

PNG Nursing Competency Standards

PAPUA NEW GUINEA

**NURSING COMPETENCY STANDARDS
(2002)**

**Nursing Council for Papua New Guinea
P. O. Box 841
Pt. Moresby**

**1st edition
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PAPUA NEW GUINEA NURSING COMPETENCY STANDARDS

Introduction

Nurses in Papua New Guinea are accountable to the community to provide safe and effective care. The law governing nursing practice is in the Medical Registration Act passed by National Parliament. The Nursing Council for Papua New Guinea is a statutory (legal) body that registers nurses and controls their practice.

In March 2002 a workshop in Port Moresby convened by the Nursing Council for Papua New Guinea and funded by World Health Organization developed the first draft of PNG Nursing Competency Standards¹. The workshop also produced draft Code of Ethics² and Code for Professional Conduct³ for nurses. Participants represented Nursing Council for PNG, community and hospital health services, urban health clinics, nurse administrators and nurse teachers in certificate and diploma programs, Training and Curriculum Unit, Human Resource Management Branch, Department of Health and PNG Nurses Association.

Professional Nursing Practice Standards

Professional nursing practice standards describe the actions of nurses in providing safe and effective practice. The aim is to make a positive contribution to health outcomes for the people of a country.

Standards for professional nursing practice integrate three components:

- Nursing Competency Standards
- Code of Ethics
- Code of Professional Conduct

Taken together, Nursing Competency Standards, Code of Ethics and Code of Professional Conduct describe the generic functions of the first level Registered Nurse.

PNG Nursing Competency Standards

The Nursing Competency Standards for Papua New Guinea are set out in seven areas of nursing practice under 'domains'. These are: professional and ethical practice, critical thinking and analysis, communication, management and leadership, management of client care, public health and health promotion; and partnership with community and services. Under each domain the standards for practice are separated into 15 Competency Units. Each competency unit is divided again into smaller parts called elements. The performance criteria of each element are used to evaluate whether or not the standard has been reached.

The Code of Ethics identifies the morals and ideals of the profession and provides nurses with a basis for self reflection as a professional and a guide to ethical practice. The Code of Professional Conduct identifies the minimum requirements for nursing practice and clarifies professional and unprofessional conduct. Legal and statutory authorities use the Codes as a basis of decision making when the conduct of professional nurses is in question. The Codes are printed in separate documents.

The Nursing Competency Standards together with the Code of Ethics and Code of Professional Conduct provide a framework for professional nursing practice and education in this country.

The functions of professional nursing practice standards are:

- To inform the community of the standards of practice, values and conduct expected of nurses;
- To communicate professional nursing standards to others providing health and related services;
- To identify the knowledge, skills and attitudes required by nurses and the complex nature of nursing activities.
- For nurses' self-assessment in daily practice;
- For ongoing appraisal of staff and workplace performance;
- For planning continuing education, staff development and in-service courses;
- For rationalising the workforce;
- To assess continuing fitness to practice;
- To assess nurses who wish to return to work after being away from the workforce for a defined period;
- To assess nurses who completed nursing courses outside Papua New Guinea;
- To provide the basis for developing competencies for specialty nursing areas;
- For nursing curriculum development and academic assessment;
- To ensure that graduates from accredited programs in various institutions can demonstrate nursing competency standards to become registered as nurses.

Development of Professional Nursing Standards in PNG

The first drafts of PNG Nursing Competency Standards, Code of Ethics and Code of Professional Conduct were circulated to PNG nurses and legal and medical personnel for their comments and additions. The comments and suggestions received were incorporated in second drafts and a small group met to finalise the documents for the first edition of Papua New Guinea Nursing Competency Standards.

The first edition will be evaluated in a year's time after nurses in various areas of practice, teaching and administration have had the opportunity to apply the standards.

Adaptation of Professional Nursing Practice Standards

The PNG Nursing Competency Standards, Code of Ethics and Code of Professional Conduct are based on the work of our nurse counterparts in Australia and New Zealand. Their professional nursing standards were adapted for PNG, and other competency standards developed for health service delivery unique to this country. Without access to the professional nursing standards of the two countries, PNG nurses would not have achieved the big task of producing professional nursing standards in a relatively short time.

Acknowledgements

The Nursing Council for Papua New Guinea acknowledges the work of the many, many nurses in Australia and New Zealand who have produced and refined their professional nursing competency standards over many years. These standards became the foundation for the development of professional nursing practice standards in Papua New Guinea. The Council wishes to thank them for their contribution to the advancement of the practice of nursing in this country.

Rita Konilio
Registrar Nursing Council for Papua New Guinea

July 2002

**PAPUA NEW GUINEA
NURSING COMPETENCY STANDARDS**

1st Edition, July 2002

DOMAIN: PROFESSIONAL AND ETHICAL PRACTICE	
COMPETENCY UNIT 1 Practices nursing in accord with relevant legislation, common and customary law.	
Elements	Performance Criteria
1. Recognises common and customary laws and is mindful of the legal implications of nursing practice.	<ul style="list-style-type: none"> • Identifies relevant common and customary laws. • Identifies legislation governing nursing practice. • Manages and administers medications according to legal requirements. • Plans and provides nursing care within legal parameters.
2. Upholds law relating to management of care, appropriate to circumstances and resources.	<ul style="list-style-type: none"> • Identifies and maintains practices that are required by law e.g. client's rights to accept or refuse treatment; free and informed consent; confidentiality; freedom of movement; and duty of care. • Reports breaches of law to appropriate authorities.
3. Provides duty of care.	<ul style="list-style-type: none"> • Performs adequate and accurate assessment as the basis for all nursing interventions. • Performs nursing interventions according to recognised standards of practice. • Clarifies aspects of care with other members of health team.
4. Observes the obligations, policies, rules and regulations of the employing agency/institution.	<ul style="list-style-type: none"> • Documents accurately and communicates nursing interventions and observations immediately after performance. • Documentation conforms to legal requirements and institutional guidelines. • Adheres to the rules and policies of employing agency/institution.
5. Recognises unsafe practice and prevents its recurrence.	<ul style="list-style-type: none"> • Identifies unsafe practice. • Takes action to prevent unsafe practice. • Reports unsafe practices to the appropriate authority.

COMPETENCY UNIT 2		Provides nursing service in accord with ethical standards and practice codes of the nursing profession.
Elements	Performance Criteria	
Values and respects all people regardless of place of origin, race, politics, status, role, gender, culture, belief system and/or behaviour.	<ul style="list-style-type: none"> • Recognises own beliefs, values and prejudice that may compromise the provision of health care. • Delivers care that is sensitive to the individuality, rights and social bias of the client. • Responds to the spiritual and cultural beliefs of the client. 	
2. Recognises the spiritual needs of client/group related to the delivery of care.	<ul style="list-style-type: none"> • Responds to spiritual needs with compassion, kindness, humility, gentleness, patience and tolerance. 	
3. Creates, maintains and strengthens good relationships with others in the health team.	<ul style="list-style-type: none"> • Seeks opportunities to discuss professional matters with other health workers. • Acknowledges the contribution of each member of the health team. • Shares own knowledge and experience with others in the health team. 	
4. Develops attitudes and behaviours that foster own integrity and promotes the nursing profession.	<ul style="list-style-type: none"> • Acts responsibly and with honesty to maintain personal and professional integrity. • Maintains consistent quality nursing standards of practice in all settings. • Meets professional and institutional dress codes. 	
5. Maintains confidentiality of professional colleagues except where required by law to give evidence.	<ul style="list-style-type: none"> • Respects the rights of privacy and confidentiality relating to colleagues. • Discusses professional conduct of peers in a constructive manner when required. • Stores sensitive and confidential documents securely. • Seeks approval from appropriate authority to release confidential information when required by law. 	
6. Participates in the resolution of ethical issues.	<ul style="list-style-type: none"> • Identifies ethical issues in aspects of nursing practice. • Participates in group discussions to find appropriate solutions in ethical issues. 	

COMPETENCY UNIT 3		Practises client advocacy in all settings.
Elements	Performance Criteria	
1. Maintains client confidentiality.	<ul style="list-style-type: none"> • Limits the discussion of clients to relevant health team members. • Maintains client confidentiality in teaching/learning situations. • Maintains confidentiality of client records, personal information and interactions. 	

2. Upholds the rights of clients/groups to optimal health.	<ul style="list-style-type: none"> Identifies policies and practices that are detrimental to the health status of clients/groups. Supports changes that address detrimental health policies and practices. Promotes lifestyle practices that lead to optimal health.
3. Ensures that clients are adequately informed regarding the expected outcomes and possible adverse effects of all interventions.	<ul style="list-style-type: none"> Provides appropriate information within the nurse's scope of practice to assist the client in decision making. Confirms that the client has been adequately informed prior to signing a consent form.
4. Protects the client's right to decide and facilitates the decision-making process.	<ul style="list-style-type: none"> Determines extent of client's knowledge of health condition. Provides relevant information. Supports client in the decision-making process.
5. Identifies community resources available to promote optimal well-being.	<ul style="list-style-type: none"> Provides information about resources, support groups and facilities. Assists client in accessing these resources.

DOMAIN: CRITICAL THINKING AND ANALYSIS	
COMPETENCY UNIT 4 Acknowledges accountability and responsibility for own actions and outcomes and acts to enhance professional nursing practice.	
Elements	Performance Criteria
1. Uses professional standards of practice to assess the performance of self and others.	<ul style="list-style-type: none"> Undertakes regular self evaluation of own nursing practice. Seeks and considers feedback from colleagues and reflects critically on own nursing practice. Participates actively in performance review process.
2. Recognises the need for and participates in own professional development.	<ul style="list-style-type: none"> Identifies own professional development needs by reflecting on own practice. Seeks additional knowledge / information when in unfamiliar situations. Seeks support from colleagues in identifying learning needs. Seeks opportunities to undertake ongoing professional development activities, including continuing education.
3. Recognises the need for own care.	<ul style="list-style-type: none"> Identifies and seeks appropriate support for personal needs. Shares mutual experiences related to professional issues with colleagues.
4. Contributes to the learning experiences and professional development of others.	<ul style="list-style-type: none"> Coaches and mentors junior and new colleagues to assist in their development. Shares knowledge and mutual experiences with colleagues. Role models professional behaviour.
5. Reports errors of judgement and action	<ul style="list-style-type: none"> Acknowledges own errors. Reports promptly to appropriate health professional.

immediately to appropriate authority.	<ul style="list-style-type: none"> • Prepares incident report and submits to appropriate authority.
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COMPETENCY UNIT 5 Values research in contributing to development of nursing knowledge and improving standards of nursing practice.	
Elements	Performance Criteria
1. Acknowledges the importance of research in improving nursing outcomes.	<ul style="list-style-type: none"> • Identifies how research could contribute to nursing practice. • Communicates the importance and implications of research to colleagues. • Critically reviews outcomes of nursing activities with colleagues. • Identifies problems/issues relating to nursing practice which may be investigated using research methods.
2. Contributes to the process of nursing research.	<ul style="list-style-type: none"> • Demonstrates an understanding of own role in contributing to nursing research. • Contributes to research projects when possible by maintaining accurate records and related documentation.
3. Applies current nursing knowledge, skill, research and reflective practice to the provision of quality nursing.	<ul style="list-style-type: none"> • Seeks opportunities to gain further knowledge and skills from research findings relevant to nursing practice and shares them with others . • Seeks ways of improving nursing care by collecting, collating and analysing data and applying to nursing practice. • Seeks opportunities to adjust own practice in response to current literature, insights and processes that enhance the quality of nursing care.

DOMAIN: COMMUNICATION	
COMPETENCY UNIT 6 Communicates effectively to support client through the health care experience.	
Elements	Performance Criteria
1. Communicates effectively using formal and informal channels of communication.	<ul style="list-style-type: none"> • Takes responsibility for establishing rapport and trust with the client. • Interviews client to assess current knowledge, needs and problems. • Respects the boundaries of a professional relationship with the client. • Negotiates partnership that is empowering to the client and/or carer. • Uses interpreter where necessary. • Utilises range of effective communication techniques/methods. • Communicates clearly and appropriately, verbally or in writing, when giving instructions about client care to all

	involved.
2. Ensures accurate, retrievable documentation.	<ul style="list-style-type: none"> Records information promptly, legibly, clearly and concisely; using accurate spelling and accepted abbreviations; includes date and time. Files information according to guidelines. Retrieve information as required.
3. Uses lines of communication within the organisation.	<ul style="list-style-type: none"> Identifies lines of communication in the organisation. Delivers messages according to protocols and procedures.
4. Monitors health services delivery.	<ul style="list-style-type: none"> Uses standard forms to record and collate data. Disseminates information appropriately.

DOMAIN: MANAGEMENT AND LEADERSHIP	
COMPETENCY UNIT 7 Manages material and human resources appropriately.	
Elements	Performance Criteria
1. Uses information from current PNG National Health Plan and Minimum Standards to plan health services.	<ul style="list-style-type: none"> Participates in formulating annual plan based on priorities of PNG National Health Plan and Minimum Standards. Uses appropriate data to assist in identifying needs and priorities, setting short and long term goals and objectives and planning strategies to achieve goals.
2. Uses available resources to achieve maximum health outcomes at minimum cost.	<ul style="list-style-type: none"> Participates in implementing and monitoring the plan through providing health care and supervising other staff. Follows protocols and procedures. Uses resources wisely to contain costs. Participates in evaluating achievement of goals/objectives and cost containment.
3. Provides a role model for optimal health.	<ul style="list-style-type: none"> Maintains health and fitness through adequate nutrition, hygiene, elimination, sleep, rest and exercise. Takes measures to prevent infections and diseases related to alcohol, betel nut, nicotine and other drugs. Initiates and maintains satisfactory interpersonal relationships. Consults and collaborates with others. Displays problem solving and time management skills. Fosters development of spiritual beliefs.
4. Demonstrates leadership ability.	<ul style="list-style-type: none"> Takes responsibility for own actions and decisions. Strives for excellence in the quality of own work. Acknowledges others' skills and abilities. Is receptive to new ideas and is willing to learn. Promotes advocacy. Suggests ways of improving health service delivery.

DOMAIN: MANAGEMENT OF CARE	
COMPETENCY UNIT 8 Promotes environment which maximises client safety, independence, quality of life and health.	
Elements	Performance Criteria
1. Promotes a safe health care environment.	<ul style="list-style-type: none"> • Recognises potential physical, psychological and cultural risk to all in the health care environment. • Takes steps to promote safety. • Reports when equipment is not accessible, functional and/or suitable for the purpose. • Accesses, maintains and uses emergency equipment and supplies. • Acts appropriately to protect self and others in crisis / emergency / disaster situations. • Participates in management of emergency and disaster situations. • Maintains a safe and supportive environment when directing, delegating or supervising other staff. • Implements infection control policies and guidelines. • Promotes an environment that reduces risk of cross infection. • Participates in reviewing infection control standards. • Notifies safety hazards in the environment.
COMPETENCY UNIT 9 Practises nursing in a manner that respects the cultural and spiritual values of the client.	
Elements	Performance Criteria
1. Supports the needs of clients/groups in relation to their cultural and spiritual values.	<ul style="list-style-type: none"> • Recognises and respects the diverse cultural and spiritual values of people in PNG. • Recognises the impact of care on the culture on clients and endeavours to support their individual beliefs/traditions/way of life.
2. Acts to maintain the dignity, integrity and self-esteem of clients/groups.	<ul style="list-style-type: none"> • Identifies situations that may threaten the dignity/integrity/self esteem of clients/groups. • Provides information to clients/groups to enhance their control of their own health care. • Involves clients/groups/carers in making decisions about health care. • Affirms individual client/group differences. • Recommends support networks to clients/groups.

COMPETENCY UNIT 10 Carries out comprehensive and accurate nursing assessment of clients/groups in a variety of settings.

Elements	Performance Criteria
1. Uses a structured approach in the process of assessment.	<ul style="list-style-type: none"> • Uses a standard framework when obtaining health history and gathering data. • Uses a range of data gathering techniques (observation, interview, physical examination and measurement) from available sources (client; group; family; significant others; previous health records; health care team) to obtain subjective and objective data relating to physiological, psychological, spiritual, socioeconomic and cultural variables on an ongoing basis. • Records the findings in appropriate format. • Confirms data with clients/groups and members of the health care team.
2. Analyses and interprets data accurately.	<ul style="list-style-type: none"> • Identifies actual and potential health problems through accurate interpretation of data. • Identifies changes in the health status of clients. • Identifies and documents nursing diagnoses in the appropriate format. .

COMPETENCY UNIT 11 Formulates a plan of care in collaboration with clients / groups.

Elements	Performance Criteria
1. Establishes priorities to address identified health needs in consultation with clients/groups.	<ul style="list-style-type: none"> • Determines priorities of care and intervention, based on nursing assessment client/group needs and preferences, values and beliefs and current nursing knowledge and research.
2. Identifies expected outcomes including a time frame for achievement in consultation with clients/groups.	<ul style="list-style-type: none"> • Establishes short and long term goals in collaboration with clients/groups that include conditions for achievement of outcomes. • Writes goals/objectives/outcomes that are appropriate, measurable and achievable in the time frame. • Identifies criteria to evaluate expected outcomes.
3. Develops plan of care in consultation with client/carer to achieve optimal health, rehabilitation or a dignified death.	<ul style="list-style-type: none"> • Identifies strategies in development of plan of care. • Discusses plan with client/carer and adjusts as necessary. • Documents the plan.

COMPETENCY UNIT 12 Implements planned nursing care to achieve identified outcomes within scope of competence.	
Elements	Performance Criteria
1. Provides planned care.	<ul style="list-style-type: none"> • Provides care according to plan using appropriate nursing interventions and techniques safely. • Uses an appropriate range of strategies to facilitate clients/groups achievement of short term and long term goals/objectives/outcomes. • Monitors responses to care and makes the necessary adjustments to plan of care. • Utilises resources effectively and efficiently in providing care. • Provides support/education to develop and/or maintain independent living skills. • Documents provision of care
2. Supports health team in planning for continuity of care as appropriate.	<ul style="list-style-type: none"> • Supports therapeutic interventions of other health team members. • Maintains and documents information necessary for continuity of care. • Responds to educational needs of client and/or carer. • Identifies appropriate community agencies to ensure continuity of care. • Refers client to community agency with written information and supplies needed to maintain continuity of care. • Documents plan of care.
3. Educates clients/groups to maintain and promote health.	<ul style="list-style-type: none"> • Identifies and documents specific educational requirements and requests of clients/groups/family/carers. • Plans teaching and identifies appropriate educational resources that may include other health professionals • Conducts formal and informal education sessions with clients/groups.

COMPETENCY UNIT 13 Evaluates progress towards expected outcomes, reviews and revises plans accordingly.	
Elements	Performance Criteria
1. Determines the progress of clients/groups towards planned outcomes.	<ul style="list-style-type: none"> • Evaluates clients/groups response to interventions. • Assesses the effectiveness of planned care in achieving outcomes.
2. Revises nursing intervention in accordance with evaluation data and determines further outcomes.	<ul style="list-style-type: none"> • Revises nursing interventions and priorities based on changes to client's/group's condition, needs or situational variation. • Documents and communicates revised and new information to other members of the health care team as required.

DOMAIN: PUBLIC HEALTH AND HEALTH PROMOTION	
COMPETENCY UNIT 14 Assists clients and community to achieve optimal health.	
Elements	Performance Criteria
1. Uses a structured approach in the process of assessment, delivery and evaluation of health promotion and health education for individuals and groups.	<ul style="list-style-type: none"> • Recognises the potential for health promotion and health education in nursing interventions. • Uses informal and formal methods to assess the needs of client/group. • Identifies the problems and formulates goals/objectives/outcomes and makes plan to solve them. • Selects health promotion material/programs to meet client/group needs. • Uses formal and informal methods of teaching appropriate to client/group. • Evaluates client's/group's achievement of goals/objectives/outcomes. • Evaluates achievements of targets in health service delivery.
2. Participates in health promotion.	<ul style="list-style-type: none"> • Ensures sufficient equipment, supplies and appropriate health teaching resources are available. • Uses local networks to and resources for notification. • Provides opportunities for individuals / groups to voice their concerns. • Conducts or supervises health education / promotion program. • Records activities on standard forms. • Utilises 'Healthy Islands Approach' concept in health program activities.
3. Assists in management of epidemics.	<ul style="list-style-type: none"> • Consults notifiable diseases list and notifies supervisor when relevant. • Completes necessary forms to report an epidemic and its initial assessment. • Carries out instructions in Public Health Manual to control specific diseases. • Monitors progress of epidemic and reports to supervisor.

DOMAIN: PARTNERSHIP WITH COMMUNITY AND SERVICES	
COMPETENCY UNIT 15 Promotes a nursing perspective to work in partnership with other sectors in promoting health.	
Elements	Performance Criteria
1. Recognises the roles of each member of the team in the delivery of health care.	<ul style="list-style-type: none"> • Invites the client and groups in the community such as teachers, community and church groups, to assist in achieving optimal health outcomes. • Utilises community resources to maximise health outcomes for clients.

2. Establishes and maintains working relationships with all members of the health care team.	<ul style="list-style-type: none"> • Promotes the contribution of nursing to health care. • Establishes working relationships and collaborates with colleagues and other members of the health team and the client to achieve and maintain relationships.
3. Participates with other members of the health care team and clients/groups in decision making.	<ul style="list-style-type: none"> • Consults and collaborates with other members of the health team. • Documents progress and continues ongoing communication and collaboration with other team members.

¹ Adapted from Australian Nursing Council Inc. (ANCI) *National Competency Standards for the Registered Nurse* 3rd Ed. 2000 and Nursing Council of New Zealand *Guidelines for Competence-based Practising Certificates for Registered Nurses* May 2000

¹ Adapted from *Philosophy and Code of Ethics for Nurses in PNG* 1988 and Australian Nursing Council Inc. (ANCI) *Code of Ethics for Nurses in Australia*, 1999

¹ Adapted from Australian Nursing Council Inc. (ANCI) *Code of Professional Conduct* March 1999 and New Zealand Nursing Council of New Zealand *Code of Conduct for Nurses and Midwives* RP September 1999.

**PNG NURSING COMPETENCY STANDARDS FOR END OF 3RD,
2ND and 1ST YEAR STUDENTS**

DOMAIN: PROFESSIONAL AND ETHICAL PRACTICE	
COMPETENCY UNIT 1 Practices nursing in accord with relevant legislation, common and customary law.	
Elements	Performance Criteria
1. Recognises common and customary laws and is mindful of the legal implications of nursing practice.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to identify relevant common and customary laws based on practice experience. • Administers medications under appropriate supervision. • Follows plans in providing nursing care within legal parameters, under supervision. • Begins to identify legislation governing nursing practice. <p>2nd Year</p> <ul style="list-style-type: none"> • Identifies relevant common and customary laws based on their practice experience. • Identifies legislation governing nursing practice. • Administers medications following agency protocols, under supervision as necessary. • Plans and provides nursing care within legal parameters under supervision as necessary. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies relevant common and customary laws. • Identifies legislation governing nursing practice. • Manages and administers medications according to legal requirements. • Plans and provides nursing care within legal parameters.

<p>2. Upholds law relating to management of care, appropriate to circumstances and resources.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Participates in obtaining client's informed consent. • Identify client's rights to accept or refuse treatment. • Reports and documents client's refusal of treatment to senior staff. • Maintains confidentiality of client and the organization. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in obtaining client's informed consent. • Observes client's rights to accept or refuse treatment. • Document and reports client's refusal of treatment to senior staff. • Maintains confidentiality of client and the organisation. • Identifies breaches of law and reports to senior staff. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies and maintains practices that are required by law e.g. client's rights to accept or refuse treatment; free and informed consent; confidentiality; freedom of movement; and duty of care. • Reports breaches of law to appropriate authorities.
<p>3. Provides duty of care.</p>	<p>1st year</p> <ul style="list-style-type: none"> • Observe and assist with adequate and accurate assessment as the basis for all nursing interventions. • Begin to recognize basic nursing intervention according to recognized standard of practice. • Observe aspects of care with other members of health team. <p>2nd year</p> <ul style="list-style-type: none"> • Participates in adequate and accurate assessment as the basis for all nursing interventions. • Identify and assist in nursing interventions according to recognized standards of practice. • Identify all aspects of care with other members of health team. <p>3rd year</p> <ul style="list-style-type: none"> • Performs adequate and accurate assessment as the basis for all nursing interventions. • Performs nursing interventions according to recognized standards of practice. • Clarifies aspects of care with other members of health team.

<p>4. Observes the obligations, policies, rules and regulations of the employing agency / institution.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Consults relevant documents for policies, rules and regulations of organisation. • Documents care accurately and immediately after performance under supervision. • Checks with senior staff that documentation is accurate and appropriate. <p>2nd Year</p> <ul style="list-style-type: none"> • Documents accurately and communicates nursing interventions and observations immediately after performance. • Documentation conforms to legal requirements and institutional guidelines under supervision as necessary. • Adheres to the rules and policies of employing agency/institution. <p>3rd Year</p> <ul style="list-style-type: none"> • Documents accurately and communicates nursing interventions and observations immediately after performance. • Documentation conforms to legal requirements and institutional guidelines. • Adheres to the rules and policies of employing agency/institution.
<p>5. Recognises unsafe practice and prevents its recurrence.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to identify unsafe practice and report to senior staff. • Discusses actions needed to prevent unsafe practice with senior staff. <p>2nd Year</p> <ul style="list-style-type: none"> • Identifies unsafe practice and reports to senior staff. • Discusses actions needed to prevent unsafe practice with senior staff.. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies unsafe practice and report to senior staff. • Takes action to prevent unsafe practice. • Reports unsafe practices to the appropriate authority.

COMPETENCY UNIT 2 Provides nursing service in accord with ethical standards and practice codes of the nursing profession.	
Elements	Performance Criteria
1. Values and respects all people regardless of place of origin, race, politics, status, role, gender, culture, belief system and/or behaviour.	1st Year <ul style="list-style-type: none"> • Begins to recognise own beliefs, values and prejudice that may compromise the provision of health care. • Begins to deliver care that is sensitive to the individuality, rights and social bias of the client. • Responds to the spiritual and cultural beliefs of the client and seeks support as necessary.
	2nd Year <ul style="list-style-type: none"> • Able to recognise own beliefs, values and prejudice that may compromise the provision of health care. • Participates in delivering care that is sensitive to the individuality, rights and social bias of the client. • Responds to the spiritual and cultural beliefs of the client.
	3rd Year <ul style="list-style-type: none"> • Recognises own beliefs, values and prejudice that may compromise the provision of health care. • Delivers care that is sensitive to the individuality, rights and social bias of the client. • Responds to the spiritual and cultural beliefs of the client.
2. Recognises spiritual needs of client/group related to the delivery of care.	1st Year <ul style="list-style-type: none"> • Responds to spiritual needs with compassion, kindness, humility, gentleness, patience and tolerance.
	2nd Year <ul style="list-style-type: none"> • Responds to spiritual needs with compassion, kindness, humility, gentleness, patience and tolerance.
	3rd Year <ul style="list-style-type: none"> • Responds to spiritual needs with compassion, kindness, humility, gentleness, patience and tolerance.

<p>3. Creates, maintains and strengthens good relationships with others in the health team.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to seek opportunities to discuss professional matters with other health workers. • Acknowledges the contribution of each member of the health team. • Shares own knowledge and experience with others in the health team. <p>2nd Year</p> <ul style="list-style-type: none"> • Seeks opportunities to discuss professional matters with other health workers. • Acknowledges the contribution of each member of the health team. • Shares own knowledge and experience with others in the health team. <p>3rd Year</p> <ul style="list-style-type: none"> • Seeks opportunities to discuss professional matters with other health workers. • Acknowledges the contribution of each member of the health team. • Shares own knowledge and experience with others in the health team.
<p>4. Develops attitudes and behaviours that foster own integrity and promotes the nursing profession.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to maintain consistent quality nursing standards of practice. • Consults with senior staff to clarify aspects of care. • Meets professional and institutional dress codes. <p>2nd Year</p> <ul style="list-style-type: none"> • Acts responsibly and with honesty to maintain personal and professional integrity. • Maintains consistent quality nursing standards of practice in most settings. • Meets professional and institutional dress codes. <p>3rd Year</p> <ul style="list-style-type: none"> • Acts responsibly and with honesty to maintain personal and professional integrity. • Maintains consistent quality nursing standards of practice in all settings. • Meets professional and institutional dress codes.

<p>5. Maintains confidentiality of professional colleagues except where required by law to give evidence.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Respects the rights of privacy and confidentiality relating to colleagues. • Refers requests for patient's or organisation's documents to senior staff. <p>2nd Year</p> <ul style="list-style-type: none"> • Respects the rights of privacy and confidentiality relating to colleagues. • Stores sensitive and confidential documents securely. • Refers requests for patient's or organisation's documents to senior staff. <p>3rd Year</p> <ul style="list-style-type: none"> • Respects the rights of privacy and confidentiality relating to colleagues. • Discusses professional conduct of peers in a constructive manner when required. • Stores sensitive and confidential documents securely. • Seeks approval from appropriate authority to release confidential information when required by law.
<p>6. Participates in the resolution of ethical issues.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to discuss ethical issues related to nursing practice with colleagues. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in discussions of ethical issues related to nursing practice with colleagues. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies ethical issues in aspects of nursing practice. • Participates in group discussions to find appropriate solutions in ethical issues.

COMPETENCY UNIT 3 Practises client advocacy in all settings.	
Elements	Performance Criteria
<p>1. Maintains client confidentiality.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Limits discussion of clients to relevant health team members. • Maintains client confidentiality in teaching/learning situations. • Maintains confidentiality of client records, personal information and interactions <p>2nd Year</p> <ul style="list-style-type: none"> • Limits discussion of clients to relevant health team members. • Maintains client confidentiality in teaching/learning situations. • Maintains confidentiality of client records, personal information and interactions. <p>3rd Year</p> <ul style="list-style-type: none"> • Limits discussion of clients to relevant health team members. • Maintains client confidentiality in teaching/learning situations. • Maintains confidentiality of client records, personal information and interactions.

<p>2. Upholds the rights of clients/groups to optimal health.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Promotes lifestyle practices that lead to optimal health. <p>2nd Year</p> <ul style="list-style-type: none"> • Identifies policies and practices that are detrimental to the health status of clients/groups. • Supports changes that address detrimental health policies and practices. • Promotes lifestyle practices that lead to optimal health. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies policies and practices that are detrimental to the health status of clients/groups. • Supports changes that address detrimental health policies and practices. • Promotes lifestyle practices that lead to optimal health.
<p>3. Ensures that clients are adequately informed regarding the expected outcomes and possible adverse effects of all interventions.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Observes when clients are provided with information relating to informed consent. • Reports to senior staff if the client appears to be unsure of the procedure that they have consented to. <p>2nd Year</p> <ul style="list-style-type: none"> • Assists in providing appropriate information within the nurse's scope of practice to assist the client in decision making. • Reviews with the client their understanding of the expected outcomes and possible adverse effects of the procedure to which they have consented. <p>3rd Year</p> <ul style="list-style-type: none"> • Provides appropriate information within the nurse's scope of practice to assist the client in decision making. • Confirms that the client has been adequately informed prior to signing a consent form.
<p>4. Protects the client's right to decide and facilitates the decision-making process.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Reports to senior staff when the client needs further information about a procedure before giving consent. <p>2nd Year</p> <ul style="list-style-type: none"> • Determines extent of client's knowledge of health condition. • Provides relevant information. • Supports client in the autonomous decision-making process. <p>3rd Year</p> <ul style="list-style-type: none"> • Determines extent of client's knowledge of health condition. • Provides relevant information. • Supports client in the autonomous decision-making process.

<p>5. Identifies community resources available to promote optimal well-being.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Observes the processes of acquiring information and accessing community resources. <p>2nd Year</p> <ul style="list-style-type: none"> • Seeks information about resources, support groups and facilities. • Obtains information for client on accessing community resources. <p>3rd Year</p> <ul style="list-style-type: none"> • Provides information about resources, support groups and facilities. • Assists client in accessing these resources.
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DOMAIN: CRITICAL THINKING AND ANALYSIS

COMPETENCY UNIT 4 Acknowledges accountability and responsibility for own actions and outcomes and acts to enhance professional nursing practice.

Elements	Performance Criteria
<p>1. Uses professional standards of practice to assess the performance of self and others.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to undertake regular self evaluation of own nursing practice. • Begins to seek and consider feedback from colleagues and trained staff and reflects critically on own nursing practice. <p>2nd Year</p> <ul style="list-style-type: none"> • Undertakes regular self-evaluation of own nursing practice. • Seeks and considers feedback from colleagues and trained staff and reflects critically on own nursing practice. <p>3rd Year</p> <ul style="list-style-type: none"> • Undertakes regular self-evaluation of own nursing practice. • Seeks and considers feedback from colleagues and reflects critically on own nursing practice. • Participates actively in performance review process.
<p>2. Recognises the need for and participates in own professional development.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Seeks additional knowledge / information when in unfamiliar situations. • Seeks support from colleagues and trained staff in identifying learning needs. <p>2nd Year</p> <ul style="list-style-type: none"> • Seeks additional knowledge / information when in unfamiliar situations. • Seeks support from colleagues and trained staff in identifying learning needs. • Begins to reflect on own practice and identify own professional development needs. • Accepts being coached and mentored in own professional

	<p>development.</p> <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies own professional development needs by reflecting on own practice. • Seeks additional knowledge / information when in unfamiliar situations. • Seeks support from colleagues in identifying learning needs. • Seeks opportunities to undertake ongoing professional development activities including continuing education.
3. Recognises the need for own care.	<p>1st Year</p> <ul style="list-style-type: none"> • Identifies and seeks appropriate support for personal needs. • Shares mutual experiences related to professional issues with colleagues and trained staff. <p>2nd Year</p> <ul style="list-style-type: none"> • Identifies and seeks appropriate support for personal needs. • Shares mutual experiences related to professional issues with colleagues and trained staff. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies and seeks appropriate support for personal needs. • Shares mutual experiences related to professional issues with colleagues.
4. Contributes to the learning experiences and professional development of others.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to follow role models of professional behaviour. <p>2nd Year</p> <ul style="list-style-type: none"> • Begins to share knowledge and mutual experiences with colleagues and trained staff. • Role models professional behaviour. <p>3rd Year</p> <ul style="list-style-type: none"> • Coaches and mentors junior and new colleagues to assist in their development. • Shares knowledge and mutual experiences with colleagues. • Role models professional behaviour.
5. Reports errors of judgement and action immediately to appropriate authority.	<p>1st Year</p> <ul style="list-style-type: none"> • Acknowledges own errors. • Reports promptly to appropriate health professional. • Begins to understand the rationale for writing an incident report. <p>2nd Year</p> <ul style="list-style-type: none"> • Acknowledges own errors. • Reports promptly to appropriate health professional. • Prepares incident report under supervision and submits to appropriate authority. <p>3rd Year</p> <ul style="list-style-type: none"> • Acknowledges own errors. • Reports promptly to appropriate health professional. • Prepares incident report and submits to appropriate authority.

COMPETENCY UNIT 5 Values research in contributing to development of nursing knowledge and improving standards of nursing practice.

Elements	Performance Criteria
1. Acknowledges the importance of research in improving nursing outcomes.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to identify how research could contribute to nursing practice. <p>2nd Year</p> <ul style="list-style-type: none"> • Discusses outcomes of nursing activities with colleagues. • Begins to identify problems/issues relating to nursing practice which may be investigated using research methods. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies how research could contribute to nursing practice. • Communicates the importance and implications of research to colleagues. • Critically reviews outcomes of nursing activities with colleagues. • Identifies problems/issues relating to nursing practice which may be investigated using research methods.
2. Contributes to the process of nursing research.	<p>1st Year</p> <ul style="list-style-type: none"> • Observes data collection techniques in nursing research. <p>2nd Year</p> <ul style="list-style-type: none"> • Begins to demonstrate an understanding of own role in contributing to nursing research. • Assists in the collection of data. <p>3rd Year</p> <ul style="list-style-type: none"> • Demonstrates an understanding of own role in contributing to nursing research. • Contributes to research projects when possible by maintaining accurate records and related documentation.
3. Applies current nursing knowledge, skill, research and reflective practice to the provision of quality nursing.	<p>1st Year</p> <ul style="list-style-type: none"> • Reviews nursing research articles and shares information in tutorials with peers. <p>2nd Year</p> <ul style="list-style-type: none"> • Reviews nursing research articles and shares information in tutorials with peers. • Discusses relevant research literature with colleagues. • Begins to adjust own practice in response to current literature, insights and processes that enhance the quality of nursing care. <p>3rd Year</p> <ul style="list-style-type: none"> • Seeks opportunities to gain further knowledge and skills from research findings relevant to nursing practice and shares them with others. • Seeks ways of improving nursing care by collecting, collating and analysing data and applying to nursing practice. • Seeks opportunities to adjust own practice in response to current literature, insights and processes that enhance the quality of nursing care.

DOMAIN: COMMUNICATION	
COMPETENCY UNIT 6 Communicates effectively to support client through the health care experience.	
Elements	Performance Criteria
1. Communicates effectively using formal and informal channels of communication.	1st Year <ul style="list-style-type: none"> • Takes responsibility for establishing rapport and trust with the client. • Interviews client to assess current knowledge, needs and problems. • Respects the boundaries of a professional relationship with the client. • Begins to negotiate partnership that is empowering for the client and/or carer. • Uses interpreter where necessary. • Communicates clearly and appropriately, verbally and/or in writing, when giving instructions about client care to all involved.
	2nd Year <ul style="list-style-type: none"> • Takes responsibility for establishing rapport and trust with the client. • Interviews client to assess current knowledge, needs and problems. • Respects the boundaries of a professional relationship with the client. • Negotiates partnership that is empowering for the client and/or carer. • Uses interpreter where necessary • Utilises a range of effective communication techniques/methods. • Communicates clearly and appropriately, verbally and/or in writing, when giving instructions about client care to all involved.
	3rd Year <ul style="list-style-type: none"> • Takes responsibility for establishing rapport and trust with the client. • Interviews client to assess current knowledge, needs and problems. • Respects the boundaries of a professional relationship with the client. • Negotiates partnership that is empowering to the client and/or carer. • Uses interpreter where necessary. • Utilizes range of effective communication techniques/methods. • Communicates clearly and appropriately, verbally and/or in writing, when giving instructions about client care to all involved.
2. Ensures accurate.	1st Year

retrievable documentation.	<ul style="list-style-type: none"> Seeks assistance as necessary when recording information. Records information promptly, legibly, clearly and concisely; using accurate spelling and accepted abbreviations; includes date and time. Files information according to guidelines. <p>2nd Year</p> <ul style="list-style-type: none"> Records information promptly, legibly, clearly and concisely; using accurate spelling and accepted abbreviations; includes date and time. Files information according to guidelines. Retrieves information as required. <p>3rd Year</p> <ul style="list-style-type: none"> Records information promptly, legibly, clearly and concisely; using accurate spelling and accepted abbreviations; includes date and time. Files information according to guidelines. Retrieves information as required.
3. Uses lines of communication within the organisation.	<p>1st Year</p> <ul style="list-style-type: none"> Identifies lines of communication in the organisation. Delivers messages according to protocols and procedures. <p>2nd Year</p> <ul style="list-style-type: none"> Identifies and uses appropriate lines of communication in the organisation. Delivers messages according to protocols and procedures <p>3rd Year</p> <ul style="list-style-type: none"> Uses appropriate lines of communication in the organisation. Delivers messages according to protocols and procedures.
4. Monitors health services delivery.	<p>1st year</p> <ul style="list-style-type: none"> Not applicable <p>2nd year</p> <ul style="list-style-type: none"> Participates in disseminating information appropriately. <p>3rd year</p> <ul style="list-style-type: none"> Uses standard forms to record and collate data. Disseminates information appropriately

DOMAIN: MANAGEMENT AND LEADERSHIP	
COMPETENCY UNIT 7 Manages material and human resources appropriately.	
Elements	Performance Criteria
1. Uses information from current PNG National Health Plan and Minimum Standards to plan health services.	<p>1st Year</p> <ul style="list-style-type: none"> Assists in collection of data for the next annual plan. Be familiar with the National Health Plan. <p>2nd Year</p> <ul style="list-style-type: none"> Assists in identifying needs and priorities, setting short and long term goals and objectives and planning strategies to achieve goals.

	<ul style="list-style-type: none"> • Be aware of the National Health Plan. <p>3rd Year</p> <ul style="list-style-type: none"> • Participates in formulating annual plan based on priorities of PNG National Health Plan and Minimum Standards. • Uses appropriate data to assist in identifying needs and priorities, setting short and long term goals and objectives and planning strategies to achieve goals.
2. Uses available resources to achieve maximum health outcomes at minimum cost.	<p>1st Year</p> <ul style="list-style-type: none"> • Follows protocols and procedures. • Uses resources wisely to contain costs. <p>2nd Year</p> <ul style="list-style-type: none"> • Follows protocols and procedures. • Uses resources wisely to contain costs. • Participates in evaluating achievement of goals/objectives and cost containment. <p>3rd Year</p> <ul style="list-style-type: none"> • Participates in implementing and monitoring the plan through providing health care and supervising other staff. • Follows protocols and procedures. • Uses resources wisely to contain costs. • Participates in evaluating achievement of goals/objectives and cost containment
3. Provides a role model for optimal health	<p>1st year</p> <ul style="list-style-type: none"> • Maintains health and fitness through adequate nutrition, hygiene, elimination, sleep, rest and exercise. • Takes measures to prevent infections and diseases related to alcohol, betel nut, nicotine and other drugs. • Initiates and maintains satisfactory interpersonal relationships. • Consults and collaborates with others. • Begins to display problem solving and time management skills. • Foster development of spiritual beliefs. <p>2nd year</p> <ul style="list-style-type: none"> • Maintains health and fitness through adequate nutrition, hygiene, elimination, sleep, rest and exercise. • Takes measures to prevent infections and diseases related to alcohol, betel nut, nicotine and other drugs. • Initiates and maintains satisfactory interpersonal relationships. • Consults and collaborates with others. • Displays problem solving and time management skills. • Foster development of spiritual beliefs. <p>3rd year</p> <ul style="list-style-type: none"> • Maintains health and fitness through adequate nutrition, hygiene, elimination, sleep, rest and exercise. • Takes measures to prevent infections and diseases related to alcohol, betel nut, nicotine and other drugs. • Initiates and maintains satisfactory interpersonal relationships. • Consults and collaborates with others. • Displays problem solving and time management skills.

	<ul style="list-style-type: none"> • Foster development of spiritual beliefs.
4. Demonstrate leadership ability	<p>1st year</p> <ul style="list-style-type: none"> • Takes responsibility for all actions and decisions. • Strives for excellence in the quality of own work. • Acknowledges others' skills and abilities. • Is receptive to new ideas and is willing to learn. • Begins to understand the role of the nurse as an advocate. <p>2nd year</p> <ul style="list-style-type: none"> • Takes responsibility for all actions and decisions. • Strives for excellence in the quality of own work. • Acknowledges others' skills and abilities. • Is receptive to new ideas and is willing to learn. • Seeks opportunities to participate in advocacy role. • Begins to think about ways of improving health service delivery. <p>3rd year</p> <ul style="list-style-type: none"> • Takes responsibility for all actions and decisions. • Strives for excellence in the quality of own work. • Acknowledges others' skills and abilities. • Is receptive to new ideas and is willing to learn. • Promotes advocacy. • Suggests ways of improving health service delivery.

DOMAIN:		MANAGEMENT OF CARE
COMPETENCY UNIT 8		Promotes environment which maximises client safety, independence, quality of life and health.
Elements	Performance Criteria	
1. Promotes a safe health care environment.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to recognise the potential physical risks to all people in the health care environment. • Observes protocols to reduce risk of cross infection. • Identifies and reports equipment needing maintenance, repair or replacement. • Begins to access and use emergency equipment and supplies. • Seeks help in crisis situations to protect self and others. • Assists in preventing and reducing risks in emergency and disaster situations. • Recognise and reports safety hazards in the environment. <p>2nd Year</p> <ul style="list-style-type: none"> • Recognises potential physical, psychological and cultural risk to all in the health care environment. • Observes protocols to reduce risk of cross infection. • Identifies and reports equipment needing maintenance, repair or replacement. 	

	<ul style="list-style-type: none"> • Accesses and uses emergency equipment and supplies. • Acts appropriately to protect self and others in crisis situations. • Gives assistance in preventing and reducing risks in emergency and disaster situations. • Notifies safety hazards in the environment. <p>3rd Year</p> <ul style="list-style-type: none"> • Recognises potential physical, psychological and cultural risk to all in the health care environment. • Take steps to promote safety. • Reports when equipment is not accessible, functional and / or suitable for the purpose. • Accesses, maintains and uses emergency equipment and supplies. • Acts appropriately to protect self and others in crisis / emergency/disaster situations. • Participates in management of emergency and disaster situations. • Maintains a safe and supportive environment when directing, delegating or supervising other staff. • Implements infection control policies and guidelines. • Promotes an environment that reduces risk of cross infection. • Participates in reviewing infection control standards. • Notifies safety hazards in the environment.
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COMPETENCY UNIT 9 Practises nursing in a manner that respects the cultural and spiritual values of the client.	
Elements	Performance Criteria
1. Supports the needs of clients/groups in relation to their cultural and spiritual values.	<p>1st Year</p> <ul style="list-style-type: none"> • Respects each client's identity and right to hold cultural and spiritual values and goals. • Begins to recognise and respect the diverse cultural and spiritual values of people in PNG. • Recognises and discusses the impact of care on the culture of clients and their individual beliefs/traditions/way of life. <p>2nd Year</p> <ul style="list-style-type: none"> • Begins to recognise and respect the diverse cultural and spiritual values of people in PNG. • Recognise the impact of care on the culture of clients and tries to support their individual beliefs/traditions/way of life. • Practises in a way that demonstrates respect for the client's identity and right to hold beliefs and values. <p>3rd Year</p> <ul style="list-style-type: none"> • Recognises and respects the diverse cultural and spiritual values of people in PNG. • Recognises the impact of care on the culture on clients and endeavours to support their individual beliefs/traditions/way of life.

<p>2. Acts to maintain the dignity, integrity and self-esteem of clients/groups.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Collects information about support networks. • Observes discussions involving clients/groups/carers when decisions are made about health care. <p>2nd Year</p> <ul style="list-style-type: none"> • Provides information to clients/groups to enhance their control of their own health care. • Participates in discussions involving clients/groups/carers when decisions are made about health care. • Affirms individual client/group differences. • Discusses support networks with clients/groups. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies situations that may threaten the dignity/integrity / self-esteem of clients/groups. • Provides information to clients/groups to enhance their control of their own health care. • Involves clients/groups/carers in making decisions about health care. • Affirms individual client/group differences. • Recommends support networks to clients/groups.
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COMPETENCY UNIT 10 Carries out comprehensive and accurate nursing assessment of clients/groups in a variety of settings.	
Elements	Performance Criteria
<p>1. Uses a structured approach in the process of assessment.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to make observations on client's health status using agency structure. • Interviews client to obtain or verify identifying information e.g. name, address, age etc. • Obtains baseline measurements e.g. temperature, pulse and respiration rates; blood pressure; weight and height. • Confers with senior nurse if unsure of findings. • Records and reports findings in an appropriate format. • Begins to consult previous health records. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in using a standard framework when obtaining health history and gathering data. • At a beginning level uses agency structure and protocols to interview client/parent/family/guardian using open-ended and closed questioning techniques to obtain health history; obtain measurements and conduct physical examination. • Records and reports findings in appropriate format. • Consults previous and current records including client's clinic records, diagnostic and laboratory tests. <p>3rd Year</p> <ul style="list-style-type: none"> • Uses a standard framework when obtaining health history and gathering data. • Uses a range of data gathering techniques (observation,

	<p>interview, physical examination and measurement) from available sources (client; group; family; significant others; previous and current health records that include clinic records; diagnostic and laboratory tests; medical diagnoses; and health care team) to obtain subjective and objective data relating to physiological, psychological, spiritual, socioeconomic and cultural variables, on an ongoing basis.</p> <ul style="list-style-type: none"> • Records the findings in appropriate format. • Confirms data with clients/groups and members of the health care team.
2. Analyses and interprets data accurately.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to identify actual and potential health problems based on subjective and objective data. • Begins to identify deviations from normal or improvements in health status of clients. • Begins to differentiate between medical and nursing diagnoses. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in identifying actual and potential health problems based on subjective and objective data. • Participates in identifying deviations from normal or improvements in health status of clients. • Participates in identifying and documenting client's needs and nursing diagnoses. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies actual and potential health problems through accurate interpretation of data. • Identifies changes in the health status of clients. • Identifies and documents nursing diagnosis in the appropriate format.

COMPETENCY UNIT 11 Formulates plan of care in collaboration with clients/groups.	
Elements	Performance Criteria
1. Establishes priorities to address identified health needs in consultation with clients/groups.	<p>1st Year</p> <ul style="list-style-type: none"> • Follows priorities of care and interventions in plan of care under supervision as necessary. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in determining priorities of care and intervention, based on nursing assessment client/group needs and preferences, values and beliefs and current nursing knowledge and research. <p>3rd Year</p> <ul style="list-style-type: none"> • Determines priorities of care and intervention, based on nursing assessment client/group needs and preferences, values and beliefs and current nursing knowledge and research.
2. Identifies expected outcomes including a time frame for	<p>1st Year</p> <ul style="list-style-type: none"> • Requests help to interpret nursing care plan when necessary. <p>2nd Year</p>

<p>achievement, in consultation with clients/groups.</p>	<ul style="list-style-type: none"> • Participates in establishing short and long term goals in collaboration with clients/groups that include conditions for achievement of outcomes. • Participates in writing goals/objectives/outcomes that are appropriate, measurable and achievable in the time frame. • Participates in identifying criteria to evaluate expected outcomes. <p>3rd Year</p> <ul style="list-style-type: none"> • Establishes short and long term goals in collaboration with clients/groups that include conditions for achievement of outcomes. • Writes goals/objectives/outcomes that are appropriate, measurable and achievable in the time frame. • Identifies criteria to evaluate expected outcomes.
<p>3. Develops plan of care in consultation with client/carer to achieve optimal health, rehabilitation or a dignified death.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to develop nursing care plan. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in identifying strategies to achieve short and long term goals in development of plan of care. • Participates in discussion of plans with client/carer and when adjustments are made. • Participates in documenting the plan. <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies strategies in development of plan of care. • Discusses plan with client/carer and adjusts as necessary. • Documents the plan.

COMPETENCY UNIT 12 Implements planned nursing care to achieve identified outcomes within scope of competence.	
Elements	Performance Criteria
1. Provides planned care	<p>1st Year</p> <ul style="list-style-type: none"> • Provides basic care according to plan. • Asks for help when unsure of prioritizing and implementing care. • Asks for help when unsure in monitoring responses to care. • Begins to utilise resources effectively and efficiently. • Observes provision of support/education to develop and/or maintain independent living skills. <p>2nd Year</p> <ul style="list-style-type: none"> • Provides care according to plan; obtaining assistance when necessary. • Consults senior nurse regarding appropriate strategies to facilitate achievement of goals / objectives / outcomes. • Monitors responses to care and consults senior nurse when necessary. • Utilises resources effectively and efficiently. • Participates in provision of support/education to develop and/or maintain independent living skills. <p>3rd Year</p> <ul style="list-style-type: none"> • Provides care according to plan using appropriate nursing interventions and techniques safely; obtaining assistance when necessary. • Uses an appropriate range of strategies to facilitate clients/groups achievement of short term and long term goals/objectives/outcomes. • Monitors responses to care and makes the necessary adjustments to plan of care. • Utilises resources effectively and efficiently in providing care. • Provides support/education to develop and/or maintain independent living skills. • Documents provision of care.

<p>2. Supports health team in planning for continuity of care as appropriate.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Identifies members and functions of health care team providing continuity of care. • Observes discussions of health team members re continuity of care; reads their comments in case notes. <p>2nd Year</p> <ul style="list-style-type: none"> • Discusses with other health team members their roles in the continuity of care. • Participates in discharge planning and referral to community agencies. • Participates in documenting plan of care. <p>3rd Year</p> <ul style="list-style-type: none"> • Supports therapeutic interventions of other health team members. • Maintains and documents information necessary for continuity of care. • Response to educational needs of client and/or carer. • Identifies appropriate community agencies to ensure continuity of care. • Refers client to community agency with written information and supplies needed to maintain continuity of care. • Documents plan of care.
<p>3. Educates clients/groups to maintain and promote health.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Observes the identification of specific educational needs of clients/groups/family/ carers and their documentation. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in identification and documentation of specific educational requirements and requests of clients/groups/family/carers. • Participates in planning teaching and in identifying appropriate educational resources that may include other health professionals <p>3rd Year</p> <ul style="list-style-type: none"> • Identifies and documents specific educational requirements and requests of clients/groups/family/carers. • Plans teaching and identifies appropriate educational resources that may include other health professionals. • Conducts formal and informal education sessions with clients/groups.

COMPETENCY UNIT 13 Evaluates progress towards expected outcomes, reviews and revises plans accordingly.	
Elements	Performance Criteria
<p>1. Determines the progress of clients/groups towards planned outcomes.</p>	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to use outcome criteria to evaluate client's responses to interventions. • Begins to evaluate effectiveness of own interactions/interventions in achieving outcomes.

	<ul style="list-style-type: none"> • Reports unexpected changes in client's progress to senior nurse. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in using outcome criteria to evaluate client's/group's responses to interventions. • Participates in evaluating effectiveness of planned care in achieving outcomes. <p>3rd Year</p> <ul style="list-style-type: none"> • Reports unexpected changes in client's progress to senior nurse. • Evaluate client's/group's responses to interventions. • Assesses the effectiveness of planned care in achieving outcomes.
2. Revises nursing interventions in accordance with evaluation data and determines further outcomes.	<p>1st Year</p> <ul style="list-style-type: none"> • Observes modification and implementation of care plan and re-evaluation of client's responses. • Reports unexpected changes in client's progress to senior nurse. • Observe documentation and communication of revised care plan. <p>2nd Year</p> <ul style="list-style-type: none"> • Participates in modifying plan and implementation of care based on changes to client's/group's condition, needs or situational variation. • Participates in re-evaluating outcomes of revisions to and implementation of care. • Participates in documentation and communication of revised care plan. <p>3rd Year</p> <ul style="list-style-type: none"> • Revises nursing interventions and priorities based on changes to client's/group's condition, needs or situational variation. • Documents and communicates revised and new information to other members of the health care team as required.

DOMAIN: PUBLIC HEALTH AND HEALTH PROMOTION EDUCATION

COMPETENCY UNIT 14 Assists clients and community to achieve optimal health.

Elements	Performance Criteria
1. Uses a structured approach in the process of assessment, delivery and evaluation of health promotion and health education for individuals and groups.	<p>1st Year</p> <ul style="list-style-type: none"> • Recognises the potential for health promotion and health education in nursing interventions. • Begins to participate in informal and formal methods of assessing needs. • Begins to participate in formulating plan to meet goals/objectives/outcomes. • Assists in selection of health promotion material/programs to meet client needs. • Observes formal and informal methods of teaching appropriate

	<p>to client/group.</p> <ul style="list-style-type: none"> • Begins to participate in evaluating client's/group's achievement of goals / objectives / outcomes. <p>2nd Year</p> <ul style="list-style-type: none"> • Recognises the potential for health promotion and health education in nursing interventions. • Participates in informal and formal methods of assessing needs. • Participates in formulating plan to meet goals/objectives/outcomes. • Selects health promotion material/programs to meet client needs. • Uses formal and informal methods of teaching appropriate to client/group. • Participates in evaluating client's/group's achievement of goals / objectives / outcomes. <p>3rd Year</p> <ul style="list-style-type: none"> • Recognises the potential for health promotion and health education in nursing interventions. • Uses informal and formal methods to assess the needs of client/group. • Identifies the problems and formulates goals/objectives/outcomes and makes plan to solve them. • Selects health promotion material/programs to meet client/group needs. • Uses formal and informal methods of teaching appropriate to client/group. • Evaluates client's/group's achievement of goals/objectives/outcomes. • Evaluates achievements of targets in health service delivery.
<p>2. Participates in health promotion.</p>	<p>1st year</p> <ul style="list-style-type: none"> • Ensures sufficient equipment, supplies and appropriate health teaching resources are available. • Uses local networks and resources for notification. • Provides opportunities for individuals / groups to voice their concerns. • Conducts informal health education/promotion sessions. • Records activities on standard forms. <p>2nd year</p> <ul style="list-style-type: none"> • Ensures sufficient equipment, supplies and appropriate health teaching resources are available. • Uses local networks and resources for notification. • Provides opportunities for individuals / groups to voice their concerns. • Participates in health education/promotion program. • Records activities on standard forms. • Begins to utilise 'Healthy Island Approach' concept in health program activities. <p>3rd year</p>

	<ul style="list-style-type: none"> • Ensures sufficient equipment, supplies and appropriate health teaching resources are available. • Uses local networks and resources for notification. • Provides opportunities for individuals / groups to voice their concerns. • Conducts or supervises health education/promotion program. • Records activities on standard forms. • Utilises ' Healthy Island Approach' concept in health program activities.
3. Assists in management of epidemics.	<p>1st year</p> <ul style="list-style-type: none"> • Begins to identify notifiable diseases. • Begins to participate in carrying out instruction to report on notifiable diseases/ epidemic and its initial assessment • Begins to participate in awareness program for notifiable diseases. <p>2nd year</p> <ul style="list-style-type: none"> • Consults notifiable diseases list and notifies supervisor when relevant. • Participates in completing necessary forms to report an epidemic and its initial assessment. • Participates in carrying out instructions in Public Health Manual to control specific diseases. • Participates in monitoring progress of notifiable diseases and/or epidemic and reports to supervisor. <p>3rd year</p> <ul style="list-style-type: none"> • Consults notifiable diseases list and notifies supervisor when relevant. • Completes necessary forms to report an epidemic and its initial assessment. • Carries out instructions in Public Health Manual to control specific diseases. • Monitors progress of epidemic and reports to supervisor.

DOMAIN: PARTNERSHIP WITH COMMUNITY AND SERVICES	
COMPETENCY UNIT 15 Promotes a nursing perspective when working in partnership with other sectors in promoting health.	
Elements	Performance Criteria
1. Recognises the roles of each member of the team in the delivery of health care.	<p>1st Year</p> <ul style="list-style-type: none"> • Begins to identify the roles and skills of the health care team that include nursing, the client, teachers, NGOs, community and church groups in promoting health. <p>2nd Year</p> <ul style="list-style-type: none"> • Identifies the roles and skills of the health care team, including

	<p>the client, teachers, NGOs, community and church groups in the promotion of health and begins to value them.</p> <ul style="list-style-type: none"> Identifies the role of nursing in health promotion. <p>3rd Year</p> <ul style="list-style-type: none"> Invites the client and groups in the community such as teachers, community and church groups, to assist in achieving optimal health outcomes. Utilizes community resources to maximize health outcomes for clients. Promotes the contribution of nursing to health care.
<p>2. Establishes and maintains working relationships with all members of the health care team.</p>	<p>1st Year</p> <ul style="list-style-type: none"> Begins to appreciate the importance of effective and ongoing collegial relationships. Consults with preceptor/ staff nurse, lecturer to maximize health gains for clients. <p>2nd Year</p> <ul style="list-style-type: none"> Begins to establish and maintain effective collegial relationships. Consults with preceptor, lecturer, or senior nurse to maximize health gains for client. <p>3rd Year</p> <ul style="list-style-type: none"> Establishes working relationships and collaborates with colleagues and other members of health team and the client to achieve and maintain relationship.
<p>3. Participates with other members of the health care team and clients/groups in decision making.</p>	<p>1st Year</p> <ul style="list-style-type: none"> Acknowledges the importance of consultation and collaboration of all members of health team in decision making. <p>2nd Year</p> <ul style="list-style-type: none"> Participates in consultation and collaboration with other members of health team. Discusses documentation of decision-making with other team members. <p>3rd Year</p> <ul style="list-style-type: none"> Consults and collaborates with other members of the health team. Documents progress and continues ongoing communication and collaboration with other team members.