



# **Tuning Middle East and North Africa T-MEDA**

## **Fourth General Meeting**

**Valletta, 27 September - 01 October 2015**

## **TASK 2 - SUBJECT AREA REPORT (REFERENCE POINTS)**

### TASK DESCRIPTION

Second draft subject area report (content)

#### 1. Introduction

- Presentation of the countries involved in the SAG
- Presentation of the Members/Universities

#### 2. Definition of generic competences: a thematic perspective

- Brief analysis of the generic competences from subject area perspective.
- Description of the process followed at the beginning to define a proposal for generic competences from the SAG perspective.
- Highlight some particular aspects considered and/or not considered in the final agreed list of generic competences for MEDA

#### 3. Identification of subject specific competences

- Presentation of the subject specific competences agreed in the group.
- Explanation of the process followed to achieve the list of subject specific competences.
- Institutional/national/subregional/continental/international references which SAG took into account to achieve the list of subject specific competences.

#### 4. Consultation and reflection

- Presentation of analysis of the results of generic competences survey (in relation to SAG perspective).
- Presentation of analysis of the results of subject specific competences survey
- Interpretation of the results.

#### 5. Meta – profile

- Description of the process followed by the SAG to agreed a meta- profile.
- Presentation of the meta –profile as a graphic.
- Explanation of the main components/elements of the Meta – profile and how it is linked to the previous steps (generic and subject specific competences agreed).

#### 6. Contrast of Meta – profile at regional level

- Explanation of the process followed to contrast the meta – profile with real profiles at university level. (Institutional reports should be mentioned but not included as part of this section)
- Identifying main differences and coincidences (focusing on those elements that differ).
- Analysis of these differences and coincidences.
- Analyzing the weight of the different dominant elements
- Potential changes in the original proposal of meta –profiles after the contrast exercise.

## NURSING



With the support of the Tempus programme of the European Union



### Meta-Profile of Nursing SGA

#### Outlines of the Report:

- Introduction about the T- MEDA
- Countries involved in the SGA
- Presentation of the members/ Universities-
- Process followed at the beginning to define a proposal for generic competencies from SGA perspective
- Generic Competencies
- Specific Competencies
- Institutional / national / subregional / international references with SGA that has been taken into account to achieve the list of specific competencies
- Consultation and reflection
- Meta- Profile of Nursing SGA
- Identification of the Core Components of the Meta- Profile

#### 1- Countries involved in the SGA

- Egypt
- Lebanon
- Palestine
- Jordan
- Tunisia
- Algeria
- Morocco
- Libya

- Malta

## **2. Presentation of the members/ Universities**

<b>Members</b>	<b>Universities</b>	<b>Country</b>
Abeer Eswi	Cairo( CU )	Egypt
Somaya Abdou	Suez Canal (SCU)	Egypt
Ursula Youssef	University of Balamand (UOB)	Lebanon
Yousef Aljeesh	Islamic University of Gaza (IUG)	Palestine
Sami Bashi	Palestine Ahliyeh University College / Bethlehem (PAUC)	Palestine
Nijmeh Al – Atiyyat	Hashemite University (HU)	Jordan
Boubaker Zarrad	University of Monastir (UM)	Tunisia
Moussa Arrade	University of Algiers (UAI)	Algeria
Arwa Issa Eid	Jordan University of Science and Technology(JUS)	Morocco
Bouthina Jreiw	Libyan International Medical University ( LIMU)	Libya
Sabah Lamlom	Omar Al-Mukhtar University OMU	Libya
Roberta Sammut	University of Malta UOM	Malta
Mary Navarro	University of Malta UOM	Malta
Ahmad Omar	Arab International University AIU	Syria
Abdelaziz H. Mohamed	Omar Al-Mukhtar University OMU	Libya

## **2. Process followed at the beginning to define a proposal for generic competencies from SGA perspective**

- Nursing is one of four disciplines included in Tuning Middle East and North Africa project. It was included because nursing is one of the professions that are required worldwide and it should contain academic reference standards that fit for any graduate from various Middle East and North Africa countries.

- The group members from the area of nursing participated actively during year 2014 in two different meeting:

During the first meeting of MEDA , the group members of each subject area negotiated and debated on the generic competencies that should be present for the graduate in the four subject area ( low- architecture, nursing and tourism ) these generic competencies should be included in the profile of the graduate in the previously mentioned 4 areas in the Middle East and North Africa countries . 38 generic competencies were developed then the 4 coordinators of each subject area met together and agreed upon 27 generic competencies that are considered crucial for the four subject areas.

**Generic competencies defined as skills, and values as those which should be acquired by all graduates regardless of their discipline or field of study.**

Generic competencies that were developed considered some aspects as the core such as personal attributes, ethical aspects, respect of cultural diversity, communication, critical thinking and leadership abilities.

**Generic competencies developed were as follows:**

- GC1. Ability to manage time effectively.
- GC2. Ability for oral and written communication to different audiences.
- GC3. Ability to maintain continuous education.
- GC4. Ability to have critical thinking, analysis, and synthesis.
- GC5. Ability to identify and resolve problems
- GC6. Ability to make logical decisions
- GC7. Ability to work in an interdisciplinary team
- GC8. Ability to lead effectively.
- GC9. Respect for diversity and multiculturalism.
- GC10. Ability to work autonomously.
- GC11. Ability to maintain quality of work
- GC12. Ability to act ethically with social responsibility.
- GC13. Ability to apply knowledge in practical situations.
- GC14. Ability to communicate in a second language.
- GC15. Skills in the use of information and communication technologies.
- GC16. Commitment to protect and preserve the environment.
- GC17. Commitment to human rights.
- GC18. Ability to be innovative and creative.
- GC19. Ability to be flexible and adapt to different situations.
- GC20. Commitment to health and safety procedures
- GC 21. Being initiative.
- GC 22. Commitment to preserve cultural heritage and values
- GC 23. Having organizational skills.
- GC 24. Having a sense of dedication
- GC 25. Being self-motivated.
- GC 26. Ability to empower others.
- GC27. Being assertive

Results of the survey illustrated that correspondents had better achievement, rating and importance in relation to certain competencies such as manage time effectively, ability to have critical thinking, analysis, and synthesis, ability to identify and resolve problems, Ability to maintain quality of work, while the lowest rating, achievement and importance was in relation to ability to be innovative and creative, having sense of dedication, ability to empower others and being assertive.

**Aspects that were considered in the final list of generic competencies for MEDA**

The quality of higher education as it should be judged in terms of graduate quality, rather than by other criteria such as the quality of the facilities offered by different institutions. It was argued further that, graduate quality should be judged by the extent to which these graduates demonstrate high levels of generic skills, attributes and value. Also, generic skills would enhance students' employability nationally, regionally and internationally.

### **3. Identification of specific competencies**

#### **Process followed to achieve the list of subject specific competencies**

An intensive group work and discussion was carried out among representatives of each institution from different countries to determine the specific competencies for a nursing graduate. We generated a list of 60 specific competencies during the first general meeting, then the group members clustered and categorized them and reduced the number to become 38 competencies that are agreed upon by every member in the group. The subject specific competencies are as shown in the list

#### **A. Competencies associated with the professional and attitudinal values**

Sc1. Provide holistic care

Sc2. Deliver Individual centered care

Sc3. Maintain Patient safety

Sc4. Practice within the respective code of ethics and legal codes

Sc5. Culturally sensitive and respect for dignity

Sc5. Promote life and quality of life at all stages

#### **B. Competencies associated with the skills and role of the nurse**

Sc1. Work under pressure

Sc2. Use the Nursing process effectively

Sc3. Meet individual, family and community needs

Sc4. Work in an interdisciplinary team

Sc5. Act as an educator

Sc6. Act as an advocate of the individual, family, community as well as profession

Sc7. Provide quality patient, family and community care

Sc8. Provide life support measures across life span

Sc9. Apply coping strategies

Sc10. Ability to decide when to refer to other professionals

Sc11. Perform basic nursing procedures

Sc12. Apply universal precautions of Infection control measures

#### **C. Competencies associated with communication**

Sc1. Maintain therapeutic nurse patient relationship

Sc2. Communicate effectively with individuals, families and communities

Sc3. Provide counseling

- Sc4. Document and report accurately and effectively
- S5. Mentor other nurses and student nurses
- Sc5. Manage challenging behavior of patient with special needs
- Sc6. Utilize new technology in communication

**D. Knowledge and cognitive competencies**

- Sc1. Apply knowledge and theories into practice
- Sc2. Apply critical thinking and clinical judgment
- Sc3. Utilize research findings and evidence based in practice
- Sc4. Utilize health informatics

**E. Leadership and management competencies**

- Sc1. Ability to work in a team either as a member or a leader
- Sc2. Ability to make and take decisions
- Sc3. Ability to delegate work
- Sc4. Accept constructive feedback and criticism
- Sc5. Ability to plan for future actions
- Sc5. Develop self and others
- Sc6. Risk, crisis and disaster management
- Sc7. Ability to appraise others objectively
- Sc8. Adhere to organizational policies and regulations

**Institutional / national / subregional / international references with SGA that has been taken into account to achieve the list of specific competencies**

**The following aspects were considered to achieve the list of specific competencies :**

- 1- The most important qualifications and competencies that should be present in all nursing graduates enrolled in higher education in any area of knowledge , attitude and skills more specifically , in Middle east and North Africa region
- 2- The specific competencies determined by other Tuning profile as Latin America and Europe
- 3- The requirements of higher education

**4 – Consultation and reflection**

Presentation and analysis of the results of generic competencies survey ( in relation to SGA perspective)

As for Consultation, 761 respondents from 9 countries ( Algeria, Egypt , Jordan , Lebanon, Libya , Syria, Tunisia and Palestine ) participated in the survey that was developed by the administrative personal in Tuning MEDA . It included academics, students, graduates and employers. They were asked about rating, importance, ranking and achievement of each generic competency. From 28 generic competencies that were developed by SGA , the highest rating , ranking and importance among the four categories was given to manage time effectively, communicate orally and in writing with different audiences , maintain continuous education, have critical thinking, analysis and synthesis and identify and resolve problems while the lowest rating , ranking and importance among the four categories was given to self – motivated , initiative , being assertive and sense of dedication and respect for diversity and multiculturalism , there is also a gap between rating and achievement in relation to manage time effectively , have critical thinking, analysis and synthesis , work autonomously and communicate orally and in writing with different audiences among the academics , students, employers and graduates .

GRADUATES

Ratings



#	Description	Importance	Achievement
10	Maintain quality of work	3,56	2,69
27	Self-motivated	3,54	2,69
20	Health and safety procedures	3,53	2,81
19	Human rights	3,52	2,85
11	Act ethically with social responsibility	3,49	2,72
5	Identify and resolve problems	3,46	2,65
1	Manage time effectively	3,46	2,73
28	Assertive	3,45	2,66
3	Maintain continuous education	3,43	2,84
12	Apply knowledge in practical situations	3,43	2,74
26	Initiative	3,43	2,64
22	Oganizational skills	3,42	2,68
17	Search for information from a variety a sources	3,42	2,70
14	Be innovative and creative	3,40	2,61
4	Have critical thinking, analysis and synthesis	3,39	2,63
15	Be flexible and adapt to different situations.	3,37	2,61
6	Make logical decisions	3,37	2,60
8	Lead effectively	3,37	2,58
18	The protection and preservation of the environment	3,34	2,49
24	Respect for diversity and multiculturalism	3,34	2,70
2	Communicate orally and in writing with different audiences	3,33	2,59
21	The preservation of cultural heritage and values	3,32	2,63
23	Sense of dedication	3,31	2,60
25	Skills in the use of information and communication technologies	3,30	2,67
7	Work in an interdisciplinary team	3,27	2,65
9	Work autonomously	3,24	2,57
16	Empower others	3,22	2,39
13	Communicate in a second language	3,20	2,61

STUDENTS

Ratings

#	Description	Importance	Achievement
20	Health and safety procedures	3,56	3,05
11	Act ethically with social responsibility	3,54	2,97
19	Human rights	3,54	2,90
27	Self-motivated	3,53	2,90
10	Maintain quality of work	3,51	2,94
28	Assertive	3,50	2,90
5	Identify and resolve problems	3,45	2,75
12	Apply knowledge in practical situations	3,44	2,95
1	Manage time effectively	3,42	2,73
26	Initiative	3,39	2,88
15	Be flexible and adapt to different situations.	3,39	2,73
6	Make logical decisions	3,39	2,79
22	Oganizational skills	3,37	2,72
7	Work in an interdisciplinary team	3,33	2,74
24	Respect for diversity and multiculturalism	3,33	2,83
25	Skills in the use of information and communication technologies	3,32	2,78
8	Lead effectively	3,30	2,67
2	Communicate orally and in writing with different audiences	3,30	2,67
4	Have critical thinking, analysis and synthesis	3,29	2,74
3	Maintain continuous education	3,29	2,68
18	The protection and preservation of the environment	3,28	2,69
17	Search for information from a variety a sources	3,26	2,74
21	The preservation of cultural heritage and values	3,24	2,72
23	Sense of dedication	3,23	2,72
13	Communicate in a second language	3,11	2,63
14	Be innovative and creative	3,10	2,60
9	Work autonomously	3,07	2,64
16	Empower others	3,07	2,52

EMPLOYERS

Ratings

#	Description	Importance	Achievement
10	Maintain quality of work	3,57	2,63
20	Health and safety procedures	3,53	2,72
11	Act ethically with social responsibility	3,49	2,69
1	Manage time effectively	3,49	2,48
19	Human rights	3,48	2,65
7	Work in an interdisciplinary team	3,46	2,57
5	Identify and resolve problems	3,43	2,53
3	Maintain continuous education	3,39	2,45
12	Apply knowledge in practical situations	3,37	2,62
18	The protection and preservation of the environment	3,33	2,46
15	Be flexible and adapt to different situations.	3,32	2,46
2	Communicate orally and in writing with different audiences	3,32	2,48
8	Lead effectively	3,31	2,44
17	Search for information from a variety a sources	3,30	2,56
6	Make logical decisions	3,29	2,42
24	Respect for diversity and multiculturalism	3,29	2,51
25	Skills in the use of information and communication technologies	3,26	2,51
27	Self-motivated	3,26	2,34
23	Sense of dedication	3,25	2,29
21	The preservation of cultural heritage and values	3,24	2,47
22	Oganizational skills	3,23	2,51
26	Initiative	3,23	2,38
28	Assertive	3,21	2,40
14	Be innovative and creative	3,14	2,21
13	Communicate in a second language	3,13	2,60
4	Have critical thinking, analysis and synthesis	3,12	2,32
9	Work autonomously	3,05	2,39
16	Empower others	3,00	2,17

## ACADEMICS

## Ratings

#	Description	Importance	Achievement
12	Apply knowledge in practical situations	3,72	2,84
10	Maintain quality of work	3,70	2,89
11	Act ethically with social responsibility	3,68	2,90
19	Human rights	3,67	2,86
20	Health and safety procedures	3,64	2,88
7	Work in an interdisciplinary team	3,62	2,83
5	Identify and resolve problems	3,62	2,78
28	Assertive	3,58	2,69
2	Communicate orally and in writing with different audiences	3,55	2,61
3	Maintain continuous education	3,54	2,72
6	Make logical decisions	3,53	2,71
17	Search for information from a variety a sources	3,52	2,72
1	Manage time effectively	3,51	2,63
26	Initiative	3,48	2,69
4	Have critical thinking, analysis and synthesis	3,48	2,68
18	The protection and preservation of the environment	3,47	2,56
25	Skills in the use of information and communication technologies	3,46	2,80
21	The preservation of cultural heritage and values	3,44	2,66
24	Respect for diversity and multiculturalism	3,44	2,72
27	Self-motivated	3,42	2,55
22	Oganizational skills	3,35	2,61
15	Be flexible and adapt to different situations.	3,33	2,48
13	Communicate in a second language	3,32	2,65
23	Sense of dedication	3,32	2,60
8	Lead effectively	3,23	2,57
14	Be innovative and creative	3,18	2,52
9	Work autonomously	3,17	2,59
16	Empower others	3,15	2,41

## CORRELATIONS AMONG GROUPS

### IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7898	1,0000		
<i>Students</i>	0,7830	0,7573	1,0000	
<i>Graduates</i>	0,6100	0,6533	0,8358	1,0000

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,7978	1,0000		
Students	0,7366	0,6116	1,0000	
Graduates	0,7020	0,6227	0,6640	1,0000

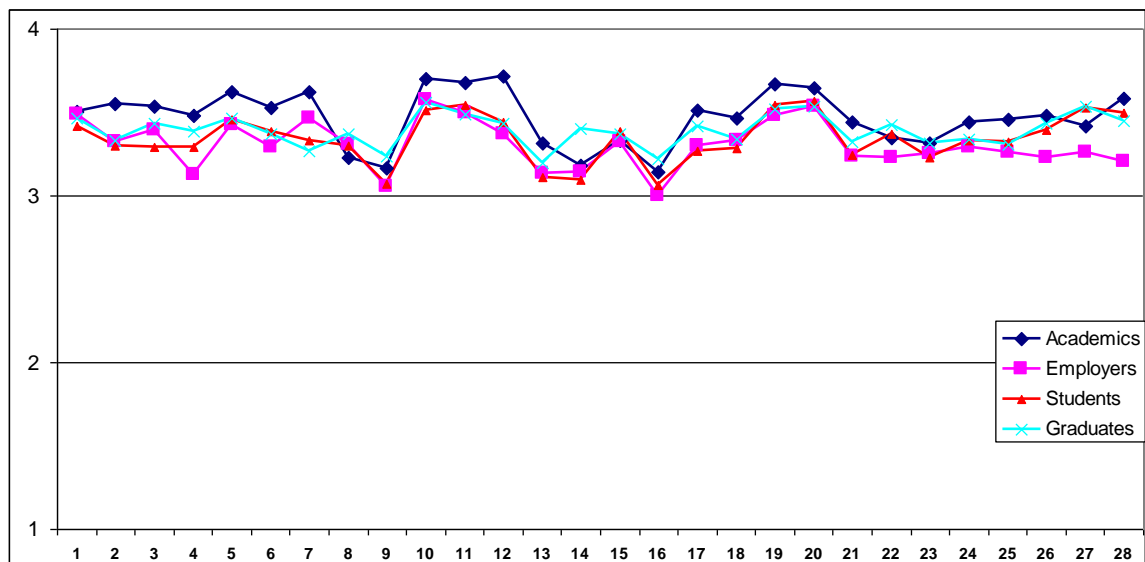
## ACHIEVEMENT

## RANKING

	Academics	Employers	Students	Graduates
Academics	1,0000			
Employers	0,8725	1,0000		
Students	0,8309	0,8629	1,0000	
Graduates	0,9153	0,8420	0,8346	1,0000

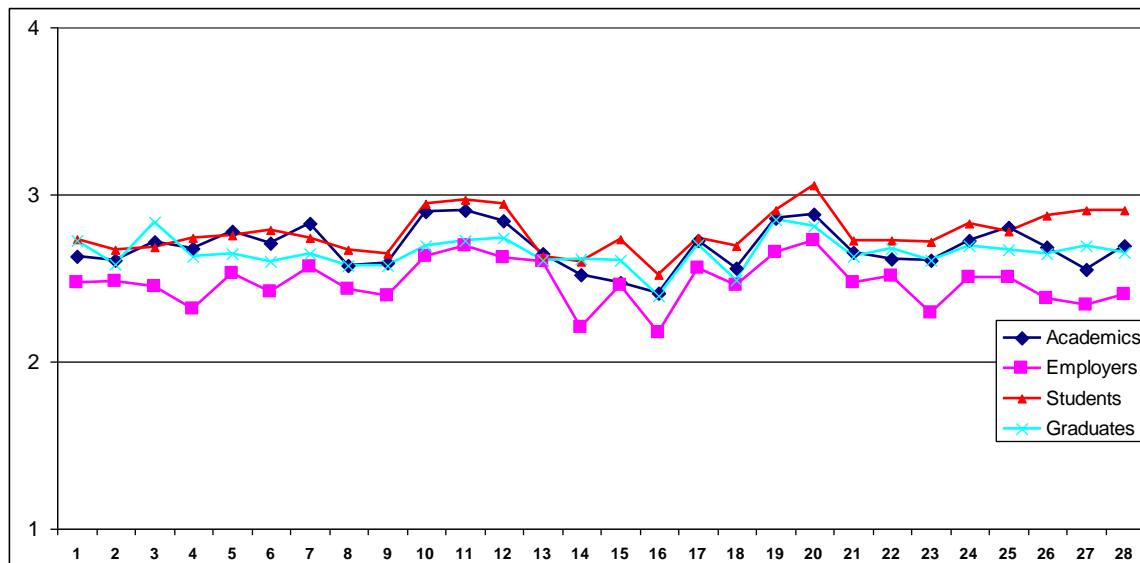
## All Groups

## Ratings of IMPORTANCE



All Groups

Ratings of **ACHIEVEMENT**



**Presentation and analysis of the results of subject specific competencies survey**

As shown in the table below , 414 respondents from 9 countries ; Algeria, Egypt , Jordan , Lebanon, Libya , Syria, Tunisia and Palestine participated in the survey related to Nursing SCA, the highest number of respondents was from Egypt ( 156 ) .Validation and consistency by the four groups for the results of the survey guided the production of the Meta profile of nursing.

**NUMBER OF RESPONDENTS: SPECIFIC COMPETENCES**

	Academics	Employers	Students	Graduates	Total
<b>ARCHITECTURE</b>	137	112	190	123	562
<b>LAW</b>	101	82	166	105	454
<b>NURSING</b>	103	117	120	74	414
<b>TOURISM</b>	110	93	125	116	444
<b>Total</b>	451	404	601	418	1874

	ALGERIA	EGYPT	JORDAN	LEBANON	LIBYA	MOROCCO	SYRIA	TUNISIA	PALESTINA	Total
<b>ARCHITECTURE</b>	119	63	46	16	122	-	180	-	16	562
<b>LAW</b>	69	23	94	104	64	-	5	5	90	454
<b>NURSING</b>	-	156	3	22	69	-	1	77	86	414
<b>TOURISM</b>	-	14	145	223	5	16	-	41	-	444
<b>Total</b>	188	256	288	365	260	16	186	123	192	1874

**Overview of the importance of the competencias**

- There is a general consensus among most of the groups included in the survey on the importance of
  - patient safety
  - Promoting life and quality of life
  - Provide holistic care
  - Practice within the respective code of ethics and legal codes
  - Provide quality patient, family and community care

**Table 1 illustrates the highest competencies as importance from the perspective of academics, students, employers and graduates**

Academics	Students	employers	Graduates
SC3Maintain patient safety	SC3Maintain patient safety	SC3Maintain patient safety	SC3Maintain patient safety
SC13Provide quality patient, family and community care	SC6Promote life and quality of life at all stages	Sc1Provide holistic care	SC4Practice within the respective code of ethics and legal codes
SC6Promote life and quality of life at all stages	Sc4Practice within the respective code of ethics and legal codes	SC6Promote life and quality of life at all stages	Provide holistic care
SC22Document and report accurately and effectively	SC17Perform basic nursing procedures	C4Practice within the respective code of ethics and legal codes	SC6Promote life and quality of life at all stages
SC4Practice within the respective code of ethics and legal codes	SC36Risk, crisis and disaster management	SC13Provide quality patient, family and community care	C21Provide counselling

### **Achievement**

As for achievement the highest competencies from the perspective of all categories were ; Perform basic nursing procedure, Maintain patient safety, Practice within the respective codes of ethics and legal codes, Provide quality patient, family and community care and Apply universal precautions of infection control measures. There is congruency between achievement and importance among the academic , graduates and employer in relation to maintain patient safety , provide holistic care and meet individual , family and community needs

while there is a gap between importance and achievement in relation to deliver individual centered care and risk, crisis and disaster management.

**Table 2 illustrates the highest competencies in achievement from the perspective of academics, students, employers and graduates**

Academics	Students	employers	Graduates
1. Perform basic nursing procedure	.1 Perform basic nursing procedure	.1 Maintain patient safety	Practice within the respective codes of ethics and legale codes
2. Practice within the respective codes of ethics and legal codes	. Deliver individual centered care	Perform basic nursing procedure	Provide holistic care
3. Maintain patient safety	3. Maintain patient safety	Promote life and quality of life at all stages.	Maintain patient safety
. Provide holistic care	Promote life and quality of life at all stages.	Provide holistic care	Perform basic nursing procedure
. Culture sensitive and respect of dignity	. Practice within the respective codes of ethics and legal codes	Apply universal precautions of infection control measures	Provide quality patent, family and community care

**Table 3 illustrates the lowest competencies in achievement from the perspective of academics, students, employers and graduates**

Academics	Students	employers	Graduates
SC32Ability to delegate work	SC28Utilize research findings	SC37Ability to appraise others objectively	C35 Develop self and others



SC29 Utilize health informatics	SC35 Develop self and others	SC34 Ability to plan future actions	SC28 Utilize research findings and evidence based
SC37 Ability to appraise others objectively	SC29 Utilize health informatics	SC33 Accept constructive feedback and criticism	SC15 Applying coping strategies
SC24 Manage challenging behaviors of patient with special needs	SC154 Applying coping strategies	SC32 Ability to delegate work	SC33 Accept constructive feedback and criticism
SC28 Utilize research findings.	SC37 Ability to appraise others objectively	C16 Ability to decide when to refer to other professionals	SC36 Risk crises and disaster management

## CORRELATIONS AMONG GROUPS

### IMPORTANCE

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,7080	1,0000		
<i>Students</i>	0,7306	0,7093	1,0000	
<i>Graduates</i>	0,6880	0,6749	0,6186	1,0000

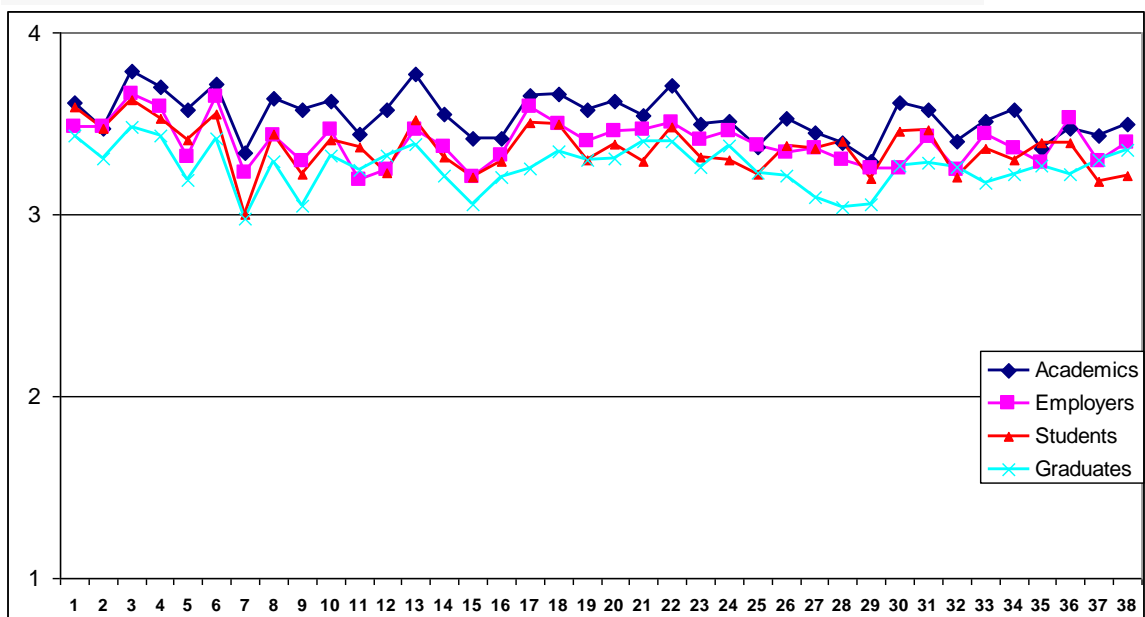
### ACHIEVEMENT

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,8309	1,0000		
<i>Students</i>	0,7447	0,6272	1,0000	
<i>Graduates</i>	0,6906	0,7879	0,6463	1,0000

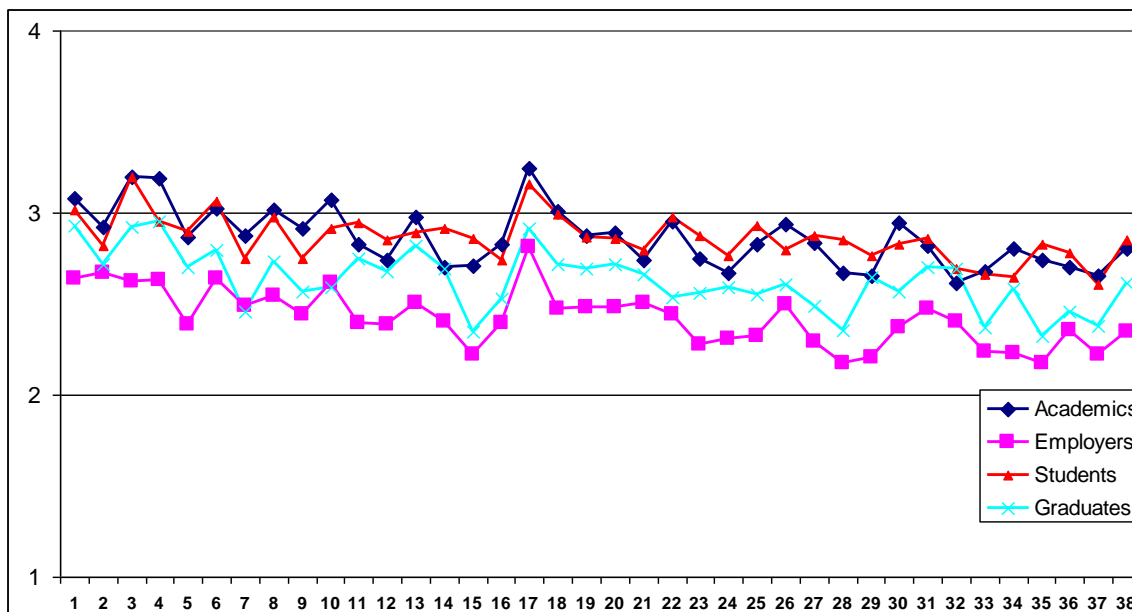
### RANKING

	<i>Academics</i>	<i>Employers</i>	<i>Students</i>	<i>Graduates</i>
<i>Academics</i>	1,0000			
<i>Employers</i>	0,9792	1,0000		
<i>Students</i>	0,9278	0,9588	1,0000	
<i>Graduates</i>	0,9564	0,9811	0,9740	1,0000

All GROUPS RATINGS OF IMPORTANCE



All GROUPS RATINGS OF ACHIEVEMENTS



In conclusion, there were similarities in the competencies identified as highest and lowest achievement in the four groups. Although there is similarities, the differences between competences were achievement is low and high is very small. There is general consensus on the achievement.

As for ranking, all competences that were ranked '0' may have been considered as repetition of the competency as for example providing counseling, could be a replicate of communicating effectively.

### **Elaboration of Nursing Meta- Profile**

Meta- Profile is a representations of structures of the different combinations of competences that are very specific to subject area. They are mental constructions that categorize structure and organize components into recognizable components and illustrate their inter-relations. Meta-profile explain the relationship between generic and specific competences that are essential for a nursing graduate in the Middle East and North Africa

### **The Meta Profile was developed following the following steps**

- Generated a list of generic and nursing specific competencies
- Categorized and clustered these competencies
- Reduced the list to be comprehensive, precise and concise
- Consulted academic, students, employers, and graduates on the importance, achievement and ranking of competencies
- Developed the final core competencies including the Macro and Micro competencies (genereic and specific) based on the survey analysis.

- developed a framework diagram that represents the core competencies
- Constructed a clear definition of each competency
- Analyzing the gap between meta-profile that was developed by subject area group and what is already existing in each institution.

The following competencies were identified as a core for nursing meta-Profile

### ***Generic Competencies***

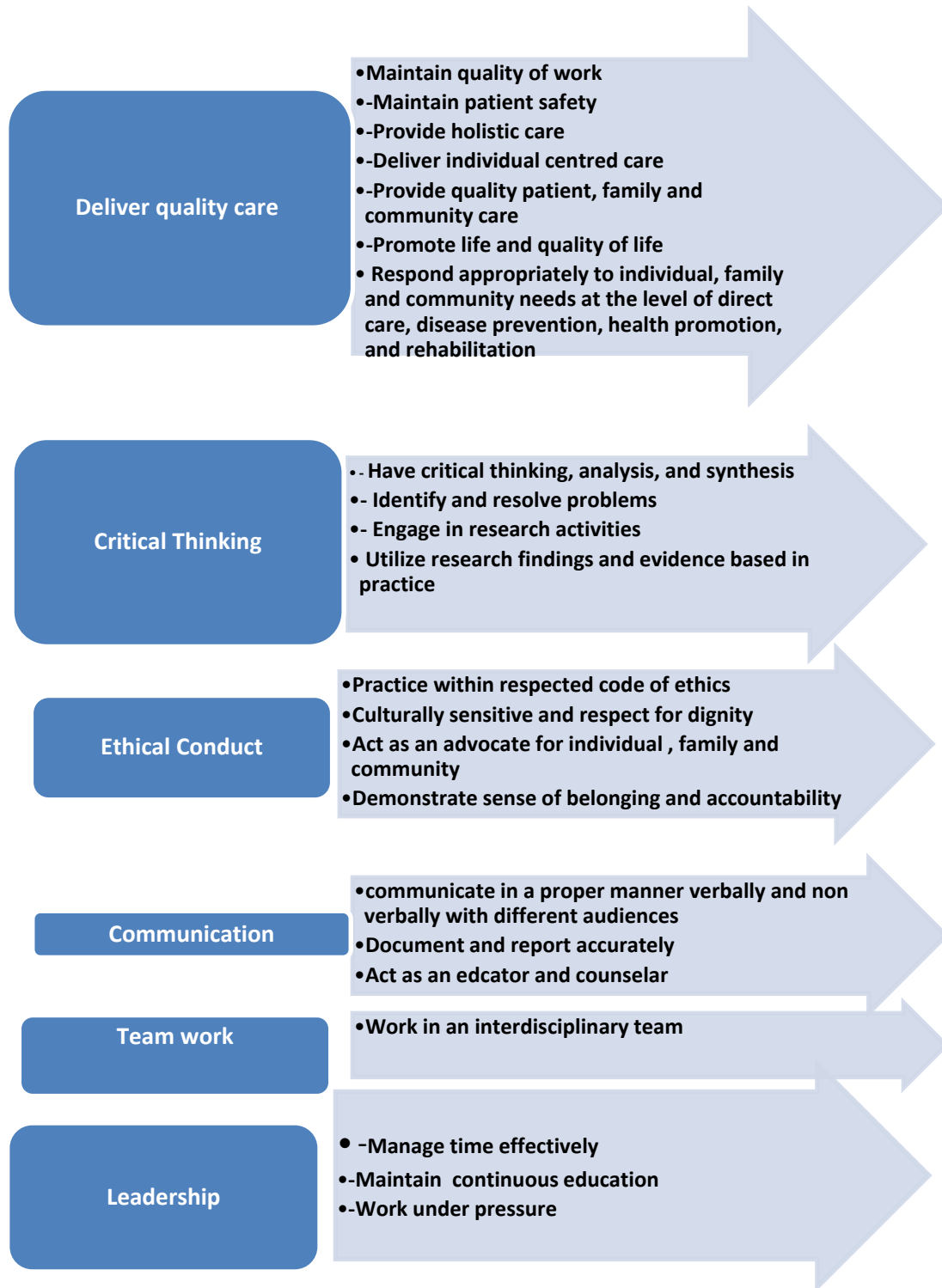
- Communicate in proper manner verbally and non-verbally with different audiences
- Manage time effectively
- Have critical thinking, analysis, and synthesis
- Act ethically with social responsibility
- Culturally sensitive and respect for dignity
- Maintaining quality of work
- Identify and resolve problems
- Maintain continuous education

### ***Specific Competencies***

- Maintain patient safety
- Practice within the respective code of ethics and legal codes
- Provide holistic care
- Deliver individual centered care
- Promote life and quality of life
- Work in an interdisciplinary team
- Working under pressure
- Culturally sensitive and respect for dignity

- Act as an advocate of the individual, family , community as well as profession
- Act as an educator and counselor
- Provide quality patient, family and community care
- \*Promote life and quality of life
  - Utilize research findings and evidence based in practice

## **Nursing Meta- profile core competencies**



**Identification of the Components of the Meta- Profile**

<b>Components of Meta-Profile</b>	<b>Definition</b>
Deliver Quality Care	The ability to provide evidence based, person centered care that takes into consideration the holistic needs of the individual, family and the

	community.
Critical thinking	'The ability to think critically through the application of knowledge and experience, problem solving and decision making " (Potter & Perry's 2004)
Ethical conduct	Being accountable in the delivery of care in line with socially accepted values, beliefs, customs and norms.
Communication	a process of reaching mutual understanding, in which individuals not only share information but also create and share meaning, a means of connecting people and places
Team Work	"a dynamic process involving two or more healthcare professionals with complementary backgrounds and skills, sharing common health goals and exercising concerted physical and mental effort in assessing, planning, or evaluating patient care" (Wikipedia, the free encyclopedia )
Leadership	The ability to guide, direct, influence and support the others in the accomplishment of a common task. Also, coordinating and balancing the conflicting interests of all members and stakeholders