

# Helpful Hints for writing Self and Peer/Senior Nurse Evidence for Registered Nurses



*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 taangata whenua and represent the role of nursing competencies to protect and meet the health needs of the population of Aotearoa New Zealand

**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.

Nurses must complete the self-assessment by including specific practice examples from current area of practice/s:

- **Specific Practice examples must be from within the previous 12 months** and reflect practice and level from the area they work in.
- The self-assessments must describe how the nurse's day to day practice meets one of the indicators for the competency.
- The nurses' examples **MUST** reflect the level of practice being applied for.
- Abbreviations must be written out in full for the first time and then the abbreviation can be used.
- Must be verified by a peer or a senior nurse who is compliant with PDRP.

Peer/Senior Nurse must provide evidence against the NCNZ competencies by including specific practice examples from the nurse's current area of practice/s:

- **Specific practice examples must be from within the previous 12 months** and reflect practice and level from the area they work in.
- The examples must describe how the nurse's day to day practice meets one of the indicators for the competency.
- Examples **MUST reflect the level of practice being applied for.**
- **It is not acceptable to rephrase the competency or indicators.**
- It is not acceptable to copy and paste the examples from the applicant's self-assessment and replace 'I' with the nurse's name.
- It is not appropriate to complete assessments for close friends and family members.
- The peer/senior nurse may comment on any of the following attributes in relation to the Nursing Council competencies: knowledge, skill, behaviour, attitudes, and values.

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

#### Self- Assessment

- "I recently cared for a patient with... and I..."
- "I was allocated a patient with... and I..."
- "For example, I recently..."
- "One of my patients ...."
- "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 and confidentiality in accordance with current relevant legislation. Statements such as "A patient with", "An elderly man with", "A young woman with" or similar are more than adequate. Keep patient 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 providing peer/senior nurse evidence, you can use the name of the nurse you are providing evidence for.

The ABCDE's of competency writing:

- A. **"Always"** is a word 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 (Patient X, Mr Y, Mrs A) and avoid any patient identifiers i.e., age, diagnosis etc.

**Cultural Safety.** Show respect to individual preferences. Demonstrate how you found out what the patient/ whaanau 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 discuss 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** must be included throughout competencies. Refer to use of protocols, international guidelines, peer-reviewed research, and policies as references.

Nurses and peer/senior nurses must include a specific practice example of how competencies are met. Below are some hints and tips that might help with writing the competency examples. Each of the examples provided underpin and build on each other. So, at expert level also consider the indicators and the suggestions for competent and proficient. Senior nurses in dual roles can use the expert examples provided as well as relating their competency examples to their job description.

**NCNZ Competency and Competent Performance Indicator  
DOMAIN 1: Professional Responsibility**

<p><b>1.1 Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical, and relevant legislated requirements.</b></p>	<p><i>Examples of legislation/codes/policies you may refer to</i></p> <ul style="list-style-type: none"> <li>• Privacy Act</li> <li>• Health Information Privacy Code</li> <li>• Mental Health Act</li> <li>• HPCA Act</li> <li>• Medicines Act</li> <li>• Ngā Paerewa Health and Disability Services Standard               <ul style="list-style-type: none"> <li>○ Restraint and seclusion</li> </ul> </li> <li>• Infectious diseases reporting</li> <li>• End of life</li> </ul>	<ul style="list-style-type: none"> <li>• Code of Health and Disability Services Consumers' Rights</li> <li>• Code of Conduct Professional Boundaries</li> <li>• Code of Ethics</li> <li>• Ethical dilemmas</li> <li>• Enduring Power of Attorney</li> <li>• Compulsory treatment Orders</li> <li>• Patient dignity</li> <li>• Informed Consent Policies &amp; Procedures</li> </ul>
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<b>Indicators:</b>	<b>Competent</b>	<b>Proficient</b>	<b>Expert</b>
<ul style="list-style-type: none"> <li>• Practises nursing in accord with relevant legislation/codes/policies and upholds client rights derived from that legislation.</li> <li>• Accepts responsibility for actions and decision making within scope of practice.</li> <li>• Identifies breaches of law that occur in practice and reports them to the appropriate person(s).</li> <li>• Demonstrates knowledge of, and accesses, policies and procedural guidelines that have implications for practice.</li> <li>• Uses professional standards of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Consider what legislation, codes, guidelines or polices relate to your practice?</li> <li>• How do these documents guide and impact on how you practice?</li> <li>• Reading from then is insufficient evidence, putting them into practice is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a time when you used legislation, policy/code into your practice, include evidence of guidance/teaching colleagues to use legislation/code/polices.</li> <li>• What specific advice or education have you given to a colleague?</li> <li>• Provides evidence that verifies practice consistently meets professional standards, scope of practice and relevant legislation and demonstrates the ability to integrate these requirements and role model this in the specialty area.</li> <li>• Demonstrates ability to meet the standards of the professional, ethical and relevant legislative, providing guidance and support to colleagues.</li> <li>• Applies ethical principles and reflection to nursing practice.</li> <li>• Role models ethical principles in own practice, encourages discussion/debate on legal/ethical requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a time when you provided leadership/role modeling to colleagues to sue standards/legislation/ policy/code within practice</li> <li>• What specific strategies have you used to assist your workplace with compliance?</li> <li>• Provides leadership to colleagues in meeting the standards of the professional ethical and relevant legislated requirements.</li> <li>• Monitors and ensures that the team is managing health care within the ethical dimensions of activities such as policy and audit.</li> <li>• Roles models ethical principles in own practice and provides education, facilitation to encourage discussion/debate on legislated requirements in this area.</li> <li>• Intervenes when care/practice is compromised by unsafe or potentially unsafe practices whilst maintaining professionalism.</li> </ul>

**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 given to patients who identify as Maaori.***

- *Addressing/assessing a Maaori patient's cultural needs*
- *Maaori Health Unit*
- *Maaori Models of Care*
- *Addressing disparities in health of our Maaori populations and health equity outcomes*
- *Specific cultural needs of individual Maaori patients e.g., return of body parts, Tapu and Noa, Taonga, family & Whaanau needs.*
- *Assisting colleagues in addressing Maaori patients/populations cultural needs*
- *Working with Maaori health providers in the community*
- *Services you have started or contributed to that address health needs of Maaori client/patient/group of Maaori patients*

**Indicator:**

- Understands the Treaty of Waitangi/Te Tiriti O Waitangi and its relevance to the health of Maori in Aotearoa/New Zealand.
- Demonstrates knowledge of differing health and socio-economic status of Maori and non-Maori.
- Applies the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice.

**Competent**

- This competency is about Tiriti o Waitangi and its relevance to the health of Maaori, which is more specific that cultural safety. Refer to documents that helps you know what appropriate practice is e.g., NZNC 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 Tiriti o Waitangi and describe how you apply each of them to your practice. Principles are Rangatiratanga (enables self-determination over health), Partnership, Protection and Participation.

**Proficient**

- Evidence of Tiriti o Waitangi principles embedded in practice
- Ensuring specific cultural needs are include in care delivery.
- Include evidence of role modeling and supporting others to integrate processes appropriate for Maaori. For example, whaanau hui, karakia, Whakawhanaungatanga.

**Expert**

- Evidence of Tiriti o Waitangi principles embedded in practice
- Takes a lead role and coaches colleagues to integrate processes appropriate for Maaori. Enduring specific cultural needs are included in care delivery. Could include but not limited to karakia, whaanau hui, Whakawhanaungatanga, care of toanga, care of tupapaku.
- 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 actual examples of what you did.
- Collaborates with others to ensure the principles of Te Tiriti o Waitangi are applied to nursing practice and facilitates skilled professionals to educate colleagues on how to integrate processes appropriate to Maaori.
- Guides others in the application of Te Tiriti O Waitangi principles, to ensure the integration of appropriate and safe processes for Maaori.
- Developing approaches and policies to ensure all team members have an understanding of Tikanga Maaori to enhance the effectiveness of the care provided within the practice environment.

**1.3 Demonstrates accountability for directing, monitoring and evaluating nursing care that is provided by Registered Nurses, Enrolled nurses and others.**

*This could refer to other RNs, new graduate nurses, ENs, Student nurses, HCAs, support workers, caregivers, other healthcare professionals, other healthcare 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, directing, monitoring and evaluating nursing care*

**Indicators:**

- Understands accountability for directing, monitoring and evaluating nursing care provided by nurse assistants, enrolled nurses and others.
- Seeks advice from a senior registered nurse if unsure about the role and competence of nurse assistants, enrolled nurses and others when delegating work.
- Takes into consideration the role and competence of staff when delegating work.
- Makes appropriate decisions when assigning care, delegating activities, and providing direction for enrolled nurses, nurse assistants and others.

**Competent**

- Consider the difference in RN and EN scope of practice and this means in your work context. (Unregulated workers do not have a scope of practice. Their practice is determined by the role description and NCNZ guidelines)
- Refer to NCNZ guidelines for delegation and direction to answer this performance indicator.
- Even if you do not actually work with ENs or unregulated workers, all RNs must demonstrate understanding of these requirements.

**Proficient**

- Describe how you provide guidance to colleagues to use direction and delegation skills reflecting on the role of the EN /unregulated health care worker and less experienced team members.
- Describe the differences in accountability and responsibility for the RN, EN and unregulated health care workers and how this impacts on the process of direction and delegation including references to NCNZ guidelines.
- Demonstrates accountability for directing, monitoring and evaluating nursing care provided by enrolled nurses and others, providing guideline to colleagues.
- Reflection on role of preceptor/teacher, including support of colleagues to accept greater responsibility or tin undertake new skills.

**Expert**

- Describe how you provide leadership/ role modeling to colleagues to use direction and delegation skills reflecting on the role of the EN/unregulated health care worker and less experienced team members.
- Describe the differences in accountability and responsibility for the RN, EN and unregulated health care worker and either how you take this into account when coordinating the area or describe the requirements for RN skill and knowledge in your area.
- Consider the difference in RN and EN Scope of practice, what this means in your work context and how it affects your decisions when directly and delighting (Unregulated workers do not have a scope of practice. Their practice is determined by the role description and NCNZ guidelines).
- Acts as a role model and provides leadership to colleagues for directing, monitoring and evaluating nursing care that is provided by ENs and others.
- Involved in the evaluation of the competence of others.
- Assists in the growth, competence and confidence of colleagues through the delegation of work assigned to them.
- Acts as a role model and coach by enduing delegation/direction is effectively managed and critiqued.
- Promotion of a safe staffing environment through the prioritization of care, effective time management and team motivation.
- Coaches and supports the nursing team to provide safe health consumer care through the evaluation of health consumers with multiple needs.

**1.4 Promotes an environment that enables patient/client safety, independence, quality of life, and health.**

*Reporting and addressing safety issues for patients and staff, including equipment, environment, infection control and patient acuity. Use a patient/client example to illustrate.*

- *How have you/they contributed to improving a client's quality of life?*
  - *Consider issues of mobility, safety at home, goal planning with patients*
- *How have you/they helped increase a client's independence?*
  - *Consider disability awareness for example.*
- *How have you/they helped improve a client's health status?*
- *How have you/they helped a colleague improve a client's safety, quality of life or independence?*

<b>Indicator:</b>	<b>Competent</b>	<b>Proficient</b>	<b>Expert</b>
<ul style="list-style-type: none"> <li>● Identifies and reports situations that affect client or staff members' health or safety.</li> <li>● Accesses, maintains and uses emergency equipment and supplies.</li> <li>● Maintains infection control principles.</li> <li>● Recognises and manages risks to provide care that best meets the needs and interests of clients and the public.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe how you promote a physical environment that is safe for health consumers.</li> <li>● 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.</li> <li>● Consider what actions reduce risk, promote safety and wellbeing e.g., prevention of cross-infection, falls prevention, maintenance of skin integrity, nutrition and hydration.</li> <li>● Ensures up to date knowledge/certification relevant to area of practice.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe a time when you identified and responded to a situation that impacted on a health consumer's safety, independence, quality of life and health.</li> <li>● 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.</li> <li>● Identifies and responds to complex situations that impact on the physical and social environment to maximize health consumer safety, independence and quality of life and health.</li> <li>● Evaluates and reflects on won practice and supports others to ensure health consumers/colleague safety and risk reduction (e.g., knowledge and practice of medication administration, evidence-based treatments and interventions).</li> <li>● Actively involved in resource role for ensuring safe environments e.g., infection control, health and safety, restraint minimization/ de-escalation, CPR instructor.</li> <li>● Demonstrates ability to match resources to demands and monitors health consumer outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe a time when you have role modeled how to identify and respond to a complex situation that impacted in a health consumer's safety, independence or quality of life and health.</li> <li>● Describe an environmental issue or problem that was affecting health consumer safety, independence or quality of life and your leadership in minimising the risk.</li> <li>● Consider the actions you proactively took to reduce risk, promote safety and well-being e.g., the prevention of cross-infection, falls prevention, maintenance of skin integrity, nutrition and hydration.</li> <li>● Acts as resources and guides colleagues in complex situations to maximize health consumer safety, independence and quality of life and health.</li> <li>● Acts as a resource for the development of safe practice skills and provides clear insight and facilitates collective responsibility.</li> <li>● Acts as a role model and leader in risk management, including knowledge and promotion of safe practice of medication administration, evidence-based treatments and interventions.</li> <li>● Is actively involved in resource role for ensuring safe environments e.g., infection control link nurse, health and safety/environmental safety, restraint minimization/ de-escalation, CPR instructor.</li> </ul>

**1.5 Practices nursing in a manner that the patient/client determines as being culturally safe.**

*Culture is many things to many different people and the list below is by no means complete. Use a patient/client 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:**

- Applies the principles of cultural safety in own nursing practice.
- Recognises the impact of the culture of nursing on client care and endeavours to protect the client's wellbeing within this culture.
- Practises in a way that respects each client's identity and right to hold personal beliefs, values and goals.
- Assists the client to gain appropriate support and representation from those who understand the client's culture, needs and preferences.

**Competent**

- Describe how you modified your care to practice in a manner that the health consumer determined as being culturally safe.
- Consults with members of cultural and other groups as requested and approved by the health consumer. Reflects on his/her own practice and values that impact on nursing care in relation to the health consumer's age, ethnicity, culture, beliefs, gender, sexual orientation and/ or disability.

**Proficient**

- Describe a time when you adapted your practice to meet a health consumer's 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 be delivered to a health consumer or family/whaanau.
- Reflect on an occasion when you adapted your usual practice to meet a health consumer's cultural needs more appropriately. Note: allowing family to be present is not sufficient evidence.
- Role models culturally safe practice to meet health consumer's individual needs, beliefs, and values.
- 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 colleagues and able to seek ways to increase the acceptance of diversity.
- Recognizes the impact the organizational cultures 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 consumer to gain appropriate support and representation from those who understand the health consumer's culture, needs and preferences.

**Expert**

- Describe a time when you adapted your practice to meet a health consumer's cultural needs in a manner 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.
- Takes a lead role in the implementation of culturally safe practice to meet health consumer's individual needs, beliefs and values.
- Coach colleagues to respond to the individual needs, beliefs and values of health consumers in complex situations.
- Role models education and coaching of health team members to ensure culturally appropriate communication and information is used to ensure an effective outcome for the health consumer.
- Guides others to access resources/education that assist in understanding of cultural differences and the impact beliefs and values can have on own practice.
- Anticipates health consumer's social, cultural spiritual, physical, emotional and/or intellectual needs and role models the identification of suitable resources.
- Contributes to strategies that influence changes in practice to avoid the imposition of prejudice on others and provides advocacy when prejudice is apparent.

**NCNZ Competency and Competent Performance Indicator  
DOMAIN 2: Management of Nursing care**

**2.1 Provides planned nursing care to achieve identified outcome.**

*Use a patient/client example to illustrate this, you could consider:*

- *Care planning and discharge 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 care planning, involving clients and demonstrating an understanding of clients' rights, to make informed decisions.
- Demonstrates understanding of the processes and environments that support recovery.
- Identifies examples of the use of evidence in planned nursing care.
- Undertakes practice procedures and skills in a competent and safe way.
- Administers interventions, treatments and medications, (for example: intravenous therapy, calming and restraint), within legislation, codes and scope of practice; and according to authorised prescription, established policy and guidelines.

**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.
- An outcome is something that is expected to happen as a result of your planned care e.g., pain is reduced, wound heals, consumer self manages their condition. Think about the steps taken to achieve the expected outcome and the influencing factors that can impact on the plan e.g., health consumer acuity, skill ix, health consumer's functional leave and health literacy.

**Proficient**

- Describe a time you assisted colleagues to provide planned holistic nursing care (e.g., Te Hare Tapa Wha) to achieve identified outcomes for Maaori or other health consumers with complex needs, which is evidence based.
- Guides RN colleagues in planning and delivery of care.
- Demonstrates ability to guide colleagues in planning and delivery of care.
- Roles models best practice and acts as a resource in the teaching of colleagues in planning nursing care.
- Contributes at team level (MDT) in the management of complex cares.
- Demonstrates in-depth understanding of complex factors that contribute to health consumer health outcomes.

**Expert**

- Evidence of advanced skill in planning and providing leadership to colleagues regarding delivering nursing care to achieve identified outcomes for Maaori or health consumers with complex needs (e.g., Te Whare Tapa Wha).
- Include evidence of coordinating care for assigned health consumers and assisting colleagues with care planning/delivery.
- Expert level practice must include evidence of innovation to reduce the incidence and/or impact of chronic conditions, mortality or morbidity or improve end-of-life care.
- Provides planned holistic nursing care to achieve identified outcomes for health consumers with complex needs, guiding colleagues in planning and delivery of care.
- Acts as a resource and leads opportunities for teaching and coaching colleagues in the planning of holistic nursing care.
- Role models and coaches' others in the application of evidence-based knowledge, judgment and decision making in the planning of individualized, holistic and complex health consumer's care.
- Provides evidence that verifies a lead role in the transfer or referral of care (e.g., transfer, shift handover, discharge communicating health consumer/ community outcomes/response/changes) in consultation with the health consumer their family/whaanau and the health team.
- Coaches and supports colleagues in the management of health consumers with multiple/complex needs.



**2.2 Undertakes a comprehensive and accurate nursing assessment of clients in a variety of settings.**

*Common assessments in the clinical area, could include:*

- Admission assessment
- Triage (ED, Primary care)
- Cardiac Risk assessment screening
- Diabetes assessment
- Respiratory assessment
- Mental Health Assessments
- Psychosocial assessments
- *Use a patient/client example to illustrate the assessments used. Are the assessments evidence based?*

**Indicators:**

- Undertakes assessment in an organised and systematic way.
- Uses suitable assessment tools and methods to assist the collection of data.
- Applies relevant research to underpin nursing assessment.

**Competent**

- Describe a comprehensive and accurate assessment you completed that required a combination of direct health consumer assessment and physiological or other clinical parameters.
  - Consider the assessment components needed to give an accurate clinical picture.

**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.
- Conducts a comprehensive and accurate nursing assessment of the health consumer with complex needs in a variety of settings.
- Demonstrates timely, systematic and holistic partnership with complex health consumers, educating and supporting colleagues in effective use of assessment tools.
- Provides evidence that verifies and describes use of 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.

**Expert**

- Show evidence of your leadership in 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 the course of a life-limiting illness.
- Leads and acts as a resource in the comprehensive nursing assessment of the health consumer with complex needs.
- Role models expert practice/advanced assessment and enquiry skills with the complex health consumer. Educating, coaching and supporting health team members in the use of appropriate assessment tools and methods.
- Demonstrates use of critical analysis, reflection, advanced /expert diagnostic and enquiry skills and clinical knowledge in own nursing practice and communication to the health care team.
- Recognized by other nurses as being skilled in nursing assessment, self-auditing and measuring effectiveness of own assessment and coaching skills.
- Implements and coaches' others in the use of advanced skills in clinical and social assessment, physical examination and diagnostic reasoning.

**2.3 Ensures documentation is accurate and maintains confidentiality of information.**

*Using a patient/client example, consider issues such as:*

- Confidentiality
- Privacy and sharing of patient information to appropriate parties
- Patients' rights in information sharing
- Keeping records safe e.g., logging off, locking away notes
- Timeliness of record keeping
- Legalities of documentation

**Indicators**

- Maintains clear, concise, timely, accurate and current client records within a legal and ethical framework.
- Demonstrates literacy and computer skills necessary to record, enter, store, retrieve and organise data essential for care delivery.

**Competent**

- How do you ensure that your observations are recorded accurately? Consider the documentation standard and organization 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 information technology (IT) maintains confidentiality.

**Proficient**

- Describe your documentation including how your documentation is accurate, legible and objective and maintains confidentiality include evidence of guiding/assisting others to ensure a high standard if documentation is met. This could be through supporting colleagues with documentation, orientation and/or documentation audits.
- How do you ensure that your observations are recorded accurately? Consider the documentation standard and organization requirements that address accuracy and confidentiality of information. How you safeguard access to private electronic data/IT? What specific advice or education have you given to a colleague?
- Role models accurate, legible and objective documentation that maintains confidentiality in line with organization policies?
- Participates in ongoing reviews of documentation used within the practice setting to ensure documentation is effective and maintained within a legal and ethical framework.
- Ensures own nursing documentation is accurate, legible and objective as per organizational processes, ensuring health consumer confidentiality is maintained in own nursing practice, educating and assisting colleagues with this.

**Expert**

- Describe your documentation including how your documentation is accurate, legible and objective and maintains confidentiality include evidence of taking a lead role supporting others to ensure a high standard of documentation is met. This might be through supporting colleagues with documentation reviews, audits or orientation/teaching colleagues.
- Demonstrates accurate, legible and objective documentation that maintains confidentiality in line with organizational policies, guiding others to document information necessary for continuity of care and recovery.
- Takes a lead role in reviewing documentation compliance in line with organizational policies in the practice setting.
- Role modeling, education and coaching of colleagues to ensure documentation consistently meets legislative and organizational documentation standards.
- Demonstrates expertise and research strategies in developing documentation based on best practice.
- Prepares and analyses achievement of documentation standards for the service.

**2.4 Ensures the client has adequate explanation of the effects, consequences and alternatives of proposed treatment options.**

*Use a patient/client example to consider issues such as:*

- *A patient refused medication/treatment. What did you/they do and why?*
- *Legal - Informed consent, refusal of treatment, rights of clients*
- *How do you/they ensure your patient/client understands the information given?*
- *Health literacy*
- *Informed consent in difficult circumstances, e.g., impaired cognition, children & teens*
- *How did you/they prepare the client to participate in education?*
- *Enables clients to choose appropriate interventions/therapies by explaining options*
- *Client centred care*

Indicators:	Competent	Proficient	Expert
<ul style="list-style-type: none"> <li>• Provides appropriate information to clients to protect their rights and to allow informed decisions.</li> <li>• Assesses the readiness of the client to participate in health education.</li> <li>• Makes appropriate professional judgement regarding the extent to which the client is capable of participating in decisions related to his/her care.</li> <li>• Discusses ethical issues related to health care/nursing practice, (for example: informed consent, privacy, refusal of treatment and rights of formal and informal clients).</li> <li>• Facilitates the client's access to appropriate therapies or interventions and respects the client's right to choose amongst alternatives.</li> <li>• Seeks clarification from relevant members of the health care team regarding the individual's request to change and/or refuse care.</li> <li>• Takes the client's preferences into consideration when providing care.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a time when you ensured that your health consumer has adequate explanation of the effects, consequences and alternatives of your interventions.</li> <li>• Informed consent is a process rather than a one-off event. The elements of this process are effective communication, full information and freely given consent, how do you apply these elements to your health consumer care?</li> <li>• Consider a health literacy model such as the 3-step model for better health literacy. Step 1. Find out what people know. Step 2. Build people's knowledge and skills to meet their needs (health literacy). Step 3. Check you were clear (and if not go back to step 2).</li> </ul>	<ul style="list-style-type: none"> <li>• Guides and supports colleagues to use information and culturally appropriate communication to enable health consumer to make informed choices.</li> <li>• Informed consent is a process rather than a one-off event. The elements of this process are effective communication, full information and freely given consent. What was the issue with this and how did you resolve it?</li> <li>• Describe how you proactively resolved a problem to enable your health consumer to have adequate explanation of the effects, consequences and alternatives of a proposed treatment option.</li> <li>• Acts as a resource for colleagues in facilitating the health consumer's access to appropriate therapies or interventions and respects the health consumer's right to choose alternatives.</li> <li>• Demonstrates knowledge of area specific treatments, interventions and alternatives.</li> <li>• Role models advanced clinical knowledge and the ability to provide sound non-judgmental advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a time you took a lead role and coached colleagues in a complex situation to use culturally appropriate communication to enable health consumer to make an informed choice.</li> <li>• Informed consent is a process rather than a one-off event. The elements of this process are effective communication, full information and freely given competent consent. What was the issue with this and how did you resolve it?</li> <li>• Provides role modeling, education, coaching and support of health team members to ensure that organizational consent process is met</li> <li>• Is a recognized leader within the service providing in-depth knowledge and clinical overview of the treatment resources within the organization available to health consumers.</li> <li>• Takes a lead role and coaches colleagues in effective communication techniques that enable health consumers to make informed treatment choices.</li> </ul>

**2.5 Acts appropriately to protect oneself and others when faced with unexpected client responses, confrontations, personal threat or other crisis situations.**

**Use a patient/client example to illustrate your/their involvement in:**

- **Managing a Medical Emergency Team (MET) call**
- **Cardiac arrest**
- **Combative/Distressed/aggressive client**
- **Refusal of treatment**
- **Family/partner violence**
- **Management of safety issues for staff/colleagues**
- **Emergency response in natural disaster events such as fire or flood**

**Indicators:**

- Understands emergency procedures and plans and lines of communication to maximise effectiveness in a crisis situation.
- Takes action in situations that compromise client safety and wellbeing.
- Implements nursing responses, procedures and protocols for managing threats to safety within the practice environment.

**Competent**

- Describe your actions to protect yourself, your health consumer and/or other colleagues during an unexpected situation.
- What happened, what was the risk, to whom, what did you do and why did you do it? What guided your actions?

**Proficient**

- Evidence of leading and guiding unexpected/unpredictable situations skillfully and provides support to colleagues. What happened, what was the risk, to whom, what did you do and why did you do it? What guided your actions? What did you learn?
- Demonstrates ability to lead or actively manage a critical or unexpected event.
- Role models prioritisation and coordination of health consumer care during an emergency/acute situation.
- Role models effective and appropriate responsiveness to changing health status of health consumers.
- Acts as a role model in responding to situations of unexpected health consumer responses, confrontation, personal threat or other crisis situations.

**Expert**

- Evidence of leading and manages unexpected/unpredictable situations skillfully and provides support to colleagues. What happened, what was the risk, to whom, what were your thoughts and concerns and how did you ensure the safety of everyone?
- Actively manages and coaches colleagues to respond to unexpected health consumer responses, confrontation, personal threat or other crisis situations.
- Able to use expert knowledge to anticipate potential crisis and initiate early interventions to pre-empt or prevent.
- Applies expert knowledge in anticipating changes to health consumer health status, including education, coaching and support of colleagues.
- Management of a critical or unexpected event, and initiation of changes and/or education for emergency management.
- Provide evidence that verifies skillful leadership in emergency situations supporting skill development of less experienced colleagues.
- Manages an unstable situation until resolved setting priorities and delegating appropriately as required.

**2.6 Evaluates client's progress towards expected outcomes in partnership with clients.**

*Use a patient/client example to illustrate evaluating patient/client care with the patient/client in:*

- *Multidisciplinary Team (MDT) meetings*
- *Family meetings / Family conferences*
- *Care coordination*
- *Care planning and goal setting with patient/client/family*

**Indicators:**

- Identifies criteria for evaluation of expected outcomes of care.
- Evaluates the effectiveness of the client's response to prescribed treatments, interventions and health education in collaboration with the client and other health care team members. (Beginning registered nurses would seek guidance and advice from experienced registered nurses).
- Reflects on client feedback on the evaluation of nursing care and health service delivery.

**Competent**

- Describe what evaluation of care is and how you achieve this in partnership with health consumers.
- Think about the importance of evaluation and partnership. How do you do this?

**Proficient**

- Evidence of working in partnership and advocating on behalf of the health consumer and guides colleagues to negotiate understanding of expected outcomes effectively with health consumers, think about the importance of evaluation and partnership.
- How do you this, how and why was care altered as a result?
- Demonstrates ability to take a lead role in facilitating inter-professional team decision-making in partnership with health consumers to support best possible outcomes.
- Role models skilled advocacy in support of health consumer.
- Evaluates /revises expected outcomes of care in partnership with the health consumer and guides less experienced colleagues in evaluating progress.
- Role models effective nursing interventions and health education with health consumers to achieve expected outcomes.
- Advises less experienced nurses to enable them to negotiate understanding of expected outcomes effectively with health consumers.
- Role models and collaborates in care planning with health consumers to achieve identified outcomes.

**Expert.**

- Evidence of advocating on behalf of a health consumer and advising colleagues to negotiate understanding of expected outcomes effectively with the health consumer.
- Describe your participation in audit to evaluate care or service delivery. Describe the strategies proposed or out in place as a result of the findings. Provide references to support the change.
- Evaluation of practice is evidenced by audit results. Description of the audit itself should be brief as emphasis is on the strategy to improve health outcomes.
- Provides leadership to colleagues when evaluating progress in partnership with health consumers, and revises/audits nursing care to ensure expected outcomes are met.
- Takes a lead role in facilitating inter-professional team decision making in partnership with health consumers to support best possible outcomes.
- Provides nursing leadership/collaborative approach in guiding and supporting others to evaluate the effectiveness of the health consumer's response to prescribed treatments and interventions in collaboration with the health consumer.

**2.7 Provides health education appropriate to the needs of the client within a nursing framework.**

*Use a patient/client example to illustrate how you/they:*

- *Educate a patient/client 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/they ensure your patient/client understands?*
- *Answer patient/client concerns, questions, and requests for more information*
- *Provide health promotion*

**Indicators:**

- Checks clients' level of understanding of health care when answering their questions and providing information.
- Uses informal and formal methods of teaching that are appropriate to the client's or group's abilities.
- Participates in health education and ensures that the client understands relevant information related to their health care.
- Educates client to maintain and promote health.

**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 1 find out what people know. Step 2. Build people's knowledge and skills to meet their needs. Step 3. Check you were clear (if not go back to step 2).

**Proficient**

- Describe how you support others to provide health education with a complex health consumer, including evaluation of health consumer's understanding.
- Describe an example of education you gave to a health consumer, how you evaluated its appropriateness and what you learnt from this experience.
- What did you teach them? How did you this in a way that was appropriate? What did you do to ensure that they understood and what was your learning?
- Provides evidence of complex discharge/transfer/rehabilitation/ palliative care coordination, demonstrating partnership and health education given to the health consumer.
- Provide evidence that verifies you implement health teaching and promotion appropriate to the health consumer and role models this to colleagues.
- Provides and supports others in the provision of health consumer health education to meet the complex needs of health consumers.
- Provides and facilitates an inter-professional approach to health consumer health education to meet the complex needs of health consumers.
- Actively participates in informal/formal teaching situations demonstrating the ability to identify learning needs of others.
- Development / review of health consumer education and/or health promotion resources.

**Expert**

- Describe a time when you provided leadership to others to provide health education to a complex 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/ whaanau involvement in care.
- Provides and facilitates an inter-professional approach to health consumer health education to meet the complex needs of Maaori and other health consumers,
- Provides leadership to colleagues in the coordination/ development of education that is appropriate to the health consumer's needs and evaluates the effectiveness of this with the health consumer.
- Arranges/ coordinates programmes to enhance health education appropriate to the needs to consumers within the service.
- Development/ revision and implementation of health consumer education and/or health promotion resources.

**2.8 Reflects upon, and evaluates with peers and experienced nurses, the effectiveness of nursing care.**

*Consider evidence like:*

- *Debriefs after critical events*
- *Regular team meeting to discuss patient/client care/progress*
- *One-on-one discussion with colleagues regarding issues with a patient/client's care*
- *Evaluations of care e.g., audits*
- *Situations where you/they reached your/their level of skill/knowledge and asked for assistance*

**Indicators:**

- Identifies one's own level of competence and seeks assistance and knowledge as necessary.
- Determines the level of care required by individual clients.
- Accesses advice, assistance, debriefing and direction as necessary.

**Competent**

- Describe how you reflect upon and evaluate care with peers and experienced nurses and why this is an important part of practice.
- Reflection is about reviewing and evaluating practice experience. How do you do this to inform and change your practice?

**Proficient**

- Evidence of seeking feedback on own performance and recognise limitations in own knowledge. Include evidence of supporting colleagues to reflect on their practice.
- Describe how you reflect upon and evaluate your practice with peers and experienced nurses and what you have learnt able effective nursing care as a result of this process.
- Reflection is about reviewing and evaluating practice experience. How do you do this to inform and change your practice and what was your learning?
- Uses and supports others to use reflective processes to explore their clinical and cultural decision-making and actions.
- Uses audit to evaluate the effectiveness of nursing care within the service.
- Explores evidence-based practice and decision-making to facilitate the growth and development of own and others practice.
- Participates in debriefing and in the development of colleagues in both formal and informal debriefing technique /processes.
- Actively participates and supports others in the use of reflection and evaluation of nursing care delivery.

**Expert**

- Describe your involvement in a debrief with colleague to enable reflection on practice.
- Reflection is about reviewing and evaluating practice experience. Expert nurses are expected to facilitate, coach and support this process for less experienced nurses.
- Explores practice and decision-making using an evidence base to facilitate the growth and development of own and nurse colleagues' clinical and cultural practice.
- Coaches and supports colleagues to reflect and evaluate their management of health consumers with multiple/complex needs.
- Contributes towards the effective management of the service, including evaluation of its effectiveness within the wider community.
- Facilitation /coordination of formal and informal debriefing processes, assisting colleagues to reflect and evaluate the effectiveness of nursing care.
- Explores evidence-based practice and decision-making to facilitate the growth and development of own and others practice.
- Contributes to nursing strategies at a local /regional/ national level.

**2.9 Maintains professional 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-graduate education (recent or current)*
- *Webinars*
- *Updating on new best practice, treatments, interventions, and guidelines.*
- *Examples for this competency should not include mandatory training or other training considered compulsory by your service/organisation.*

**Indicators:**

- Contributes to the support, direction and teaching of colleagues to enhance professional development.
- Updates knowledge related to administration of interventions, treatments, medications and best practice guidelines within area of practice.
- Takes responsibility for one's own professional development and for sharing knowledge with others.

**Competent**

- Describe an example of practice that meets one of the indicators in the column 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 (e.g., teaching, preceptorship, conference presentations, quality initiatives).
- Engages in formal nursing education to extend own and others practice.
- Actively receives, and or provides clinical supervision.

**Expert**

- Describe how you share knowledge gained with colleagues. If applicable, include teaching plan, presentation, poster, quality improvement project and feedback to validate your example.
- Contribution to nursing at a local/ regional/ national level e.g., committee involvement at organizational/ regional/ national committees, working parties etc.
- Provides leadership and mentoring for other staff members encouraging them to participate in professional development.
- Provide evidence that verifies formal education that is evidence-based to expand nursing practice.



**NCNZ Competency and Competent Performance Indicator  
DOMAIN 3: Interpersonal Communication**

**3.1 Establishes and maintains & concludes effective interpersonal relationships with patients/clients**

*Consider client/patient episodes of care where you/they may have used:*

- *Interviewing skills*
- *Counseling*
- *Respect, empathy, and rapport – particularly in difficult situations*
- *Gaining and maintain trust in patient/nurse relationships*
- *Concluding the nurse/patient relationship in difficult circumstances*
- *Professional boundaries*

**Indicators:**

- Initiates, maintains and concludes therapeutic interpersonal interactions with clients.
- Incorporates therapeutic use of self and psychotherapeutic communication skills as the basis for nursing care for clients with mental health needs.
- Utilises effective interviewing and counselling skills in interactions with clients.
- Demonstrates respect, empathy and interest in client.
- Establishes rapport and trust with the client.

**Competent**

- This competency is about therapeutic relationships and boundaries rather than communication. A therapeutic relationship differs from a person relationship or friendship. The relationship is guided by professional boundaries, practice and organisational codes.
- Describe a time when you created and maintained a therapeutic relationship and how you achieved a formal ending to the relationship.

**Proficient**

- Describe a time when you created and maintained a therapeutic relationship and how you achieved a formal ending to the relationship? What are the specific issues that can make this challenging?
- Role models and guides others in establishing, maintaining 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.

**Expert**

- Describe how you role model and coach others to establish, maintain, conclude a relationship and address challenges that may arise.
- Expert nurses are expected to have an in-depth understanding of how these boundaries can be crossed and support less experienced nurse to prevent this.
- Role models and coaches' others to establish, maintain and conclude therapeutic interpersonal relationships with health consumers with complex needs.
- Role modeling/ coaching of negotiation of therapeutic partnership with the health consumer, ensuring input of family/ whaanau as appropriate.
- Role modeling of professional boundaries and application to nursing practice, including education, coaching and support of team members in complex situations.
- Provides leadership that enhances constructive working relationships with a strong commitment toward self-care.
- Coaches' others in the resolution of complex issues.
- Challenge service strategies that do not demonstrate respect, empathy and interest in health consumer or health consumer groups.

**3.2 Practices nursing in a negotiated partnership with the client where possible.**

*Consider client/patient episodes of care where you/they have:*

- *Goal planning and setting with the client*
- *Discharge planning with patient/whaanau/family*
- *Client/patient centred care*
- *Advocated for patient/client/family/whaanau*
- *Worked with the client/patient to improve independent, safety and/or quality of life*

**Indicators:**

- Undertakes nursing care that ensures clients receive and understand relevant and current information concerning their health care that contributes to informed choice.
- Indicator: Implements nursing care in a manner that facilitates the independence, self-esteem and safety of the client and an understanding of therapeutic and partnership principles.
- Indicator: Recognises and supports the personal resourcefulness of people with mental and/or physical illness.
- Indicator: Acknowledges family/whanau perspectives and supports their participation in services.

**Competent**

- Describe how you negotiate a partnership with a health consumer to support independence.
- Nurse work in partnership with health consumers to ensure their needs and goals are met where possible.
- Think about the factors important in establishing and maintaining a partnership in your area of practice?

**Proficient**

- Evidence of treating health consumers and family/ whaanau with courtesy, respect and compassion, involves health consumer/ family/ whaanau in care and decision making. Describe how you provided guidance to others to negotiate care in partnership with the health consumer.
- Acts as a resource to help others to negotiate nursing care in partnership with the health consumer with complex needs.
- Provides evidence of effective advocacy for health consumers and supports/role models this to colleagues.
- Acts as a resource to other nurses on how to develop and conduct health consumers facilitated learning.
- Demonstrates ability, to play a significant role in the support of health consumer and/or colleagues.

**Expert**

- Evidence of treating health consumers and family/whanau with courtesy, respect and compassion, involves health consumer/ family/ whanau in care and decision making, describe the leadership you provided others to assist them to negotiate a partnership with the health consumer.
- Facilitates large and/ or broad scope health consumer/ whaanau discussions, achieving positive outcomes and actions.
- Coaches less experienced colleagues to understand and practice effective facilitation of therapeutic interpersonal relationships with health consumers.
- Role models/ coaches' colleagues in effective advocacy skills, ensuring appropriate support and representation for health consumers.

**3.3 Communicates effectively with the patient/client's and members of the health care team.**

*Consider client/patient episodes of care where you/they have:*

- *Worked with an interpreter to ensure effective communication*
- *Had to use diverse ways of communicating to a client*
- *Addressed health literacy*
- *Given client/family/whaanau more time to understand and process information*
- *Communicated differently with clients and families compared to health care professionals e.g., layman's terms compared to professional terminology*
- *Explaining jargon and acronyms to patients/whaanau*

**Indicators:**

- Uses a variety of effective communication techniques.
- Employs appropriate language to context.
- Provides adequate time for discussion.
- Endeavours to establish alternative communication methods when clients are unable to verbalise.
- Accesses an interpreter when appropriate.
- Discussions concerning clients are restricted to settings, learning situations and or relevant members of the health care team

**Competent**

- Describe a variety of communication techniques you use to communicate effectively with health consumers and members of the health care team.
- Consider the 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 how you use to communication techniques to communicate effectively with health consumers and members of the health care team when it is challenging.
- Consider the challenges that can occur. How do you use tools or approaches to optimize your communication with both health consumers and the health care team to overcome these?
- Demonstrates effective communication skills with health consumers and health team members and assists in the development of appropriate communication techniques/ methods/ resources.
- Provides education and support to members of the healthcare team to ensure that information is effectively communicated to the health consumer and others.
- Role models a range of communication skills to communicate effectively with health consumers, colleagues and members of the health care team.
- Is skilled at presenting complex information effectively with health consumers/families/ whaanau and colleagues.
- Demonstrates advanced skills in presenting complex information effectively with health consumers and colleagues.

**Expert**

- Describe a time when you utilized different methods of communication and how you role model and coach others to use appropriate communication. Could include but not limited to: verbal, phone, email, referrals, discharges, pamphlets etc.
- Role models a variety of effective communication techniques. Is skilled in presenting complex information effectively with health consumers/ families/ whaanau and colleagues.
- Proactively models behaviours that support effective team functioning. A skilled communicator and problem solver and facilitates collaborative collegial relationships.
- Leadership role in communication and collaborates with health consumer and health care team members, including advocacy for and promotion of nursing within the health care team.
- Demonstrates advanced negotiation skills achieving effective outcomes and resolutions.

**NCNZ Competency and Competent Performance Indicator  
DOMAIN 4: Interprofessional Health care & Quality Improvement**

**4.1 Collaborates and participates with colleagues and members of the health care team to facilitate and coordinate care.**

*Consider occasions when you/they have actively participated in:*

- *MDT meetings*
- *Family meetings/conferences*
- *Complex discharge planning*
- *Complex patient transfers to other hospitals/facilities*
- *Helped a new staff member work with the health care team e.g., nursing students, new graduates, iCAP nurses, HCAs*
- *Referrals to other health care professionals*
- *Acute patient care e.g., resuscitation, MET calls, deteriorating patient*

**Indicators:**

- Promotes a nursing perspective and contribution within the interprofessional activities of the health care team.
- Provides guidance and support to those entering as students, beginning practitioners and those who are transferring into a new clinical area.
- Collaborates with the health consumer and other health team members to develop plan of care.
- Maintains and documents information necessary for continuity of care and recovery.
- Develops a discharge plan and follow up care in consultation with the health consumer and other members of the health care team.
- Makes appropriate formal referrals to other health care team members and other health related sectors for health consumers who require consultation.

**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 guided others to coordinate care to assist health consumers to progress through the continuum of care and recovery. Could include but not be limited to: transfers, referrals and discharges.
- Demonstrates ability and supports others in assisting health consumers to progress through the continuum of care (e.g., referrals, transfers, discharges).
- Provides evidence of a collaborative team approach used to maintain continuity and enhance coordination of health consumer care including the communication of health consumer information to the health care team.
- Role models the ability to work collaboratively and to participate effectively with colleagues and other members of the healthcare team.
- Acts as a role model in providing a nursing perspective and contribution within the interprofessional activities of the health care team.
- Verify that your opinion on issue not problems is sought by others – both peers and managers.
- Proactive participation to represent the nursing perspective in care e.g., MDT, daily care.

**Expert**

- Describe a time you provided leadership to others, to coordinate care to assist health consumers to progress through the continuum of care and recovery. Could include but not limited to referrals, transfers, discharges,
- Provides leadership that enhances collaborative working relationships and strong interpersonal interactions between members of the health care team.
- Facilitates group discussions as a means to promote cohesive care and motivate others to plan/ achieve positive outcomes for health consumer/ service.
- Role models and coaches' colleagues in information sharing for care coordination, implementation of change, and problem solving, and recognizes team diversity.
- Provides leadership through effective communication and networking to assist health consumers with complex needs to progress through the continuum of care (e.g., referrals, transfers, discharges).
- Demonstrates collaboration in research/ changes to practice relevant to the area.

**4.2. Recognises and values the roles and skills of all members of the health care team in the delivery of care**

*Consider clinical situations where you/they have:*

- *Contributed to care coordination for a patient*
- *Provided another health care professional with information about a client e.g., referrals, treatments plans, interventions, medications*
- *Used a client/patient episode of care to illustrate knowledge of the resources and services available to support care and recovery*

**Indicators:**

- Contributes to the co-ordination of care to maximise health outcomes for the client.
- Collaborates, consults with and provides accurate information to the client and other health professionals about the prescribed interventions or treatments.
- Demonstrates a comprehensive knowledge of community services and resources and actively supports service users to use them.

**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 member's 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 the members of the team. Describe how you shared your 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 member's skills, knowledge and roles. Think about the value and contribution to team members and the colleagues you work most closely with. Consider the implications of this.
- Uses a collaborative approach with other disciplines to negotiate change.
- Demonstrates and shares with colleagues an in-depth understanding of the roles and skills of all members of the health care team in the delivery of holistic health consumer care.
- Actively works in partnership and role models the consultation and sharing of information with other health professionals on delivery of care to health consumers.

**Expert**

- Describe a time when you actively participated in a multidisciplinary process to contribute to a positive environment for change and how you provide leadership to colleagues.
- Provides leadership to colleagues in identification and access of appropriate health care team members and culturally appropriate services to maximize health consumers outcomes. Actively coordinates the skills of all the team to provide practice innovations that are evidence-based.
- Provides mentoring and role modeling to colleagues by promoting and facilitating their engagement in the delivery of inter-professional health care.
- Provides evidence of involvement and leadership and influence in service/organization/ professional issues.

**4.3 Participates in quality improvement activities to monitor and improve standards of nursing.**

*This could include:*

- *Reviewing policies, processes, or procedures*
- *Being involved in audits*
- *Recognising and acting on a practice issue that needs addressing*
- *Sharing best practice with colleagues*
- *Case presentations, teaching sessions, education of colleagues*
- *Quality initiatives*

**Indicators:**

- Reviews policies, processes, procedures based on relevant research.
- Recognises and identifies researchable practice issues and refers them to appropriate people.
- Distributes research findings that indicate changes to practice to colleagues.

**Competent**

- Explains why participation in quality improvement processes is important and give an example of one in which you have participated.

**Proficient**

- Describe a time when you initiated discussion in department/ organization quality improvement activities or describe a time when you participated in to improve the standard of nursing care.
- Initiates and guides quality improvement principles in nursing practice and contributes to quality involvement within area of practice including support and encouragement of others.
- Contributes to planning/ evaluation/ development / review of are a policy, participation in audits, evidence-based practice.
- Contributes to change processes to improve standards of nursing care.
- Provides evidence that verifies involvement in quality improvement activities (e.g., auditing, quality group).
- Contributes to or reviews nursing protocols, policies and assessments based on relevant research.

**Expert**

- Describe a quality initiative to contribute to the change process to improve the standard of nursing care. Describe your engagement with the key stakeholder/ wider service/ organization to achieve this goal.
- Researches, promotes and distributes findings that aim to inform and improve changes to nursing practice.
- Evidence of leadership, development and implementation of service plan and quality improvement projects within your area of practice, demonstrating significant improvement in health consumer outcomes.
- Initiates and guides quality monitoring and auditing processes demonstrating continuous improvement within area of practice.
- Takes a lead role in planning, implementing and evaluating evidence-based quality improvement activities to improve standards of nursing.
- Engages with Maaori and other key stakeholders to identify appropriate processes for the participation in quality improvement.
- Creates an environment in which innovative ideas and suggestions are encouraged.