COMPETENCIES

In the initial phase of this program, NWHSU students are eligible to obtain one or more of the four competencies listed below. This table identifies the competency, skills that support the competency, examples of accomplishment of those skills, and an assessment rubric. Students should demonstrate advanced attainment to be recognized with the competency.

Competency	Skills	Examples of accomplishment
COMMUNICATION AND PUBLIC SPEAKING		
Student applies communication skills in a professional health care setting.	a) Uses language that is non-offensive. b) Communicates appropriately given the audience. c) Incorporates language that is inclusive and aware of their own bias. d) Conveys ethics and professionalism.	• Actively contributes to professional grand rounds discussion. • Produces professional written or social media content. • Provides a formal public speaking engagement. • Makes a presentation at a professional conference.
Emerging	Developing	Advanced
• Ideas may not be focused or developed. • The main purpose is not clear. • The introduction is undeveloped. • Main points are difficult to identify. • Transitions may be needed. • There is no conclusion or may not be clearly tied back to main points. • Student cannot answer questions about the subject • Inaccurate, generalized, or inappropriate supporting material may be used. • The presenter is not able to keep the audience engaged. • Language is questionable or inappropriate for a particular audience, occasion, or setting. • Some biased or unclear language may be used.	• Main idea is evident, but the organizational structure many need to be strengthened; • Ideas may not clearly developed or always flow smoothly • The purpose is not clearly stated. • The introduction may not be well developed. • Main points are not clear. • The conclusion may need additional development. • Student is at ease with expected answers to all questions but fails to elaborate. • Supporting material may lack in originality. • The presenter is able to keep the audience engaged most of the time. • Language used is mostly respectful or inoffensive. • Language is appropriate, but word choices are not particularly vivid or precise.	• Ideas are clearly organized, developed, and supported to achieve a purpose. • The purpose is clear. • The introduction gets the attention of the audience and clearly states the specific purpose of the presentation. • Main points are clear and organized effectively. • The conclusion is satisfying and relates back to introduction. • Student demonstrates full knowledge (more than required) by answering all questions with explanations and elaboration Supporting material is original, logical and relevant • The presenter is able to effectively keep the audience engaged • Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may "code-switch" (use a different language form) when appropriate. • Language choices are vivid and precise.

RESPONSIBILITY FOR A COMPLEX ORGANIZATION		
Student demonstrates the ability to function as both a team leader and team member.	a) Sets and executes club activity around clearly defined goals. b) Effectively holds team members and organizational leaders accountable. c) Participated in group goal setting.	• Demonstrates skills through participation in at least one club as both a general member, and an officer.
Emerging	Developing	Advanced
• Team leaders or team members did not collaborate or communicate well. • Some members would work independently, without regard to objectives or priorities. • A lack of respect and regard was frequently noted.	• The team leaders and team members worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. • Members were mostly respectful of each other.	• The team worked well together to achieve objectives. • Each member contributed in a valuable way to the project. • All data sources indicated a high level of mutual respect and collaboration.

PROFESSIONALISM		
Student conducts club activities or contributes to an event based on the professional and ethical standards of their discipline, aligned with the University mission, vision, and values.	a) Models high ethical standards in co-curricular activities. b) Demonstrates congruence between co-curricular activity and NWHSU mission, vision and values.	• Developed or revised club mission statement or strategic plan to align with professional ethics and/ or NWHSU mission, vision and values. • Led event that reflected the strategic goals of the institution.
Emerging	Developing	Advanced
• Exhibits an emerging sense of self, including some awareness of personal skills, abilities, strengths, dispositions, and growth areas. • Begins to engage in self-reflective activities, but has not yet conceptually processed these experiences.	• Acknowledges and articulates personal skills, abilities, strengths, dispositions, and growth areas. • Engages in self-reflection to gain insights and begins to apply that insight to conceptualizing their professional selves.	• Confidently and realistically acknowledges and articulates personal and professional skills, abilities, strengths, dispositions, and growth areas. • Actively engages in self-reflection to gain insight and applies that insight to developing themselves.

AWARENESS, SERVICE, AND COMMUNITY IMPACT		
Student demonstrates a commitment and appreciation for service activities and volunteer work.	a) Raises awareness of social issues through various outreach efforts. b) Coordinates events that highlight social issues. c) Fundraises for issues relative to diversity and inclusion.	• Participates in at least one volunteer service event per year of attendance at NWHSU.
Emerging	Developing	Advanced
• Demonstrates the beginnings of understanding others in terms of their values, skills, abilities, strengths, dispositions, and areas of growth. • Demonstrates an emerging sense of ethical reasoning; framework for ethical decision making is developing; initial thoughts regarding the interconnectedness of values, beliefs, and actions are beginning to develop.	• Acknowledges the skills, abilities, strengths, dispositions, and areas of growth, but does not fully value and relate them to one's own. • Has formulated a sense of ethical reasoning; a framework for ethical decision making is further developed but still formulating. • Beginning to connect the dots between values, believes, and actions	• Acknowledges and values the skills, abilities, strengths, dispositions, and areas of growth in relation to their own. • Incorporates ethical reasoning into action; explores and articulates the values and principles involved in personal decision-making; acts in congruence with personal values and beliefs. • Exemplifies dependability, honesty, trustworthiness, and transparency.