

Helpful Hints for writing Self and Peer/Senior Nurse Assessments for Enrolled Nurses.

This PDRP is based on the minimum requirements outlined in the National Framework and Evidential Report 2017 and is for use by any nurse associated with any of the Aotearoa Collaborative PDRP across New Zealand.

*This design represents animals related to New Zealand´s sea, land and sky: manta (freedom and beauty), shark (strength and protection), kiwi (generosity) and waka (journey).  
Image courtesy of artist GiErre (May 2019)*

This design can be related to the journey and collaboration of nurses across Aotearoa New Zealand to develop a national PDRP. The graphics within the design acknowledge the place of tāngata whenua and represent the role of nursing competencies to protect and meet the health needs of the population of Aotearoa New Zealand

[[1]](#footnote-1)**PLEASE NOTE:** This guide is intended to be just that, a guide. The information given is not exhaustive and there is likely to be other evidence suitable for each competency. This guide does not replace robust discussions with colleagues or personal reflection on practice.

When completing your self-assessment or the peer/senior nurse assessment for a colleague, you MUST still include specific examples from practice, suitable for the level at which you/your colleague are applying, and that are less than 12 months old.

Remember your example MUST reflect the level of PDRP being applied for- i.e. for a Proficient level PDRP the examples must clearly demonstrate at least one or some of the qualities (knowledge, behavior, skill, attitude and values) expected of an RN at proficient level practice.

Also, please remember that when completing an assessment for a colleague, you can use the same clinical scenario but you must paraphrase it. Do not just copy and paste their example and not just change the “I” to the nurse’s name etc. You will be asked to re-write the competencies.

The lists below are points to consider or reflect on when writing the self or senior nurse assessment.

Each competency should include an actual health consumer/practice example. You could consider starting with an opening statement such as:

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| Self- Assessment   * “I recently cared for a health consumer with… and I…” * “For example I recently….” * “One of my health consumers ….” * “I was allocated a health consumer with… and I…” * “when I was looking after Mr X….. I….” | Senior Nurse/Peer Assessment   * “When Fred was looking after Mr X, he …” * “When Jane was working with student nurse Y, she ……” * “Recently, Sue was part of the team that … Sue did …..” |

Remember to maintain privacy.

Statements such as “A health consumer with”, “An elderly man with”, “A young woman with” or similar are more than adequate. Keep health consumer care details to a minimum and focus on your clinical care and clinical judgments.

Similarly maintain your colleague’s privacy with statements such as “A nursing colleague and I…”, and using job titles not names, such as CNM/ACNM/CNE/CNS etc.

If you are doing the peer/senior nurse assessment, you can use the name of the nurse you are assessing.

The ABCDE’s of competency writing:

* A – “Always” is a ward that should be avoided. Examples should be in past tense, as it must reflect what you had already done. Always implies a generic example not a specific example.
  + “Allow” & “let” suggest power imbalance favouring the nurse -> AVOID
* B – Background. Set the scene. Provide information (Who, What, When, Why, How)
* C – Confidentiality. Use pseudonyms (Health consumer X, Mr Y, Mrs A) and avoid any health consumer identifiers i.e. age, diagnosis etc.
  + Cultural Safety. Show respect to individual preferences, demonstrate how you found out what the health consumer/ whaanau’s preferences were and then what you did to meet these needs.
* D – Demeaning or Derogatory remarks. Avoid criticisms of whaanau, colleagues, or oneself. Do not discussion any mistakes/ errors you have made. Your portfolio is not the place to reflect on these.
* E – Expand abbreviations/acronyms when first mentioned.
  + Evidence-Based Practice evident. Use of protocols, international guidelines, peer-reviewed researches, policies etc.

Nurses and peer/senior nurse assessors must include a specific practice example of how you meet all the competencies. Below are some hints and tips that might help write the competencies.

Each of the examples provided underpin and build on each other. So at accomplished level also consider the indicators and the suggestions for competent and proficient.

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| NCNZ Competency and Competent Performance Indicator  DOMAIN 1: Professional Responsibility | | | |
| 1.1 Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical and relevant legislated requirements. | | Mental Health Act  HPCA Act  Code of Conduct Professional Boundaries  Code of Ethics  Ethical dilemmas  Infectious diseases reporting  Code of Health and Disability Services Consumers' Rights Enduring Power of Attorney  End of life  Compulsory treatment Orders Restraint  Health consumer dignity  Medicines Act  Informed Consent Policies & procedures | |
| Indicators:   * Demonstrates knowledge of relevant legislation pertaining to the delivery of health consumer care. * Ensures practice is within the scope of practice and adheres to legislated requirements and relevant ethical codes, polices and procedural guidelines. * Accepts responsibility for actions and decision making within the enrolled nurse scope of practice. * Identifies breaches of law that occur in practice and reports them to the registered nurse/ manager. | **Competent**   * Consider what legislation, codes, guidelines or polices relate to your practice? * How do these documents guide and impact on how you practice? * Reading from them is insufficient evidence, putting them into practice is required. | **Proficient**   * Describe a time when you used legislation, policy/code into your practice, include evidence of guidance/teaching colleagues to use legislation/code/polices. * What specific advice or education have you given to a colleague? * Demonstrates responsibility and role models the standards of the professional, ethical and relevant legislative, that underpin EN practice and reflects on this. * Demonstrates ability to meet the standards of the professional, ethical and relevant legislated guidance and support to colleagues. * Applies ethical principles and reflection to nursing practice including support and education of colleagues with legislative and professional requirements . * Identifies or describe how practice meets professional standards, scope of practice, relevant legislation and/or specialty best practice standard. | **Accomplished**   * Consider, what legislation, codes, guidelines or polices relate to your practice? How do these documents guide and impact on how you practice? What specific strategies have you used to assist your workplace with compliance? * Accepts responsibility and actively promotes guides and supports other with the standards of professional, ethical, relevant legislative requirements that underpin EN practice. * Actively promotes and supports others to reflect upon ethical principles/ codes to ethical situations/ examples within area of practice. * Is confident in raising ethical issues related to practice in discussion with other health care team members * Provides guidance and support of others to actively promotes evidence that practice consistently meets professional standards, scope of practice and relevant legislative and specialty best practice standards |
| 1.2 Demonstrates the ability to apply the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice | | **This must specifically refer to the care you give health consumers who identify as Maaori.**   * Addressing/assessing a Maaori health consumers cultural needs * Maaori Health Unit * Maaori Models of Care * Addressing disparities in health of our Maaori populations * Specific cultural needs of individual Maaori health consumers e.g. return of body parts, Tapu and Noa, Taonga, family & Whaanau needs. * Assisting colleagues in addressing Maaori health consumers/populations cultural needs * Working with Maaori health providers in the community * Services you have started to address health needs of Maaori health consumer/health consumer/group of Maaori health consumers * Principles are Rangatiratanga (enable self-determination over health), Partnership, Protection, Participation. | |
| Indicators:   * Understands the Treaty of Waitangi/ Te Tiriti o Waitangi and its relevance to the health of Maaori in Aotearoa/New Zealand. * Applies the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice. * Demonstrates knowledge of differing health and economic status of Maaori and non-Maaori and how this impacts on health outcomes. | **Competent**   * This is about Te Tiriti o Waitangi and its relevance to the health of Maaori, which is more specific than cultural safety. Refer to the documents that help you know what appropriate practice is e.g. NCNZ Cultural safety, Treaty of Waitangi and organizational guidelines. * Ensure your practice examples include your direct application of the principles, rather than simply referring to other services. * Principles of Te Tiriti o Waitangi and describe how you apply each of them to your practice. | **Proficient**   * Evidence of Te Tiriti o Waitangi principles embedded in practice. * Ensuring specific cultural needs are included in care delivery. Include evidence of supporting others to integrate processes appropriate to Maaori. Examples could include but not limited to karakia, whaanau hui, Whakawhanaungatanga, care of toanga, care of tupapaku. * Applies Te Tiriti o Waitangi principles in own practice addressing disparities in health. * Acknowledges the need for integration of processes appropriate for Maaori, through encouraging collaborative cultural relationships to facilitate education and support of others * Demonstrates the ability to apply the principles of Te Tiriti o Waitangi to nursing practice and role models to others the ability to integrate processes appropriate for Maaori. For example whaanau hui, karakia, Whakawhanaungatanga. | **Accomplished**   * This competency is about Te Tiriti and how it relates to the health disparities of Maaori. Identify a disparity or inequality in the health status of Maaori that relates to your area of practice and describe how you are strategically responding to a specific Maaori health issue to reduce disparities or inequalities. A history of TE Tiriti or reasons for the disparities is not required, rather what actions are being taken to address them by you in your organisation. Answers must include an actual example of what you did. * Guides others in the application or Te Tiriti o Waitangi principles, to ensure the integration of appropriate and safe processes for Maaori. * Role models and assisting others with the application of Te Tiriti o Waitangi principles in nursing practice. * Assists others to integrate processes appropriate for Maaori. For example whaanau hui, karakia, Whakawhanaungatanga. |
| 1.3 Demonstrates understanding of the enrolled nurse scope of practice and the registered nurse responsibility and accountability for direction and delegation of nursing care | | This could refer to RNs, other ENs, Students nurses, HCAs, support workers, caregivers, other healthcare professionals, other students.  This could also include family members if you are providing them with teaching or directing them to perform cares. Use a practice example to illustrate this.   * Seeking advice from a senior colleague * Principles of direction and delegation * Examples of good decision making when delegating | |
| Indicators:   * Recognises and acts in accordance with the enrolled nurse scope of practice, organisational policy and own level of competence. * Demonstrates understanding of the registered nurse’s role to direct, delegate, monitor and evaluate nursing care. * Consults with the registered nurse to ensure that delegated tasks and responsibilities are commensurate with own level of competence. * Seeks guidance from a registered nurse when encounters situations beyond own knowledge, competence or scope of practice | **Competent**   * Describe a time you had to report an incident, escalate, seek clarification or create a plan with the registered health professional. | **Proficient**   * Describe a time you had to report an incident, escalate, seek clarification or create a plan with the registered health professional. Include how you advocate for self and others to ensure that the EN scope of practice is understood and not compromised. * Recognises and demonstrates knowledge of the EN scope and acts in accordance what the scope of practice, organizational policy and own level of competence. * Demonstrates understanding of the registered health professional’s role to direct, delegate, monitor and evaluate nursing care and contributes to this knowledge through the education of students, care givers, healthcare assistants and Enrolled Nurse peers. * Consults with the registered health professional to ensure delegated tasks and responsibilities are commensurate with own level of competence and demonstrates sound clinical skills, ensuring legal and clinical requirements are met within scope of practice * Utilizes broad experiential knowledge to provide care and seeks guidance from a registered health professional when encounters situations beyond own knowledge, competence or scope of practice. | **Accomplished**   * Describe a time you had to report an incident, escalate, seek clarification or create a plan with the registered health professional. Include how you advocate for self and others to ensure that the EN scope of practice is understood and not compromised. * Recognises and actively promotes knowledge of enrolled nurse scope and act is in accordance with the scope of practice, organizational policy and own level of competence. * Demonstrates understanding of the registered health professional’s role to direct, delegate, monitor and evaluate nursing care and contributes to the management of changing workloads. * Consults with the registered nurse to ensure that delegated tasks and responsibilities are commensurate with own level of competence and demonstrates advancing knowledge and skills within clinical area. * Utilizes advancing knowledge to provide care and seeks guidance from a registered health professional when encountering situations beyond knowledge, competence and scope of practice. |
| 1.4 Promotes an environment that enables health consumer safety, independence, quality of life, and health. | | Reporting and addressing safety issues for health consumers and staff, including equipment, environment, infection control and health consumer acuity. Use a health consumer/health consumer example to illustrate.   * Have you contributed to improving a health consumer’s quality of life?   + Consider issues of mobility, safety at home, goal planning with health consumers * Have you helped increase a health consumer’s independence?   + Consider disability awareness for example. * Have you helped improve a health consumer’s health status? * Have you helped a colleague improve a health consumer’s safety, quality of life or independence? | |
| Indicators:   * Identifies and reports situations that may impact on the safety of health consumers or staff. * Adjusts the physical and social environment in order to maximise health consumer wellbeing. * Adheres to standards and procedures related to restraint minimisation, infection control, safe handling, pressure area prevention and the administration of medicines. * Initiates appropriate interventions in emergency situations. * Supports the right of health consumers to maintain independent lifestyles with dignity in their own environment. | **Competent**   * Describe how you promote a physical environment that is safe for health consumers. * Environment in this indicator refers to the health consumer’s physical location, the structures and objects that impact on this and the risk associated with these. Consider what actions reduce risk, promote safety and wellbeing e.g. the prevention of cross infection, falls prevention maintenance of skin integrity, nutrition and hydration. | **Proficient**   * Describe a time when you identified and responded to a situation that impacted on a health consumers, safety, independence, quality of life and health. * Describe an environmental issue or problem that was affecting health consumer safety, independence or quality of life and what you did to minimize the risk or problem. * Identifies and discusses with the registered health professional, the physical and social environment in order to maximize health consumer safety, independence and quality of life. * Identifies and reports risks/ hazards and role model to team members in infection control, health and safety/ environmental safety issues for both health consumers and health team members. * Identifies or describes ability to initiate emergency response and treatment and to assist co-ordination of emergency/ critical event under the direction of a registered health professional. * Participates in debriefing either formally or informally, and demonstrates understanding of the impact of critical incidents on self and others. * Identifies and provides guidance on how an environment is maintained that enhances health consumer safety. * Identifies or describes recognition and appropriate in emergency situations. | **Accomplished**   * Describe a time when you role modelled how to identified and responded to a complex situation that impacted on a health consumer’s safety, independence, or quality of life and health. * Consider the actions you proactively took to reduce risk, promote safety and wellbeing e.g. the prevention of cross infection, falls prevention, maintenance of skin integrity, nutrition and hydration. * Role models the promotion of a safe physical and social environment to maximize health consumer safety, independence and quality of life. * From an Accomplished EN perspective, and specific to area of practice, identifies and role models risks/hazards and takes appropriate action for infection control, health and safety /environmental safety issues, restraint minimization and incident reporting. * Demonstrates ability to initiate appropriate emergency response and treatment and to assist with co-ordination of emergency / critical event under the direction of a registered health professional, supporting and assisting others * Role models participation in debriefing either formally or informally demonstrating understanding of the impact of critical incidents on self and others and encourages and supports others * Identifies or describes how a positive contribution is made to maintaining an environment that enhances health consumer safety. |
| 1.5 Participates in ongoing professional and educational development | | Note the professional development completed that is specific to the area of practice.   * Conferences * Training courses * Journal clubs (formal) * E-learning * Grand round/Forums * Post-registration education (recent or current) * Webinars * Updating on new best practice, treatments, interventions and guidelines. * This competency should not include mandatory training or other training considered compulsory by your service/organisation. | |
| Indicators:   * Undertakes regular review of own practice by engaging in reflection and identifying on-going learning needs. * Takes responsibility for own professional development and maintenance of competence. * Takes opportunities to learn with others contributing to health care. | **Competent**   * Describe an example of practice that meets one of the indicators (to the left). | **Proficient**   * Describe a time when you shared knowledge with colleagues through informal teaching. * Contributes to clinical learning and is proactive in seeking professional development opportunities to extend own and others practice. * Develops increased knowledge and skills in a specific clinical area and shares this knowledge with others. | **Accomplished**   * Describe an example from your practice that demonstrates self-directed learning. Provide evidence of delivering education to colleagues. * Proactive in seeking professional development opportunities for self and others * Undertakes additional responsibility that relates to quality initiatives and EN Practice e.g. health and safety representative, infection control representative, EN representative etc. * Reflects on positive changes made to nursing practice and demonstrates a positive contribution to the healthcare team through the sharing of knowledge. * Demonstrates how own nursing practice is evidence based and promotes this within area of practice. * Demonstrates peers support of other colleagues in professional development. * Identifies professional involvement and contribution within area of practice area. * Presentation of enrolled nursing practice at a seminar/ workshop/ study day/ conference. |
| * 1.6 Practices nursing in a manner that the health consumer determines as being culturally safe. | | Culture is many things to many different people and the list below is by no means complete. Use a health consumer/health consumer example to illustrate culturally safe practice.  Culture includes but is not restricted to:   * Religion * Ethnic group * Cultural group * Age * Employment * Accommodation * Circumstances (refugee, Immigrant) * Gender and sexual orientation * Health e.g. Mental health, disability, hearing impaired, | |
| Indicators:   * Demonstrates ability to provide culturally safe care to meet health consumers’ individual needs, beliefs and values. * Reflects on own practice and values that impact on cultural safety. * Takes opportunities to gain feedback from health consumers to determine own practice is culturally safe * Avoids imposing prejudice on others and reports any observed occurrences of prejudice to the registered nurse. * Appropriately challenges practices that compromise health consumer safety, rights, privacy or dignity. | **Competent**   * Describe how you modifies your care to practice in a manner that the health consumer determined as being culturally safe | **Proficient**   * Describe a time when you adapted your practice to meet a health consumers cultural needs in a manner that the health consumer considers acceptable, include evidence of guiding team members or students to access resources to enable culturally safe care to a health consumer or family. * Reflect on an occasion when you adapted your usual practice to more appropriately meet a health consumer’s cultural needs. Note: allowing family to be present is not sufficient evidence. * Role models culturally safe practice to meet health consumer’s individual needs, beliefs, values and dignity. * Guides colleagues to access resources to meet the individual needs, beliefs and values of health consumers (e.g. religious support, interpreters.) * Is a role model to others and able to seek ways to increase the acceptance of diversity * Recognizes the impact that organizational culture and the culture of nursing have on health consumer care and role models cultural responsiveness to other colleagues. * Role models practice that assists the health consumers to gain appropriate support and representation form those who understand the health consumers cultural, needs and preferences. | **Accomplished.**   * Describe a time when you adapted your practice to meet a health consumers cultural needs in a manger that the health consumer considers acceptable, include evidence of leading team members to enable culturally safe care to be delivered to a health consumer or family/ whaanau. * Reflect on an occasion when you advocated for adapting practice to more appropriately meet a health consumer’s cultural needs. * Role models culturally safe practice that meets individual needs, beliefs and values as determined by the health consumer. * Role models culturally safe nursing practice and partnership, ensuring communication skills are culturally safe and resources each health consumer’s dignity and right to hold person beliefs, values and goals * Guides others to access resources/ education that assist in understanding of cultural differences (e.g. beliefs, gender, sexual orientation or disability) and the impact beliefs and values can have on own practice. * Contributes to strategies that influence changes in practice to avoid the imposition of prejudice on others and provides advocacy when prejudice is apparent. * Acts as a role model in promoting the provision of advocacy that enables health consumers to receive nursing care that supports their dignity, personal beliefs, values and goals. |

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| NCNZ Competency and Competent Performance Indicator  DOMAIN 2: Provision of Nursing care | | | |
| 2.1 Provides planned nursing care to achieve identified outcome. | | Use a health consumer/health consumer example to illustrate this, you could consider:   * Discharge planning * Care planning * Holistic care – how processes can support recovery * Using evidence based practice in delivery of care * Informed decision making * Administration of interventions, treatments and medications within legal, policy and scope of practice | |
| Indicators:   * Contributes to the development of care plans in collaboration with the registered nurse and health consumers, and clarifies responsibilities for planned care with the registered nurse. * Promotes independence while assisting health consumers to undertake activities of daily living, such as nutrition, hydration, elimination, mobility, social functioning and personal hygiene. * Uses nursing knowledge and problem solving skills when carrying out professional responsibilities. * Prioritises and manages time. * Carries out procedures competently and safely. * Administers nursing interventions and medications within legislation, codes, scope of practice and according to prescription, established organisational policy and procedures. | **Competent**   * Identify an expected outcome then describe how you plan your care to achieve this for your health consumer including the factors that influence your plan within scope of practice. * An ‘outcome’ is something that is expected to happen as a result of your planned care e.g. pain is reduced, wound heals, health consumer self-manages own condition. Think about the steps taken to achieve the expected outcomes and the influencing factors that can impact on the plan. | **Proficient**   * Describe a time when you provided planned holistic nursing care (e.g. Te Whare Tapa Wha) to achieve identified outcomes for Maaori or other health consumers with complex needs, which is evidence based within scope of practice. * Think about the steps taken to achieve the expected factors that can impact on the plan e.g. health consumer acuity, skill mix, health consumer’s functional level and health literacy. Utilizes experiential knowledge to contribute to the development of care plans, in collaboration with the registered health professional and health consumers; and clarifies responsibilities for planned care with the registered health professional. * Promotes independence while assisting health consumers to undertake activities of daily living such as nutrition, hydration, elimination, mobility, social functioning and personal hygiene through the planning and management of evidence based individualized care with the registered nurse. * Uses nursing knowledge and problem solving skills when carrying out professional responsibilities and is flexible and responsive to meet health consumer’s multiple needs. * Contributes at team level (MDT/ registered health professional) in the management of nursing care. * Demonstrates in depth understanding of complex factors that contribute to health consumer health outcomes. | **Accomplished**   * Evidence of advanced skill in planning and role modeling to colleagues regarding delivering nursing care to achieve identified outcomes for Maaori or health consumers with complex needs (e.g. Te Whare Tapa Wha). * Describe a time when you used in-depth understanding of health consumer care and care co-ordination within scope of practice and the ability to identify changes in health consumer health status and action appropriate. * Provides planned holistic nursing care to achieve identified outcomes for health consumers with complex needs, guiding colleagues in planning and delivery of care with the registered health professional. * Promotes independence while assisting health consumers to undertake activities of daily living such as nutrition, hydration, elimination, mobility, social functioning and person hygiene; and role models planning and management to peers. * Role models nursing knowledge and problem solving skills when carrying out professional responsibilities and contributes to management of changing workloads. * Demonstrates and shares advancing knowledge when carrying out procedures effectively and safely within the clinical setting. * Contributes to education of peers in regards to nursing interventions and medications within legislation, codes, scope of practice, according to prescription, and established organizational policy and procedures. |
| 2.2 Contributes to nursing assessments by collecting and reporting information to the registered nurse. | | Common assessments in your clinical area, could include:   * Admission assessment * Cardiac Risk assessment screening * Diabetes assessment * Respiratory assessment * Mental Health Assessments * Falls Risk * Pressure Injury Risk * Psychosocial assessments * Use a health consumer/health consumer example to illustrate the assessments you use. Are your assessments evidence based? | |
| Indicators:   * Completes assessment tools as delegated by the registered nurse. * Uses a range of data gathering techniques including observation, interview, physical examination and measurement. * Assists with routine examinations and routine diagnostic investigations. * Applies understanding of the different developmental stages of the life span. | **Competent**   * Describe how when you used an assessment tool in practice, how this assessment affected care planning and delivery and your discussion with the registered health professional. | **Proficient**   * Show evidence of the accurate use of an assessment tool in practice and how this assessment affected care planning and delivery. Include evidence of being able to anticipate and recognize the need for change in focus of care and treatment goals in discussion with the registered health professional. * Conducts a comprehensive and accurate nursing assessment of the health consumer with complex needs in a variety of settings. * Demonstrates timely, systematic and holistic assessment skills in partnership with the health consumers, educating and supporting colleagues in effective use of assessment tools. * Provides evidence that verifies and describes use if advanced skill in undertaking clinical assessment and physical examination. * Provides evidence that describes how clinical reasoning and decision-making is applied in practice. * Educates, coaches and supports health team members in the use of appropriate assessment tools and methods. | **Accomplished**   * Show evidence of your leadership and the accurate use of specialty specific assessment tools in practice and how this assessment affected care planning and delivery. * Include evidence of being able to anticipate (where possible) and recognize the need for change in focus of care and treatment goals at critical decision points in discussion with the registered health professional. * Effectively demonstrates the use of assessment tools as delegated by the registered health professional and actively promotes and shares knowledge with peers * Role models, utilizes and shares advanced knowledge and skills when undertaking a range of data gathering techniques including observation, interview, physical examination and measurement and role models this to peers. * Recognize the need for change and focus of care with routine investigations using advancing knowledge and skills. * Demonstrates advancing knowledge skills and understanding of the different developmental stages of the life span and makes a demonstrated positive contribution by sharing this knowledge with peers. |
| 2.3 Recognises and reports changes in health consumer’s health status to the registered nurse or directing health professional. | |  | |
| Indicators:   * Observes for changes in health consumers’ health and functional status in the course of nursing practice. * Communicates observations to the registered nurse and appropriate members of the health team. * Reports changes in health status in a timely manner and is aware of procedures for responding to concerns which are escalating in the health care setting. | **Competent**   * Describe a time when you used knowledge and skill to recognize a change/ deterioration in a health consumer’s condition and why you reported this to the registered health professional. | **Proficient**   * Describe a time when you used advancing level skill or knowledge to recognize a change / deterioration in a health consumer’s condition and why you reported it to the registered health professional. * Utilizes broad experiential knowledge in observing changes in consumer’s health and functional status in the course of nursing practice. * Communicates observations to the registered health professional and appropriate members of the health team and demonstrates the ability to adapt to unexpected changes. * Reports changes in health status in a timely manner and has clear understanding and knowledge of procedures when responding to concerns which are escalating in the health care setting. | **Accomplished**   * Describe a time when you used advancing level skill or knowledge to recognize a change/ deterioration in a health consumer’s condition. Describe how you document these changes and identify potential workload problems and your collaboration with registered health professional * Observes changes in the consumers’ health and functional status in the course of nursing practice and is flexible and responsive to multiple priorities based on health consumer needs. * Communicates observations to the registered health professional and appropriate members of the health team and identifies potential workload problems and collaborates with registered health professional to identify effective interventions. * Reports changes in health status in a timely manner and provides leadership to peers through contributing to implementation of procedures when responding to concerns which are escalating in the health care setting. |
| 2.4 Contributes to the evaluation of health consumer care. | | Use a health consumer/health consumer example to illustrate evaluating health consumer/health consumer care with the health consumer/health consumer in:   * MDT meetings * Family meetings * Family conferences * Care coordination * Care planning and goal setting with health consumer/health consumer/family | |
| Indicators:   * Monitors and documents progress towards expected outcomes. * Contributes to the review of care plans in collaboration with the registered nurse. | **Competent**   * Describe a time when you used your knowledge and skill to contribute to evaluated care | **Proficient**   * Describe a time when you used your advanced level of knowledge and skill to contribute to evaluated care * Demonstrates how quality care/ safe health outcomes for the health consumer is the focus of nursing practice and evaluation of health consumer care. * Demonstrates application of clinical knowledge in continuous evaluation/ assessment of health consumer health care and response to care being given, under the direction of a registered health professional. * Identifies or describes the skills utilized in routine technology and the ability to perform routine observations, recordings and assessment of health consumer response to nursing care. | **Accomplished**   * Describe a time when you role model using advanced level of knowledge and skill to contribute to evaluated care. * Describe a time when you contribute to discussions relating to quality improvement * Role model and contributes to the evaluation of health consumer care by taking an active role in quality improvement initiatives and the implementation of change, in collaboration with the registered health professional * Identifies or describes how quality care/ safe outcomes for the health consumer is the focus of nursing practice, and assists others with this. * Demonstrates contribution to service improvement quality activities within the area of specialty. * Has designated responsibility for a component of the ward/ areas quality monitoring system e.g. audits. * Provides example of contribution to policy within area of practice * Role models and assist others in the application of clinical knowledge in the application of clinical knowledge in continuous evaluation /assessment of health consumer health care and response to care being given, under the direction of a registered health professional. * Supports others to identify or describe communicating and planning effectively (e.g. transfer of care, handover, communicating health consumer/ community outcomes/ response/ changes) |
| 2.5. Ensures documentation is accurate and maintains confidentiality of information. | | Using a health consumer/health consumer example consider issues such as:   * Confidentiality * Privacy and sharing of health consumer information to appropriate colleagues * Health consumers’ rights in information sharing * Keeping records safe e.g. logging off, locking away notes * Timeliness of record keeping   Legalities of documentation | |
| Indicators:   * Observes, reports, records and documents health status. * Records information in a systematic way that is in line with organisational policy and procedures. * Ensures written communication is comprehensive, logical, legible, clear and concise, using only accepted abbreviations. * Maintains confidentiality of documentation/records and interactions with others. | **Competent**   * How do you ensure that your observations are recorded adequately? Consider the documentation standard and organisation requirements that address accuracy and confidentiality of information. How you safeguard access to private electronic data/IT? * Describe how you ensure your documentation is accurate and your use of IT maintains confidentiality. | **Proficient**   * Describe how you assist your colleagues to ensure their documentation is accurate and maintains confidentiality. * Demonstrates accurate, legible and objective documentation that maintains confidentiality polices * Documentation and recording of health consumer health status is according to organizational and professional documentation standards. * Demonstrates effective succinct communication about health consumer status with registered health professional and other health team members. | **Accomplished**   * Assist others to identifies or describes how documentation and recording of health consumer health status according to organizational and professional documentation standards * Role models and assists others with effective communication on the health consumer health status with registered nurse and other health team members. |
| 2.6. Contributes to the health education of health  consumers to maintain and promote health. | | Use a health consumer example to illustrate how you:   * Educate a health consumer on… e.g. medications, equipment, managing at home, dressing, diet, exercise etc. * Educate family/carer on caring for their relative/friend * Educate prior to a treatment/intervention to ensure informed consent * How do you ensure your health consumer understands? * Answer health consumer concerns, questions and requests for more information. * Provide health promotion | |
| Indicators:   * Provides accurate and culturally appropriate education to health consumers or groups to maintain or promote health in consultation with the registered nurse. * Determines consumer understanding by seeking feedback on information given. * Demonstrates an understanding of how health and disease are affected by multiple and interconnected factors. | **Competent**   * Describe an example of education you gave to a health consumer or family/whaanau or significant other and how you evaluated its appropriateness. * Consider a health literacy model such as the 3 step model for better health literacy. Step 1find out what people know. 2. Build peoples knowledge and skills to meet their health needs (health literacy). 3. Check you were clear (if not go back to step 2). * Provides accurate and culturally appropriate education to health consumers or groups to maintain or promote health in consultation with the registered nurse. * Determines consumer understanding by seeking feedback on information given. * Demonstrates an understanding of how health and disease are affected by multiple and interconnected factors. | **Proficient**   * Describe how you support others to provide health education with a complex health consumer, including evaluation of health consumers understanding. * Describe an example of education you gave to a health consumer, how you evaluated its appropriateness and what you have learnt from the experience. * What did you teach them? How did you do this in a way that was appropriate? What did you do to ensure that they understood and what was your learning? * Role the ability to provide education to health consumers and groups to maintain or promote health in consultation with the registered health professional. * Supports others to in the provision of health consumer health education and ensuring consumer feedback on information given. * Supports others and shares board experiential knowledge to demonstrate an understanding of how health and disease are affected by multiple and interconnected factors. | **Accomplished**   * Describe a time when you used advanced knowledge support others to provide health education to a health consumer, describe any tools/resources/ inter-professional approach that was used. Consider the actual or potential impact of what you taught. * Describe an example of education you gave to a health consumer to reduce a disparity in health status, reduce the incidence or impact of a chronic condition or increase family or whaanau involvement in care. * Demonstrates advancing knowledge and skills through the provision of accurate and culturally appropriate education to health consumers or groups to maintain or promote health in consultation with the registered nurse. * Role model and applies skilled communication techniques when determining consumer understanding by seeking feedback on information given and acts as a resource for peers. * Demonstrates and shares an advancing evidence based knowledge and understanding of how health and disease are affected by multiple and interconnected factors and shares knowledge with peers. |

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| NCNZ Competency and Competent Performance Indicator  DOMAIN 3: Interpersonal Communication | | | |
| 3.1. Establishes, maintains and concludes therapeutic interpersonal relationships. | | Consider health consumer/health consumer episodes of care where you may have used:   * Interviewing skills * Counseling * Respect, empathy and rapport – particularly in difficult situations * Gaining and maintain trust in health consumer/nurse relationships * Concluding the nurse/health consumer relationship in difficult circumstances * Professional boundaries | |
| Indicators:   * Establishes rapport and trust with the health consumer and or family/whaanau. * Demonstrates respect, empathy and interest in the health consumer. * Is able to establish relationships and effectively and culturally appropriately communicate with health consumers. * Appropriately terminates therapeutic relationships. * Understands therapeutic relationships and professional boundaries. | **Competent**   * This competency is about therapeutic relationships and boundaries rather than communication. A therapeutic relationship differs from a personal relationship or friendship. The relationship is guided by professional boundaries practice and organizational codes. * Describe a time when you created and maintained a therapeutic relationship and how do you achieved a formal ending to the relationship? | **Proficient**   * Describe a time when you created and maintained a therapeutic relationship and how do you achieved a formal ending to the relationship? What are the specific issues that can make this challenging? * Guides others in establishing, maintain and concluding therapeutic interpersonal relationships. * Challenges negatively and promotes a positive environment. * Maintains professional boundaries in your nursing practice and assisting team members with the development of therapeutic interpersonal skills. * Provides advice and guidance for staff on how to initiate and sustain effective interpersonal relations with health consumers and whaanau. | **Accomplished**   * Describe a time when you role modeled how to establish, how you maintain and how you conclude a relationship and address challenges that may arise. * Role model when establishing, maintain and concluding interpersonal relationships with health consumers, nursing and interprofessional team. * Actively reflects on the use of therapeutic relationships and professional boundaries in nursing practice, and assists and supports colleagues in this. * Role models a culturally safe, negotiated and therapeutic relationship with health consumers. * Discusses difficult issues with health consumers confidently and competently, demonstrating use of conflict resolution and problem solving skills, assisting others with these. |
| Competency 3.2  Communicates effectively as part of the health care team. | | Consider health consumer episodes of care where you have:   * Used a translator * Had to use different ways of communicating to a health consumer * Addressed health literacy * Given health consumer/family/whaanau more time to understand and process information * Communicated differently with health consumers and families compared to health care professionals e.g. layman’s terms compared to professional terminology * Explaining jargon and acronyms to health consumers | |
| Indicators:   * Communicates orally and in writing appropriately and effectively. * Demonstrates understanding of the need for different communication styles and approaches in different situations. * Engages with colleagues to give and receive constructive feedback that enhances service delivery to health consumers. | **Competent**   * Describe a variety of how use to communicate effectively with health consumers and members of the health care team. * Consider differences between communicating with adults, children, people with hearing or language difficulties, how do you use tools or approaches to optimize your communication with both health consumers and the health care team. | **Proficient**   * Describe a time when your communication is clear, complete, open, inclusive and honest. Respects and values input of others. Provide evidence of utilizing different methods of communication. Could include but not limited to verbal, phone, e-mail, referrals, discharges, pamphlets etc. * Supports others to provide effective and consistent communication skills, both written and verbal. * Demonstrates the use of a variety of communication styles and role models these approaches in different situations. * Supports others in the ability to give and receive constructive feedback that enhances service delivery to health consumers. * Contributes to a positive working environment and acts as a role model and leader to Enrolled Nurse peers. | **Accomplished**   * Role model consistent communication relevant health consumer information in a timely manner to other members of the health care team and acts as a resource for peers. * Demonstrates and educates peers in the effective use of a variety of communication styles and approaches in different situations. * Uses advancing knowledge and skills to assist other Enrolled Nurses to reflect on the importance of giving and receiving constructive feedback that enhances service delivery to health consumers. * Gains support and respect of the health care team through sharing of knowledge and making a demonstrated positive contribution to the work place. |
| 3.3. Uses a partnership approach to enhance health outcomes for health consumers. | | Consider health consumer/health consumer episodes of care where you have:   * Goal planning and setting with the health consumer * Discharge planning with health consumer/whaanau/family * Health consumer centred care * Advocated for health consumer/ family/whaanau * Worked with the health consumer to improve independent, safety and/or quality of life | |
| Indicators:   * Understands and applies the principles of a recovery centred approach to nursing care within different health care settings. * Understands the impact of stigma and discrimination on health outcomes for health consumers and is able to implement nursing interventions that enhance fairness, equality and self-determination. * Understands and uses the resources in the health consumer’s community to improve health outcomes. | **Competent**   * Describe how you work in partnership with the health consumers to achieve a goal. | **Proficient**   * Demonstrates and supports others in the application of the principles of a recovery centred approach to nursing care within different health care settings. * Is able to demonstrate a board use of nursing interventions which lessen the impact of stigma and discrimination on health outcomes for health consumers and enhance fairness, equality and self-determination. * Has a board knowledge of resources in the health consumer’s community, shares and utilizes these in an effective manner to improve health outcomes. | **Accomplished**   * Describe how you use problem solving skills to work in partnership with a health consumer and advocate on behalf of the health consumer to achieve a goal. * Role models advancing knowledge and leadership to peers in the use of the principles of a recovery centred approach to nursing care within different health care settings. * Role models and contributes to education of peers through the use of nursing interventions which lessen the impact of stigma and discrimination on health outcomes for health consumers and enhances fairness, equality and self-determination. * Acts as an advocate and role model to peers in the effective use of resources in the health consumer’s community to improve health outcomes. |

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| NCNZ Competency and Competent Performance Indicator  DOMAIN 4: Interprofessional Health care & Quality Improvement | | | |
| Competency 4.1  Collaborates and participates with colleagues and members of the health care team to deliver care. | | Consider occasions when you have actively participated in:   * MDT meetings * Family meetings/conferences * discharge planning * health consumer transfers to other hospitals/facilities * Helped a junior colleague with another member of the health care team e.g. nursing students, new staff, new graduates * Referrals to other health care professionals * Acute health consumer care e.g. resuscitation, MET calls, deteriorating health consumer | |
| Indicators:   * Understands and values the roles, knowledge and skills of members of the health care team in relation to own responsibilities. * Supports the therapeutic activities of other team members in the provision of health care. * Provides other members of the team with accurate and relevant information to assist in decision making and provision of care. * Contributes to discussion related to nursing practice, systems of care planning and quality improvement. | **Competent**   * Describe how you collaborate with students, beginning practitioners or new staff members to facilitate care. * Think about the skills needed when working with others to positively influence care outcomes. | **Proficient**   * Describe a time you supported others to coordinate care to assist health consumers to progress through the continuum of care and recovery. Could include but not be limited to referrals, transfers, and discharges. * Collaborates with the health consumer, registered heath professional and health team members to contribute to the development of an individualized plan of care. * Support others to demonstrate effective and professional communication with health team members. * Collaborates with and contributes to the health care team in the delivery of health consumer care. | **Accomplished**   * Collaborates with the consumer, registered health professional and health team members to contribute to decision making within the interprofessional care team. * Role models, supports and coaches other health team members on effective and professional communication. * Collaborates and contributes to the health care team in the delivery of health consumer care, assisting others with this. * Describe how you role model and contribute to leadership activities and undertakes additional responsibilities within area of practice. |
| 4.2. Recognises the differences in accountability and responsibility of registered nurses, enrolled nurses and healthcare assistants. | |  | |
| Indicators:   * Clarifies enrolled nurse role and responsibilities in the context of health care settings. * Acts as a resource and role model for nurse students and health care assistants. * Prioritises the delivery of nursing care to health consumers as guided by the registered nurse. * Co-ordinates provision of care by health care assistants within the team as delegated by the registered nurse. | **Competent**   * Provide an example of valuing the role and skill of a non-nursing member of the health care team and describe the effect on the team when all members are valued. * Consider the health care team members’ skills, knowledge and roles. Think about the value and contribution of team members and the colleagues you work most closely with. | **Proficient**   * Evidence of an understanding and valuing of the roles and skills of other members of the team. Describe how you shared yur knowledge of the health care team and culturally appropriate services with a colleague. * Give an example of valuing the role and skill of a non- nursing member of the health care team and describe the effect on the team when all members are valued. * Consider the health care team members’ skills, knowledge and roles. Think about the value and contribution of team members and the colleagues you work must close with. Consider the implications of this. * Demonstrates a clear understanding of the enrolled nurse role and responsibilities in the context of health care settings * Acts as a resource and role model for nurse students and non-nursing members of the health care team. * Shows board experiential knowledge in the priorisation of nursing care to health consumers as guided by the registered health professional. * Coordinates and supports others to the effective provision of care by non-nursing members within the team as delegated by the registered health professional | **Accomplished**   * Uses a collaborative approach with other disciplines to negotiate change. * Role model advancing knowledge and skills through the sharing of knowledge regarding the enrolled nurse role and responsibilities in the context of health care settings. * Acts as a resource, and contributes to leadership activities for peers, student nurses and non- nursing members of the health care team. * Effectively managers and role models priorisation and delivery of nursing care to health consumers as discussed with the registered health professional. |
| 4.3. Demonstrates accountability and responsibility within the health care team when assisting or working under the direction of a registered health practitioner who is not a nurse. | | Consider clinical situations where you have:   * Contributed to care coordination for a health consumer * Provided another health care professional with information about a health consumer e.g. referrals, treatments plans, interventions, medications * Use a health consumer/health consumer episode of care when you reported changes in health status and/or escalated concern to another health professional | |
| Indicators:   * Understands the enrolled nurse role and boundaries in relation to the scopes of practice of other registered health practitioners. * Practises within legislative requirements, organisation policy and refers issues outside scope to a registered nurse supervisor. * Works under the direction of an identified health practitioner and reports observations, changes in health status and escalates concerns to that health practitioner. | **Competent**   * Describe a time when you used your understanding of the EN Scope when assisting a registered health professional. | **Proficient**   * Describe a time when you advocated your understanding of the EN scope of when assisting a registered health professional. * Supports others to understand safe practice within legislative requirements, organisation policy and refers issues outside of scope to a registered nurse supervisor. * Works under the direction of an identified health professional and consistently and accurately communicates observations, changes in health status and escalates concerns in a timely manner to that health professional. | **Accomplished**   * Describe a time when you role modeled your understanding of the RN scope when assisting a registered health professional to address an issue in your clinical area. * Demonstrates leadership to peers on understanding the enrolled nurse role and boundaries in relation to the scope of practice of other registered health professionals. * Role models and acts as a resource for peers and actively promotes understanding of legislative requirements, organizational policy and refers issues outside of scope to a registered nurse supervisor. * Works under the direction of an identified health professional and demonstrates effective and appropriate responses to changing clinical situations in a timely manner and reports any concerns to the health professional. |

1. Many thanks to Counties Manukau Health Hutt Valley and Wairarapa DHB’s for providing permission to adapt their work. [↑](#footnote-ref-1)