply problem solving and critical thinking/prioritization
- 6.12.3 Utilize critical thinking and the nursing process in making nursing decisions to meet the health care needs of clients/families

Competency 6.13 Identify the steps of the nursing process

Competency Builders:

- 6.13.1 Identify steps in a systematic problem-solving process
- 6.13.2 Identify common health needs related to each body system in health and illness
- 6.13.3 Identify complex health care needs

Competency 6.14 Make effective nursing judgments

Competency Builders:

- 6.14.1 Make decisions for care based on background of clients, recorded complaints, and other evaluations made regarding the client
- 6.14.2 Identify theoretical concepts and clinical data related to your judgment
- 6.14.3 Support all decisions with rationale
- 6.14.4 Apply the nurse practice act to make judgments

Competency 6.15 Act as a member of the health care team to provide safe and effective care for a client

Competency Builders:

- 6.15.1 Coordinate with the team to provide for all clients
- 6.15.2 Initiate collaboration with the members of the team

- 6.15.3 Obtain report prior to administering care
- 6.15.4 Give report prior to leaving the unit
- 6.15.5 Confer with team members to facilitate continuity of care
- 6.15.6 Collaborate with team members to modify plans
- 6.15.7 Collaborate with team members to provide continuity of care
- 6.15.8 Report changes in client's status to appropriate team members in a timely manner
- 6.15.9 Identify team members to assist in making decisions regarding calling the doctor, assessment concerns, etc.
- 6.15.10 Follow chain of command

Unit 7 Teaching/Coaching/Mentoring (A)

Competency 7.1 Direct and supervise less skilled nursing or health care personnel or supervise a particular unit

Competency Builders:

- 7.1.1 Train and teach others
- 7.1.2 Identify the educational needs of others
- 7.1.3 Develop formal education or training programs
- 7.1.4 Teach or instruct others
- 7.1.5 Coach others
- 7.1.6 Identify the developing needs of others
- 7.1.7 Mentor others to help improve their knowledge and skill
- 7.1.8 Offer assistance and evaluation to help others improve
- 7.1.9 Set performance standards

Competency 7.2 Model appropriate skills and behaviors to others

Competency Builders:

- 7.2.1 Provide guidance and direction to subordinates
- 7.2.2 Monitor performance

Competency 7.3 Develop objectives and strategies

Competency Builders:

- 7.3.1 Establish long range objectives
- 7.3.2 Specify strategies to complete objectives
- 7.3.3 Determine actions and assignments of duties to obtain objectives

Unit 8 Client Education

Competency 8.1 Formulate teaching plans that assist adult clients and their families to meet their needs for health maintenance, promotion, and/or restoration

Competency Builders:

- 8.1.1 Provide basic information to a client

- 8.1.2 Plan care for common health care needs of a client, applying principles of teaching and learning
- 8.1.3 Discuss teaching strategies that assist multiple adult clients and their families to meet the health needs (maintenance, promotion and /or restoration)
- 8.1.4 Formulate teaching plans that assist specific clients such as obstetric and pediatric

Competency 8.2 Analyze client and family needs to develop and implement individualized teaching/learning plans for clients

Competency Builders:

- 8.2.1 Identify the learning needs of a client
- 8.2.2 Prioritize client and family needs for the teaching and learning
- 8.2.3 Implement teaching/learning plans to meet the client and family needs
- 8.2.4 Analyze effectiveness of teaching/learning plan
- 8.2.5 Modify plan as needed

Competency 8.3 Deliver comprehensive discharge teaching plan for all types of clients

Competency Builders:

- 8.3.1 Analyze the effectiveness of plan
- 8.3.2 Modify plan with appropriate documentation based on client/family responses

Unit 9 Professionalism

Competency 9.1 Work as a part of a health care team

Competency Builders:

- 9.1.1 Consult and coordinate with health care team members to assess, plan, implement and evaluate client care plans
- 9.1.2 Evaluate diagnostic tests to identify and assess client's condition
- 9.1.3 Monitor multiple disciplinary aspects of client health care

Competency 9.2 Apply research methodology procedures to obtain information

Competency Builders:

- 9.2.1 Make decisions and solve problems
- 9.2.2 Analyze information
- 9.2.3 Evaluate results
- 9.2.4 Choose the best solution to a problem based on available information

Competency 9.3 Maintain interpersonal relationships

Competency Builders:

- 9.3.1 Establish relations
- 9.3.2 Develop constructive and cooperative working relationships with health care team
- 9.3.3 Evaluate relationships with health care team and adjust interactions as needed to maintain professionalism

Competency 9.4 Build teams

Competency Builders:

- 9.4.1 Encourage mutual trust
- 9.4.2 Respect other team members
- 9.4.3 Cooperate with other team members
- 9.4.4 Identify the elements of the culture of your working environment

Competency 9.5 Coordinate the work and activities of others (A)

Competency Builders:

- 9.5.1 Encourage collaboration of group members
- 9.5.2 Communicate with group members
- 9.5.3 Consider the work load of other group members
- 9.5.4 Consider the experience and skills of other group members

Competency 9.6 Analyze data or information

Competency Builders:

- 9.6.1 Identify the underlying principles reasons, or facts of the information
- 9.6.2 Break down the information or data into separate parts
- 9.6.3 Determine the effectiveness, relevance, and validity of the information

Competency 9.7 Make quality judgments

Competency Builders:

- 9.7.1 Assess the value of material, equipment, and services
- 9.7.2 Assess the quality of material, equipment, and services

Competency 9.8 Think creatively

Competency Builders:

- 9.8.1 Develop new applications
- 9.8.2 Design new ideas
- 9.8.3 Create new relationships, systems or products

Competency 9.9 Schedule work and activities, both professionally and personally

Competency Builders:

- 9.9.1 Schedule events
- 9.9.2 Schedule programs and activities
- 9.9.3 Schedule breaks
- 9.9.4 Plan activities to meet work schedule

Competency 9.10 Staff organizational units (A)

Competency Builders:

- 9.10.1 Recruit employees
- 9.10.2 Interview recruits

Competency 9.11 Act responsibly and honestly

Competency Builders:

- 9.11.1 Be on time
- 9.11.2 Prepare adequately for each shift
- 9.11.3 Notify appropriate personnel of an absence promptly
- 9.11.4 Accept accountability for own actions and behaviors
- 9.11.5 Report any errors and/or omissions promptly to appropriate personnel
- 9.11.6 Act as a role model of professional behavior by following guidelines, dressing appropriately and maintaining good grooming habits
- 9.11.7 Follow infection control procedures

Competency 9.12 Accept accountability for own learning needs and nursing practice

Competency Builders:

- 9.12.1 Identify own learning needs
- 9.12.2 Seek new learning experiences
- 9.12.3 Seek assistance from others to improve nursing practices
- 9.12.4 Utilize guidelines and directions to improve nursing practices
- 9.12.5 Modify behavior, promptly, based on supervisors' evaluations or own observations
- 9.12.6 Initiate action to meet learning needs

Competency 9.13 Maintain professional role in all nursing practices

Competency Builders:

- 9.13.1 Evaluate the supervising and delegation role of the nurse
- 9.13.2 Analyze the roles of the nurse in the provision of care

Competency 9.14 Make assignments (A)

Competency Builders:

- 9.14.1 Delegate nursing activities in compliance with the Nurse Practice Act
- 9.14.2 Adhere to the principles of leadership and management when coordinating care provided by others
- 9.14.3 Evaluate the effectiveness of care provided by other members of the health care team

Unit 10 Safety

Competency 10.1 Follow clinical safety procedures

Competency Builders:

- 10.1.1 Follow clinical radiation safety procedures
- 10.1.2 Follow infectious materials procedures
- 10.1.3 Practice standard sanitation practices
- 10.1.4 Perform appropriate hygiene (hand washing)
- 10.1.5 Wear appropriate personal protection equipment
- 10.1.6 Dispose of biohazard materials appropriately
- 10.1.7 Follow infection control protocol
- 10.1.8 Follow emergency procedures
- 10.1.9 Follow JACHO AND OSHA Guidelines
- 10.1.10 Report errors following facility and JACHO procedures

Competency 10.2 Monitor processes, materials or surroundings

Competency Builders:

- 10.2.1 Review information from materials, events, or the environment to detect or assess problems
- 10.2.2 Monitor information for changes

Competency 10.3 Handle and move objects correctly

Competency Builders:

- 10.3.1 Apply ergonomics to handling and moving objects
- 10.3.2 Identify appropriate equipment/tools to assist in handling and moving objects

Competency 10.4 Monitor client safety

Competency Builders:

- 10.4.1 Assess fall risks
- 10.4.2 Utilize lift equipment
- 10.4.3 Implement seizure precautions
- 10.4.4 Identify need for a sitter
- 10.4.5 Ensure right client right procedure
- 10.4.6 Monitor restraints
- 10.4.7 Reassess for continued need of restraints
- 10.4.8 Assess skin for break down potential
- 10.4.9 Evaluate aspiration precautions

Unit 11 Ethics and Legalities

Competency 11.1 Evaluate information to determine compliance with standards

Competency Builders:

- 11.1.1 Use relevant information
- 11.1.2 Use individual judgment to determine whether events or processes comply with laws, regulations or standards

Competency 11.2 Respect client's right to confidentiality and privacy as outlined in HIPPA

Competency Builders:

- 11.2.1 Protect client from violations of dignity and self esteem
- 11.2.2 Advocate for the client's rights in decision making regarding their own health care
- 11.2.3 Identify the elements of HIPPA
- 11.2.4 Adhere to the elements of HIPPA

Competency 11.3 Make decisions based on ethical principles and legal guidelines

Competency Builders:

- 11.3.1 Identify designated legal guidelines and policies regarding hospital policy and procedures and Board of Nurse Examiners' standards of nursing practices
- 11.3.2 Adhere to laws governing practice of nursing, including program policies, hospital policies and BNE standards of practice
- 11.3.3 Apply problem solving techniques when confronted with ethical issues
- 11.3.4 Employ ethical principles when confronted with an ethical dilemma

Competency 11.4 Address ethical and legal concerns when providing care following JACHO guidelines

Competency Builders:

- 11.4.1 Apply clients' rights and legal processes at all times
- 11.4.2 Integrate legal principles and ethical guidelines into clinical practice
- 11.4.3 Discuss ethical and legal standards utilized by the nursing profession
- 11.4.4 Incorporate ethical and legal concepts in providing care for clients and families

Unit 12 Communication

Competency 12.1 Communicate with members of the health care team

Competency Builders:

- 12.1.1 Follow established guidelines for communication and charting (legally correct, accurate, concise, proper terminology, legible, grammatically correct, relevant information, individualized)
- 12.1.2 Organize written and oral communication

- 12.1.3 Ensure records are complete, accurate, timely, and include documentation for all assigned clients
- 12.1.4 Organize oral communication including change of shift report
- 12.1.5 Communicate with professionalism and respect for other team members
- 12.1.6 Include appropriate documents and significant information on client's status in communications to team members
- 12.1.7 Take appropriate action based on communication of other team members' documents and reports
- 12.1.8 Provide information to supervisors
- 12.1.9 Provide information to co-workers
- 12.1.10 Provide information to subordinates
- 12.1.11 Communicate to team using telephone, written form, e-mail or in person using appropriate etiquette
- 12.1.12 Report errors following facility guidelines

Competency 12.2 Report and document significant change in the client's status to communicate with appropriate individuals allowing for appropriate action

Competency Builders:

- 12.2.1 Analyze communications for effectiveness
- 12.2.2 Evaluate communications to determine need for revision or identify effectiveness
- 12.2.3 Communicate in English, verbally and in writing, using appropriate grammar, standard rules of composition, spelling, and punctuation
- 12.2.4 Gather information through observation, questioning, or otherwise from all relevant sources

Competency 12.3 Collect clinical data

Competency Builders:

- 12.3.1 Obtain information from clients, customers or families
- 12.3.2 Use interpersonal communication techniques

Competency 12.4 Interpret information for others

Competency Builders:

- 12.4.1 Explain testing procedures to client
- 12.4.2 Interpret medical lab test results
- 12.4.3 Translate what information means
- 12.4.4 Explain information to others
- 12.4.5 Apply information appropriately
- 12.4.6 Provide translators when needed to clearly communicate the information

Competency 12.5 Resolve conflicts

Competency Builders:

- 12.5.1 Negotiate with others

- 12.5.2 Listen to complaints
- 12.5.3 Settle disputes
- 12.5.4 Resolve grievances
- 12.5.5 Approach difficult conversations with diplomacy and discretion

Competency 12.6 Communicate with persons outside the organization

Competency Builders:

- 12.6.1 Represent the organization to customers and the public, government or other external sources
- 12.6.2 Communicate in writing, via telephone, in person or through e-mail
- 12.6.3 Communicate technical information in an understandable format
- 12.6.4 Make presentations on health issues

Competency 12.7 Consult others

Competency Builders:

- 12.7.1 Provide guidance and advice to client
- 12.7.2 Provide guidance and advice to management or other health care team members as appropriate
- 12.7.3 Communicate nurse-client relationship, health care team and development of nursing care plan

Competency 12.8 Report to primary nurse

Competency Builders:

- 12.8.1 Receive report from primary nurse
- 12.8.2 Receive and pass on report
- 12.8.3 Get reports
- 12.8.4 Give reports

Competency 12.9 Delegate tasks to appropriate personnel

Competency Builders:

- 12.9.1 Make assignments
- 12.9.2 Act in a leadership role (team leader, case management, supervising/working with other health care team members)

Competency 12.10 Communicate with other nurses, clients, healthcare team appropriate to the relationship with each

Competency Builders:

- 12.10.1 Practice therapeutic communication
- 12.10.2 Observe and participate in a therapeutic milieu
- 12.10.3 Evaluate therapeutic communication when planning care for clients and families with complicated health needs

- 12.10.4 Utilize the principles of therapeutic communication which facilitate interactions with clients and health care members

Competency 12.11 Communicate with clients and families in various settings for various purposes

Competency Builders:

- 12.11.1 Listen attentively
- 12.11.2 Develop rapport with family and client
- 12.11.3 Initiate therapeutic relationships
- 12.11.4 Follow ethical and legal guidelines in all communications
- 12.11.5 Modify communication skills as needed in special situations
- 12.11.6 Recognize facilitative and non-facilitative verbal and non-verbal communication patterns
- 12.11.7 Utilize therapeutic communication skills
- 12.11.8 Analyze the effectiveness of communication
- 12.11.9 Examine impact of own thoughts, feelings and behaviors on nursing care
- 12.11.10 Modify communication to meet age related or other special needs of client

Competency 12.12 Provide information to a client to promote health maintenance or restoration

Competency Builders:

- 12.12.1 Utilize teaching/learning principles to communicate to clients
- 12.12.2 Assist clients to meet needs
- 12.12.3 Deliver assistance to all clients with special needs in a manner that addresses their own learning process

Unit 13 Customer Satisfaction

Competency 13.1 Incorporate customer satisfaction into nursing practices

Competency Builders:

- 13.1.1 Address client needs
- 13.1.2 Follow guidelines for providing information to clients
- 13.1.3 Follow guidelines of the facility regarding communicating to clients
- 13.1.4 Listen to the client
- 13.1.5 Convey a non-judgmental attitude
- 13.1.6 Survey customers for feedback

Competency 13.2 Work directly with the public

Competency Builders:

- 13.2.1 Receive clients
- 13.2.2 Respond to clients and families in appropriate manner, following ethical and legal guidelines

- 13.2.3 Identify hospital and community resources to assist with referrals based on the client's plan of care
- 13.2.4 Confer with team members to facilitate continuity of care and initiate appropriate referrals based on the clients' needs

Employability Competencies

Employability Competencies are underlying skills, including work habits and ethics, essential to the workplace and personal growth. SCANS (Secretary’s Commission on Achieving Necessary Skills) are the basis for these competencies and are included in all programs based on an ACAP (Austin Competency Analysis Profile). These skills are taught with the intention of providing the student with a well-rounded understanding of workplace expectations in areas not specific to a particular occupation, in an attempt to develop a valuable employee.

ACAP: Registered Nurse

Unit 1:	Resources
Unit 2:	Interpersonal
Unit 3:	Information
Unit 4:	Systems
Unit 5:	Technology
Unit 6:	Basic Skills
Unit 7:	Thinking Skills
Unit 8:	Personal Qualities

Unit 1: Resources

Competency 1.1 Manage time effectively

Competency Builders:

- 1.1.1 Select relevant, goal-related activities
- 1.1.2 Rank activities in order of importance
- 1.1.3 Allocate time to activities
- 1.1.4 Identify tasks to be completed
- 1.1.5 Develop and follow an effective, workable schedule based on accurate estimates of such things as importance of tasks, time to complete tasks, time available for completion, and task deadlines, without wasting time
- 1.1.6 Identify possible impact of schedules on other activities
- 1.1.7 Evaluate and adjust a schedule

Competency 1.2 Manage money effectively

Competency Builders:

- 1.2.1 Prepare or use budgets including making cost and revenue forecasts
- 1.2.2 Record details to track budget performance
- 1.2.3 Adjust budget appropriately when needed
- 1.2.4 Allocate money to include accurately preparing and using a budget according to a consistent and orderly accounting method
- 1.2.5 Calculate future budgetary needs based on projected costs and revenues
- 1.2.6 Track the extent to which actual costs and revenues differ from the estimated budget, and take appropriate and effective action

Competency 1.3 Manage material and facility resources effectively

Competency Builders:

- 1.3.1 Store resources such as materials, supplies, parts, equipment, space or final products in an order that makes the best use of them
- 1.3.2 Allocate materials and facility resources to include carefully planning the steps involved in the acquisition, storage, and distribution of resources
- 1.3.3 Acquire, transport, and store material and facility resources safely and efficiently
- 1.3.4 Maintain material and facility resources in good condition
- 1.3.5 Distribute material and resources to the end user

Competency 1.4 Manage human resources efficiently

Competency Builders:

- 1.4.1 Assess people's knowledge, skills and potential
- 1.4.2 Identify present and future work load
- 1.4.3 Match individual talents and workload effectively
- 1.4.4 Monitor performance and provide feedback actively

Unit 2: Interpersonal Skills

Competency 2.1 Participate as a member of a team

Competency Builders:

- 2.1.1 Work cooperatively with others
- 2.1.2 Contribute to group with ideas, suggestions, and efforts
- 2.1.3 Complete personal share of tasks necessary to complete a project
- 2.1.4 Encourage team members by listening and responding appropriately to their contributions
- 2.1.5 Build on individual team members' strengths
- 2.1.6 Resolve differences for the benefit of the team
- 2.1.7 Take personal responsibility for accomplishing goals
- 2.1.8 Challenge existing procedures, policies, or authorities responsibly

Competency 2.2 Teach others

Competency Builders:

- 2.2.1 Coach or otherwise teach others to apply related concepts and theories to tasks
- 2.2.2 Convey job information to allow others to see its applicability and relevance to tasks
- 2.2.3 Identify training needs of others
- 2.2.4 Assess performance of others
- 2.2.3 Provide feedback on others' performance in a constructive manner
- 2.2.4 Provide solutions to observed problems

Competency 2.3 Serve clients/customers

Competency Builders:

- 2.3.1 Identify customers/clients expectations through surveys, questions, body language, or expressions
- 2.3.2 Communicate and work with clients/customers to satisfy their expectations
- 2.3.3 Listen actively to customers to avoid misunderstanding and to identify needs
- 2.3.4 Provide alternatives to clients/customers to satisfy their expectations
- 2.3.5 Provide services and goods in a timely, positive manner
- 2.3.6 Obtain additional resources to satisfy client needs efficiently

Competency 2.4 Exercise leadership

Competency Builders:

- 2.4.1 Communicate thoughts, feelings, and ideas to justify a position
- 2.4.2 Motivate and/or convince individuals or groups through encouragement or persuasion
- 2.4.3 Challenge existing procedures, policies or authorities responsibly
- 2.4.4 Use rules/values followed by others
- 2.4.5 Justify a position logically and appropriately
- 2.4.6 Consider minority viewpoints in making decisions or taking action

Competency 2.5 Negotiate to arrive at a decision

Competency Builders:

- 2.5.1 Achieve agreement through exchanging specific resources or resolving divergent interests
- 2.5.2 Research opposition and the history of the conflict
- 2.5.3 Set realistic, obtainable goals
- 2.5.4 Present facts and arguments
- 2.5.5 Listen to and reflect upon what has been said
- 2.5.6 Clarify problems and resolve conflicts
- 2.5.7 Propose and examine possible options
- 2.5.8 Make reasonable compromises

Competency 2.6 Work with cultural diversity

Competency Builders:

- 2.6.1 Work with men and women, and a variety of ethnic, social and educational backgrounds
- 2.6.2 Compare one's own culture and that of others
- 2.6.3 Respect the rights of others while helping them make cultural adjustments when necessary
- 2.6.4 Base impression upon individual performance, not stereotypes
- 2.6.5 Understand concerns of members of other ethnic and gender groups

Unit 3: Information

Competency 3.1 Acquire and evaluate information

Competency Builders:

- 3.1.1 Pose analytic questions to determine specific information needs
- 3.1.2 Select appropriate information sources
- 3.1.3 Determine when new information must be created and do so
- 3.1.4 Evaluate data for relevance and accuracy

Competency 3.2 Organize and maintain information

Competency Builders:

- 3.2.1 Organize a variety of information forms or sources in a systemic fashion
- 3.2.2 Maintain written or other forms of information to keep up-to-date information available in a systemic fashion
- 3.2.3 Organize information from computer, visual, oral and physical sources in readily accessible formats, such as computerized data bases, spreadsheets, microfiche, video disks, paper files, etc.
- 3.2.4 Transform data into different formats in order to organize them by the application of various methods such as sorting, classifying, or more formal methods

Competency 3.3 Interpret and communicate information

Competency Builders:

- 3.3.1 Select information to be communicated
- 3.3.2 Identify best methods to present information (e.g., overheads, handouts, etc.)
- 3.3.3 Communicate results to others in desired format
- 3.3.4 Convey information to others through a variety of means including oral, written, graphic, pictorial or multi-media methods

Competency 3.4 Process information using computer

Competency Builders:

- 3.4.1 Acquire information from the internet and other computer based resources
- 3.4.2 Organize information, using spreadsheets, word processor, and data bases effectively
- 3.4.3 Analyze information to identify trends, make projections, etc.
- 3.4.4 Enter, modify, retrieve, store and verify data and other information in a computer
- 3.4.5 Choose format for display (e.g., line graphs, bar graphs, tables, pie charts, narrative)
- 3.4.6 Convey information into the chosen format
- 3.4.7 Communicate information using e-mail, list serves, word processor, or other computer based communication functions

Unit 4: Systems

Competency 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and ethically

Competency Builders:

- 4.1.1 Identify dynamics and components of social, organizational and technological systems
- 4.1.2 Recognize acceptable behavior and attitudes within social, organizational and technological systems
- 4.1.3 Communicate through acceptable methods to interact with social, organizational, and technological systems effectively, efficiently, and ethically
- 4.1.4 Recognize how a system's structures relate to goals
- 4.1.5 Recognize the right of people to ask for information and where to get resources

Competency 4.2 Monitor and correct performance of a system

Competency Builders:

- 4.2.1 Distinguish trends
- 4.2.2 Predict impact of actions on system operations
- 4.2.3 Diagnose deviations in the function of a system/organization
- 4.2.4 Correct performance through necessary action
- 4.2.5 Detect deviations from systems intended purpose
- 4.2.6 Troubleshoot the system
- 4.2.7 Make changes to the system to rectify system function and to ensure quality of product

Competency 4.3 Improve and design systems

Competency Builders:

- 4.3.1 Make suggestions to modify or improve existing products or services
- 4.3.2 Implement approved improvements in systems
- 4.3.3 Evaluate the benefits of the improvements
- 4.3.4 Develop/recommend new or alternative system designs based on relevant feedback
- 4.3.5 Communicate the results of the evaluations

Unit 5: Technology

Competency 5.1 Select appropriate technology

Competency Builders:

- 5.1.1 Determine the desired results or outcomes and applicable restraints
- 5.1.2 Visualize the necessary methods and applicable technology
- 5.1.3 Evaluate specifications
- 5.1.2 Judge which procedures, tools, machines or programs will produce the desired results

Competency 5.2 Apply technology to task

Competency Builders:

- 5.2.1 Set up tools such as machines, computers, and programming systems, using proper procedures, to get desired results
- 5.2.2 Analyze how different parts of machines interact and how machines interact with broader production systems
- 5.2.3 Install machines including computers
- 5.2.4 Interpret machine output accurately
- 5.2.5 Detect errors from program output

Competency 5.3 Maintain and troubleshoot technology

Competency Builders:

- 5.3.1 Prevent problems in machines, computers, and other technologies
- 5.3.2 Identify problems in machines, computers and other technologies
- 5.3.3 Perform routine maintenance and service of machines, computers, and other technologies
- 5.3.4 Detect more serious problems
- 5.3.5 Generate workable solutions to correct deviations
- 5.3.6 Recognize need for additional help

Unit 6: Basic Skills

Competency 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding

Competency Builders:

- 6.1.1 Determine the main idea or essential message
- 6.1.2 Identify relevant details, facts, and specifications
- 6.1.3 Infer or locate the meaning of unknown or technical vocabulary
- 6.1.4 Judge the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers

Competency 6.2 Communicate thoughts, ideas, information, and messages in writing

Competency Builders:

- 6.2.1 Record information completely and accurately
- 6.2.2 Compose and create documents such as letters, directions, manuals, reports, proposals, graphs, and flow charts
- 6.2.3 Use language, style, organization and format appropriate to the subject matter, purpose, and audience
- 6.2.3 Include supporting documentation where appropriate
- 6.2.4 Attend to level of detail
- 6.2.5 Check, edit, and revise for correct information, appropriate emphasis, form, grammar, spelling, and punctuation

Competency 6.3 Perform arithmetic computations and concepts with appropriate technology and/or paper and pencil to solve simple work problems

Competency Builders:

- 6.3.1 Perform basic computations
- 6.3.2 Use basic numerical concepts such as whole numbers and percentages in practical situations
- 6.3.3 Make reasonable estimates of arithmetic results without a calculator
- 6.3.4 Use tables, graphs, diagrams, and charts to obtain or convey quantitative information

Competency 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately

Competency Builders:

- 6.4.1 Choose appropriate technique to solve problem
- 6.4.2 Use quantitative data to construct logical explanations for real world situations

- 6.4.3 Express mathematical ideas and concepts orally and in writing
- 6.4.4 Predict an event considering the role of chance in the occurrence

Competency 6.5 Listen and react appropriately to verbal messages

Competency Builders:

- 6.5.1 Receive, attend to, interpret, and respond to verbal messages appropriately
- 6.5.2 Receive, attend to, interpret, and respond to other cues such as body language appropriately
- 6.5.3 Listen to comprehend, learn, critically evaluate, appreciate, or support the speaker

Competency 6.6 Deliver oral messages appropriately to listeners

Competency Builders:

- 6.6.1 Organize ideas and communicates orally as appropriate for the situation and listeners
- 6.6.2 Participate in conversation, discussion, and group presentations
- 6.6.3 Select an appropriate medium for conveying a message
- 6.6.4 Use verbal language and other cues, such as body language, in a way appropriate in style, tone, and level of complexity to the audience and the occasion
- 6.6.5 Speak clearly and communicate a message
- 6.6.6 Respond to listener feedback in a way that indicates understanding
- 6.6.7 Ask questions when needed

Unit 7: Thinking Skills

Competency 7.1 Generate new ideas using creative thinking

Competency Builders:

- 7.1.1 Change or reshapes goals using nonlinear or unusual connections
- 7.1.2 Imagine new ideas by combining ideas or information in new ways
- 7.1.3 Connects seemingly unrelated ideas
- 7.1.4 Reshape goals in ways that reveal new possibilities

Competency 7.2 Make decisions

Competency Builders:

- 7.2.1 Specify goals and constraints
- 7.2.2 Generate alternatives
- 7.2.3 Consider risks
- 7.2.4 Evaluate and choose best alternatives

- 7.2.5 Analyze how personal, family, and social factors influence decisions, behaviors, and lifestyles
- 7.2.6 Utilize a decision-making process to develop future career goals

Competency 7.3 Apply problem solving skills appropriate to situation

Competency Builders:

- 7.3.1 Recognize a problem exists (i.e., that there is a discrepancy between what is and what should be)
- 7.3.2 Identify possible reasons for the problem
- 7.3.3 Devise and implement a plan of action to resolve the problem
- 7.3.4 Evaluate and monitor progress
- 7.3.5 Revise the plan as indicated by the findings
- 7.3.6 Communicate in both oral and written language while working with others to identify/resolve problems
- 7.3.7 Reason inductively and deductively to solve problems
- 7.3.8 Select and apply problem-solving methods

Competency 7.4 See things in the mind's eye

Competency Builders:

- 7.4.1 Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation (such as a building from blueprints)
- 7.4.2 Visualize possible options
- 7.4.3 Communicate visualized options verbally

Competency 7.5 Apply learning strategies to support life-long learning

Competency Builders:

- 7.5.1 Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations
- 7.5.2 Evaluate learning style (visual, aural, etc.) to make proper selection of learning techniques
- 7.5.3 Identify various learning techniques including formal learning strategies (note taking or clustering items that share some characteristics) and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions)
- 7.5.4 Make decisions/plans concerning school to work training and future educational needs using relevant resources

Competency 7.6 Apply reasoning to finding solutions or draw conclusions

Competency Builders:

- 7.6.1 Discover a rule or principle underlying the relationship between two or more objects
- 7.6.2 Extract rules or principles from a set of objects or a written text
- 7.6.3 Apply principles to solve problems

- 7.6.4 Draw conclusion from available information using logic
- 7.6.5 Apply rules and principles to a new situation
- 7.6.6 Determine which conclusion is correct when given a set of facts and conclusions
- 7.6.7 Evaluate alternatives and assess consequences to achieve personal and social goals

Unit 8: Personal Qualities

Competency 8.1 Act responsibly

Competency Builders:

- 8.1.1 Persevere toward goal attainment with a high level of effort
- 8.1.2 Set high standards in order to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task
- 8.1.3 Display a high standard of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks

Competency 8.2 Exhibit effective self-esteem

Competency Builders:

- 8.2.1 Maintain a positive view of self and believes in own self-worth
- 8.2.2 Identify won skill and abilities possessed
- 8.2.3 Recognize own emotional capacity and needs
- 8.2.4 Identify/Apply effective ways to handle emotional capacity and needs
- 8.2.5 Recognize own impression on others

Competency 8.3 Employ appropriate social skills

Competency Builders:

- 8.3.1 Demonstrate understanding, friendliness, adaptability, empathy and politeness in new and on-going group settings
- 8.3.2 Assert self in familiar and unfamiliar social situations
- 8.3.3 Relate well to others
- 8.3.4 Respond appropriately as the situation requires
- 8.3.5 Take an interest in what others say and do

Competency 8.4 Manage self

Competency Builders:

- 8.4.1 Assess own knowledge, skills, and abilities accurately
- 8.4.2 Set well-defined and realistic personal goals
- 8.4.3 Monitor progress toward goal attainment
- 8.4.4 Motivate self through goal achievement
- 8.4.5 Exhibit self-control and respond to feedback unemotionally and nondefensively
- 8.4.6 Initiate action

Competency 8.5 Apply integrity and honesty to all matters

Competency Builders:

- 8.5.1 Recognize situations when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values
- 8.5.2 Understand the impact of violating these beliefs and codes on an organization, self, and others
- 8.5.3 Choose an ethical course of action

Glossary

ACAP–*Austin Competency Analysis Profile*–a well-established job analysis process unique to Austin Community College involving business, industry, labor, and community agency representatives from throughout the Austin area.

Advanced Competencies–the occupation and academic competencies needed to advance in a given occupation.

Competency–an observable and measurable behavior that has a definite beginning and end; can be performed within a limited amount of time; consists of two or more competency builders; and leads to a product, service, or decision.

Competency Builders–the skills, knowledge, and attitudes (written in measurable terms) needed to perform a given competency.

Core Competencies–the essential occupational and academic competencies needed to enter and remain in a given occupation.

Employability Competencies–underlying skills, abilities, and knowledge as they relate to work ethics, work habits, and personal growth and development.

Entry Level–refers to the requirements necessary for someone entering into the occupation (without previous on the job experience).

Performance Level–refers to the level at which an employee would need to function effectively having gained on-the-job knowledge.

Skill Ranking–refers to the criticality of the WorkKeys skill to the performance of the occupation with one (1) indicating the most critical skill.

SME–*Subject Matter Expert*–incumbent worker in a given occupation that is knowledgeable about the job.

Target Job Titles–titles that may be assigned to the types of jobs aligned with an ACAP. Possible titles of jobs for which students would qualify with certificates or degrees in the programs based on an ACAP.

WorkKeys Skills–Eight skills, defined by ACT, referring to underlying, academic skills as they relate to the workplace. The skills include *Applied Mathematics, Applied Technology, Locating Information, Reading for Information, Observation, Teamwork, Listening, and Writing*. Each skill has a very specific definition and levels of each skill can be aligned with specific abilities defined at each level. WorkKeys skills are the basis for an occupational analysis system developed by ACT. The WorkKeys analysis is the final part of the overall ACAP report. All ACAPs include *Reading for Information, Locating Information, and Applied Mathematics*. A fourth skill may be included in the profile if the subject matter experts identify a need for it.