## Figure 2. Eight Domains of the Core Curriculum for Cardiovascular Nurse

Fundamentals of Cardiovascular Pathophysiology	<ul> <li>Anatomy, pathophysiology &amp; clinical manifestations</li> <li>Recognising clinical deterioration</li> <li>Atherosclerotic disease</li> <li>Heart rhythm &amp; conduction</li> <li>Structural abnormalities</li> <li>Heart muscle disorders</li> </ul>
Principles & Practices of Person & Family Centred Care	<ul> <li>Person centred care</li> <li>Shared decision making</li> <li>Reflective practice</li> <li>Tools and approaches</li> </ul>
Optimising Cardiovascular Health for People & Populations	<ul> <li>Global CVD burden</li> <li>Coronary risk factors</li> <li>Risk assessment</li> <li>Behaviour change</li> <li>Interventions to aid prevention</li> </ul>
Emotional & Spiritual Well Being	<ul> <li>Emotional responses &amp; self-care</li> <li>Prevalence of maladaptation</li> <li>Screening tools</li> <li>Nursing interventions</li> </ul>
Assessment, Planning & Managing Care	<ul> <li>Cardiovascular assessment</li> <li>Diagnostic tests</li> <li>ECG Skills</li> <li>Life Support Skills</li> <li>Pharmacology</li> <li>Nursing care plans</li> </ul>
Physical Well Being & Comfort	<ul> <li>Patient safety</li> <li>Symptom management</li> <li>Exercise &amp; rehabilitation</li> <li>End of life care</li> </ul>
Evaluation of the Quality of Care	<ul> <li>Care-coordination</li> <li>Factors influencing access to care</li> <li>Optimise help seeking behaviour/selfmanagement</li> <li>Role of technology</li> <li>Evaluation &amp; audit</li> </ul>
Education & Communication	<ul> <li>Education &amp; Adult Learning</li> <li>Communication Skills</li> <li>Health literacy</li> </ul>