

NZCCCN POSITION STATEMENT

CRITICAL CARE NURSE EDUCATION

The NZCCCN believes an educated critical care nursing workforce is central to the provision of quality care for patients and their whanau. Patients have the right to receive care from appropriately qualified critical care nurses that meets the diverse and changing healthcare needs of the e population.

The NZCCCN defines a critical care qualified nurse as one who has completed a post registration critical care nursing program which meets the standards outlined in the New Zealand Standards for Critical Care Nursing Education (NZCCCN, 2017), and is able to provide evidence of continued professional development reflecting their theoretical knowledge and clinical expertise.

The NZCCCN recommends the following regarding critical care nursing education:

1. The NZCCCN endorses the World Federation of Critical Care Nurses (WFCCN) position statement on the provision of critical care nursing education (2005).
2. Higher education institutions, healthcare providers, and critical care clinicians should work towards establishing a nationally standardised curriculum for critical care nurse education programmes.
3. Critical care education programmes should adhere to the NZCCCN Standards in Critical Care Nurse Education (2017).
4. Programmes providing critical care nurse education must be based on best evidence and practice guidelines.
5. Critical care education programmes must provide a balance of theoretical knowledge and clinical experience to prepare nurses to meet the challenges of clinical practice effectively.
6. Programmes delivering critical care nurse education will be underpinned by the principles in Te Tiriti O Waitangi and recognise and respond to Māori health needs.
7. Nurses with relevant expertise and qualifications in critical care, and with proven skill in teaching nursing education should develop and deliver critical care education.
8. Educators and nurse preceptors providing theory and practical critical care education should be supported in their role by both education and healthcare providers.
9. Education providers should establish strategies to reduce the financial burden faced by nurses undertaking critical care education (ACCCN, 2006).
10. Nurses graduating from post-registration critical care education programmes should have attributes and skills to respond to the needs of seriously ill patients, to the demands of society, and the challenges of advancing technology.
11. It is expected that at least fifty percent of nurses in each critical care unit, have a post registration qualification in critical care (NZCCCN, 2015).

References

Australian College of Critical Care Nurses (2006). *Position statement on the provision of critical care nursing education*. Retrieved from <https://www.acccn.com.au/about-us/position-statements>

New Zealand College of Critical Care Nurses (2015). *New Zealand standards for critical care nurse staffing*. Wellington. New Zealand Nurses Organisation.

New Zealand College of Critical Care Nurses (2017). *Standards in critical care nurse education*. Wellington. New Zealand Nurses Organisation.

World Federation of Critical Care Nurses, (2005). *Position statement on the provision of critical care nursing education*. Retrieved from <http://wfccn.org/publications/education>

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Mission statement

NZNO is committed to the representation of members and the promotion of nursing and midwifery. NZNO embraces Te Tiriti o Waitangi and works to improve the health status of all peoples of Aotearoa/ New Zealand through participation in health and social policy development.

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