


## EDITORIAL

**Nursing competencies: Caring with knowledge, ethics and commitment****Competencias en enfermería: Cuidar con conocimiento, ética y compromiso****Competências de enfermagem: Cuidar com conhecimento, ética e comprometimento**Patricia Cid Henríquez<sup>1\*</sup> <https://orcid.org/0000-0002-2821-0558>

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Over the last few decades, the health field has transitioned from a focus on disease care to one focused on comprehensive health care for people<sup>(1)</sup>. This evolution not only represents a paradigm shift, but also a saving of human suffering and a recognition of the active role that each individual should assume in the care of his health. Today, people are more aware of their rights, although they still face challenges in developing the necessary skills that allow them to manage their well-being and live with their disease diagnoses in an autonomous and meaningful way<sup>(1)</sup>.

In this scenario, nursing professionals need to integrate theoretical, practical and ethical skills resulting from different fields of knowledge to act responsibly, ethically and with commitment to the values of the profession in health promotion, disease prevention, care management throughout

the life course, rehabilitation and support in the dying process, both in community and institutional settings, to solve problems, make decisions and act effectively <sup>(2)</sup>.

Competence, according to the International Council of Nurses (ICN), is the effective application of knowledge, skills and judgment <sup>(3)</sup>. Thus, competence goes far beyond technical skill since it involves clinical judgment, human sensitivity, effective communication, and the nurse's social commitment. Therefore, the ICN developed a competency framework for nursing education in three broad areas: professional practice, ethics, and legal framework; management and delivery of care; and professional development. This approach, aligned with the current demands of the health system, seeks to train professionals capable of adapting to the challenges of the environment. However, given the different classifications of competencies, their evaluation is difficult, and achieving consensus on prioritizing the basic, generic, and specific competencies common to the profession in different contexts and realities represents a challenge <sup>(4)</sup>.

A new competency-based training model for nursing education is that of the American Association of Colleges of Nursing, which promotes comprehensive, adaptive training aligned with the real needs of health systems, consolidating the value of nursing as a fundamental discipline in the care of people and communities <sup>(5)</sup>. Two levels of sub-competencies are proposed: one related to professional training, and the other geared toward those seeking to advance their professional development by delving deeper into a specialty or advanced practice roles, with a greater level of complexity and responsibility. This perspective allows us to respond to the challenges of the current environment, where political, economic, social, and cultural conditions directly influence the real possibilities of providing ethical and quality care <sup>(6)</sup>.

It is not sufficient to have competent professionals if there are no public policies that support the normative and ethical practice of care. It is essential to understand that competencies must be



sustained by fair working conditions, access to ongoing training, professional recognition, and regulatory frameworks that guarantee equity and dignity in care.

In times when public health faces complex challenges, nursing professionals have the responsibility to continually strengthen their competencies according to their scope of work, not only to respond to current health challenges, but also to contribute to the well-being of society by meeting the needs of the populations they serve <sup>(7)</sup>.

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