

Self-assessment of RN Competency Writing Guide 2022

This document is developed to support undergraduate learners articulate their practice towards RN competency (2016)

During Clinical courses: BN701 BN702 BN704

Consider the clinical specialty of this placement. What legislation and guidelines inform your practice here? What clinical skills are transferable from other areas? What is specific to this area?

During Transition: BN720. In this course your RN partner will provide you with feedback for formative and assess your ability to meet competency at summative/

Clear, specific clinical examples

Maintain privacy of the person/patient/client, your colleagues, and the clinical area.

Statements such as "A patient with", "An elderly man with", "A young woman with" provide enough background information.

Keep patient care details to a minimum and focus on your **clinical care** and **clinical judgements**.

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

- *"When working with a patient with. I"*
- *"I recently cared for a patient with... and I.... "*
- *"For example, I recently" "*
- *"One of the patients allocated to my care" "*
- *"I was allocated a patient with... .."*

DOMAIN 1: Professional Responsibility

1.1 Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical, and relevant legislated requirements.

Indicator: Practises nursing in accord with relevant legislation/codes/policies and upholds health consumers rights derived from that legislation.

Indicator: Accepts responsibility for actions and decision making within scope of practice.

Indicator: Identifies breaches of law that occur in practice and reports them to the appropriate person(s).

Indicator: Demonstrates knowledge of, and accesses, policies, and procedural guidelines that have implications for practice.

Indicator: Uses professional standards of practice.

Professional

Clinical guidelines	Otago Polytechnic Medication and Fluid Guideline (2020)
Policies & procedures	Patient dignity
Code of Conduct	Professional Boundaries
Code of Health and Disability Services Consumers' Rights	

Ethical

Compulsory Treatment Orders	Code of Ethics (NZNO, 2019)
Restraint	Ethical dilemmas (autonomy, beneficence, justice, non-maleficence)

Legislation:

Mental Health Act	Infectious diseases reporting
HPCA Act	Medicines Act
Informed Consent	Enduring Power of Attorney
End of life Care	

1.2 Demonstrates the ability to apply the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice

Indicator: Understands the Treaty of Waitangi/Te Tiriti o Waitangi and its relevance to the health of Maori in Aotearoa/New Zealand.

Indicator: Demonstrates knowledge of differing health and socio-economic status of Maori and non-Maori.

Indicator: Applies the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice.

This must specifically refer to the care you give patients who identify as Maori.

Application of Whakamaua: Maori Health Action Plan 2020-2025

Addressing/assessing a Maori patients cultural needs

Maori Health Unit

Maori Models of Care

Addressing disparities in health of our Maori populations – what is the clinical specialty area you are working in. What are the statistics regarding health and health outcome for Maori in this setting?

Specific cultural needs of individual Maori patients e.g., return of body parts, Tapu and Noa, Taonga, family & Whanau needs.

Assisting colleagues in addressing Maori patients/populations cultural needs

Working with Maori health providers in the community

Services you have started to address health needs of Maori client/patient/group

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

Indicator: Understands accountability for directing, monitoring, and evaluating nursing care provided by enrolled nurses and others.

Indicator: Seeks advice from a senior registered nurse if unsure about the role and competence of enrolled nurses and others when delegating work.

Indicator: Takes into consideration the role and competence of staff when delegating work.

Indicator: Makes appropriate decisions when assigning care, delegating activities, and providing direction for enrolled nurses and others.

This could refer to other RNs, ENs, HCAs, supportworkers, caregivers, other healthcare professionals, other students.

Consider the Nursing Council Guidelines/flow chart regarding direction and delegation. How did you apply this?

Seeking advice from a senior colleague

Applied principles of direction and delegation

Examples of good decision making when delegating

When you handed over for a break, how did you delegate the care (Right activity, right circumstance, right person, right communication, right direction)

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

Indicator: Identifies and reports situations that affect health consumers or staff members' health or safety.

Indicator: Accesses, maintains, and uses emergency equipment and supplies.

Indicator: Maintains infection control principles.

Indicator: Recognises and manages risks to provide care that best meets the needs and interests of health consumers and the public.

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

What orientation have you completed to ensure you are a safe practitioner during clinical placement?

How are you assessing and minimizing risk?

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

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

Indicator: Applies the principles of cultural safety in own nursing practice.

Indicator: Recognises the impact of the culture of nursing on health consumers care and endeavours to protect the health consumers' wellbeing within this culture.

Indicator: Practises in a way that respects each health consumers' identity and right to hold personal beliefs, values and goals.

Indicator: Assists the health consumer to gain appropriate support and representation from those who understand the health consumer's culture, needs and preferences.

Indicator: Consults with members of cultural and other groups as requested and approved by the health consumers.

Indicator: Reflects on his/her own practice and values that impact on nursing care in relation to the health consumers' age, ethnicity, culture, beliefs, gender, sexual orientation and/or disability.

Indicator: Avoids imposing prejudice on others and provides advocacy when prejudice is apparent.

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.

- Religion
- Ethnic group
- Cultural group
- Age (youth, aged care)
- Employment (NZ defence force, nursing, police)
- Accommodation (corrections)
- Circumstances (refugee, Immigrant)
- Gender and sexual orientation
- Health e.g. Mental health, disability, hearing impaired
- Self-awareness

DOMAIN 2: Management of Nursing care

2.1 Provides planned nursing care to achieve identified outcomes

Indicator: Contributes to care planning, involving health consumers and demonstrating an understanding of health consumers' rights, to make informed decisions.

Indicator: Demonstrates understanding of the processes and environments that support recovery.

Indicator: Identifies examples of the use of evidence in planned nursing care.

Indicator: Undertakes practice procedures and skills in a competent and safe way.

Indicator: 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

- Discharge planning
- Care planning (ADPIE) how did your assessment inform care planning?
- Holistic care - how processes can support recovery
- Using evidence based practice in delivery of care
- Informed decision making
- Administration of interventions, treatments and medications within legal, policy and scope of practice.

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

<p>Indicator: Undertakes assessment in an organised and systematic way.</p> <p>Indicator: Uses suitable assessment tools and methods to assist the collection of data.</p> <p>Indicator: Applies relevant research to underpin nursing assessment.</p>	<p>Common assessments in your clinical area, could include:</p> <ul style="list-style-type: none"> • Admission assessment • Triage (ED, Primary care) • Cardiac Risk assessment screening • Diabetes assessment • Respiratory assessment • Mental Health Assessments • Psychosocial assessments • Assessment frameworks (COLDSPA, VIP, CWMS) <p>Use a patient/client example to illustrate the assessments you use. Are your assessments evidence based?</p>
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2.3 Ensures documentation is accurate and maintains confidentiality of information.

<p>Indicator: Maintains clear, concise, timely accurate and current health consumer records within a legal and ethical framework.</p> <p>Indicator: Demonstrates literacy and computer skills necessary to record, enter, store, retrieve and organise data essential for care delivery.</p>	<p>Using a patient/client example consider issues such as:</p> <ul style="list-style-type: none"> • Confidentiality • Privacy and sharing of patient information to appropriate colleagues • Patients' rights in information sharing • Keeping records safe e.g., logging off, locking away notes • Timeliness of record keeping • Legalities of documentation • Framework for documenting nursing process of care. • Applying documentation guidelines.
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2.4 Ensures the client has adequate explanation of the effects, consequences and alternatives of proposed treatment options.

<p>Indicator: Provides appropriate information to health consumers to protect their rights and to allow informed decisions.</p> <p>Indicator: Assesses the readiness of the health consumers to participate in health education.</p> <p>Indicator: Makes appropriate professional judgement regarding the extent to which the health consumer can participate in decisions related to his/her care.</p> <p>Indicator: Discusses ethical issues related to health care/nursing practice, (for example: informed consent, privacy, refusal of treatment and rights of formal and informal health consumers).</p> <p>Indicator: Facilitates the health consumer's access to appropriate therapies or interventions and respects the health consumer's right to choose amongst alternatives.</p> <p>Indicator: Seeks clarification from relevant members of the health care team regarding the individual's request to change and/or refuse care.</p> <p>Indicator: Takes the health consumer's preferences into consideration when providing care.</p>	<p>Use a patient/client example to consider issues such as:</p> <ul style="list-style-type: none"> • A patient refused medication/treatment. What did you do and why? • Legal - Informed consent, refusal of treatment, rights of clients • How do you ensure your patient/client understands the information given? • Health literacy • Informed consent in difficult circumstances, e.g. impaired cognition, children & teens • Is client ready to participate in education? • Enables clients to choose appropriate interventions/therapies by explaining options • Client centred care
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2.5 Acts appropriately to protect oneself and others when faced with unexpected client responses, confrontations, personal threat or other crisis situations.

<p>Indicator: Understands emergency procedures and plans and lines of communication to maximise effectiveness in a crisis situation.</p> <p>Indicator: Takes action in situations that compromise health consumer safety and wellbeing.</p> <p>Indicator: Implements nursing responses, procedures and protocols for managing threats to safety within the practice environment.</p>	<ul style="list-style-type: none"> • Participating in a MET call • Combative/Distressed/aggressive client • Refusal of treatment • Family/partner violence • Management of safety issues for staff/colleagues
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2.6 Evaluates client's progress towards expected outcomes in partnership with clients.

<p>Indicator: Identifies criteria for evaluation of expected outcomes of care.</p> <p>Indicator: Evaluates the effectiveness of the health consumer's response to prescribed treatments, interventions and health education in collaboration with the health consumer and other health care team members. (Beginning registered nurses would seek guidance and advice from experienced registered nurses).</p> <p>Indicator: Reflects on health consumer feedback on the evaluation of nursing care and health service delivery.</p>	<p>Use a patient/client example to illustrate evaluating patient/client care with the patient/client in:</p> <ul style="list-style-type: none"> • MDT meetings • Family meetings • Family conferences • Care coordination • Care planning and goal setting with patient/client/family • Releasing time to care documentation • Bedside handover
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2.7 Provides health education appropriate to the needs of the client within a nursing framework.

<p>Indicators Checks health consumers' level of understanding of health care when answering their questions and providing information.</p> <p>Indicator: Uses informal and formal methods of teaching that are appropriate to the health consumer's or group's abilities.</p> <p>Indicator: Participates in health education, and ensures that the health consumer understands relevant information related to their health care.</p> <p>Indicator: Educates health consumer to maintain and promote health.</p>	<p>Use a patient/client example to illustrate how you:</p> <ul style="list-style-type: none"> • 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 ensure your patient/client understands? How did you assess health literacy? • Answer patient/client concerns, questions and requests for more information. • Provide health promotion • How did you evaluate the effectiveness of education provided?
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2.8 Reflects upon, and evaluates with peers and experienced nurses, the effectiveness of nursing care.

<p>Indicator: Identifies one's own level of competence and seeks assistance and knowledge as necessary.</p> <p>Indicator: Determines the level of care required by individual health consumers.</p> <p>Indicator: Accesses advice, assistance, debriefing and direction as necessary.</p>	<p>Consider evidence like:</p> <ul style="list-style-type: none"> • 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 reached your level of skill/knowledge and asked for assistance <p>Reflection:</p> <p>For Action (before a process I discuss with the preceptor To ensure about to perform recommended best practice. Self-awareness knowledge deficit)</p> <p>In Action (in the moment notice, reflect, associate, consider)</p> <p>On Action (after process, what went well, what would do differently next time)</p>
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2.9 Maintains professional development.

<p>Indicator: Contributes to the support, direction and teaching of colleagues to enhance professional development.</p> <p>Indicator: Updates knowledge related to administration of interventions, treatments, medications and best practice guidelines within area of practice.</p> <p>Indicator: Takes responsibility for one's own professional development and for sharing knowledge with others.</p>	<p>Note the professional development completed that is specific to the area of practice. Required 60hr/3yr</p> <ul style="list-style-type: none"> • 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. <p>Keep a record e.g</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Activity</th> <th>Time</th> <th>Integration in practice</th> </tr> </thead> <tbody> <tr> <td>2/2/2022 Oncology Basic</td> <td>2 hrs</td> <td>Ability to review blood tests. Awareness of the neutropenic pathway which enabled safe flow of care for patient presenting in ED</td> </tr> </tbody> </table>	Activity	Time	Integration in practice	2/2/2022 Oncology Basic	2 hrs	Ability to review blood tests. Awareness of the neutropenic pathway which enabled safe flow of care for patient presenting in ED
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2/2/2022 Oncology Basic	2 hrs	Ability to review blood tests. Awareness of the neutropenic pathway which enabled safe flow of care for patient presenting in ED					

DOMAIN 3: Interpersonal Communication

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

<p>Indicator: Initiates, maintains and concludes therapeutic interpersonal interactions with health consumers.</p> <p>Indicator: Incorporates therapeutic use of self and psychotherapeutic communication skills as the basis for nursing care for health consumers with mental health needs.</p> <p>Indicator: Utilises effective interviewing and counselling skills in interactions with health consumers.</p> <p>Indicator: Demonstrates respect, empathy and interest in health consumer.</p> <p>Indicator: Establishes rapport and trust with the health consumers.</p>	<p>Consider client/patient episodes of care where you may have used:</p> <ul style="list-style-type: none"> • Interviewing skills • Counselling • 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 • Peplau therapeutic communication
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3.2 Practices nursing in a negotiated partnership with the client where possible.

Indicator: Undertakes nursing care that ensures health consumers 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 health consumer 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.

Consider client/patient episodes of care where you have:

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

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

Indicator: Uses a variety of effective communication techniques.

Indicator: Employs appropriate language to context.

Indicator: Provides adequate time for discussion.

Indicator: Endeavours to establish alternative communication methods when health consumers are unable to verbalise.

Indicator: Accesses an interpreter when appropriate.

Indicator: Discussions concerning health consumers are restricted to settings, learning situations and or relevant members of the health care team.

Consider client/patient episodes of care where you have:

- Used a translator
- Had to use different ways of communicating to a client
- Addressed health literacy
- Given client/family/whanau more time to understand and process information
- Communicated with clients and families compared to health care professionals e.g., layman's terms compared to professional terminology
- Explaining jargon and acronyms to patients

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.

Indicator: Promotes a nursing perspective and contribution within the interprofessional activities of the health care team.

Indicator: Provides guidance and support to those entering as students, beginning practitioners and those who are transferring into a new clinical area.

Indicator: Collaborates with the health consumer and other health team members to develop plan of care.

Indicator: Maintains and documents information necessary for continuity of care and recovery.

Indicator: Develops a discharge plan and follow up care in consultation with the health consumer and other members of the health care team.

Indicator: Makes appropriate formal referrals to other health care team members and other health related sectors for health consumers who require consultation.

- Consider occasions when you have actively participated in:
- MDT meetings
 - Family meetings/conferences
 - Complex discharge planning
 - Complex patient transfers to other hospitals/facilities
 - Helped a junior colleague with another member of the health care team e.g., nursing students, new staff, new graduates
 - Referrals to other health care professionals
 - Acute patient care e.g., resuscitation, MET calls, deteriorating patient

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

Indicator: Contributes to the co-ordination of care to maximise health outcomes for the health consumer.

Indicator: Collaborates, consults with and provides accurate information to the health consumer and other health professionals about the prescribed interventions or treatments.

Indicator: Demonstrates a comprehensive knowledge of community services and resources and actively supports service users to use them.

- Consider clinical situations where you 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
- Use a client/patient episode of care to illustrate your knowledge of the resources and services available to support their care and recovery

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

Indicator: Reviews policies, processes, procedures based on relevant research.

Indicator: Recognises and identifies researchable practice issues and refers them to appropriate people.

Indicator: Distributes research findings that indicate changes to practice to colleagues.

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