A framework for emergency nursing practice

Developing a knowledge and skills framework
Knowledge and skills framework
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The development of a KSF

“addresses what the nurses providing care within the specialty area must know and be able to do in relation to the identified aspects of care” (NNC, 2014, p.4).
National nurses consortium

Consists of:

- NZNO
- College of Nurses Aotearoa
- NZ College of Mental Health Nurses
- National Council of Maori Nurses

Provides a national nursing endorsement mechanism for specialty practice standards or knowledge and skills framework.
What it is not...

- A list of skills
- A prescription for practice
- A definitive outline of required education
- A ‘one size fits all’ package...
- Tasks rather than tactics
Why does it have to be generic?

Breadth, depth and scope of emergency nursing

Needs to allow for individualisation

Provides a scaffold not a prison

Opportunity to work within and continue to expand

Recognises uniqueness
A Nurse is (not) a Nurse is (not) a Nurse ...
Developing a timeline

- 2013 May: CENNZ national committee support and endorsement
- 2014 July: Background report commissioned
- 2014 October: Report and intentions presented at National CENNZ conference
- 2015 October: Workshops at CENNZ conference
- 2015 October: Draft framework to CENNZ national committee; consultation undertaken
- 2016 May: Framework presented to CENNZ AGM for ratification
ED nursing as specialty practice

“Emergency nursing occurs within a range of environments, and is characterised by the urgent, emergent or unscheduled nature of a presentation. Delivery of care is provided for individuals with diverse health conditions, occurring across the lifespan and typically involves undifferentiated injury / illness. In order to provide this care, emergency nurses require a unique combination of specific knowledge, skills, behaviour and attitudes”
Model of specialty practice

**All:** have a *foundational* level of knowledge, skills and understanding to provide competent care

**Many:** have *consolidated* their knowledge and skills through *clinical experience*, *targeted education* and further *professional development*

**Some:** demonstrate *higher level clinical decision making*, based on *focussed and in-depth knowledge and skills* acquisition in a context of consolidated experiential learning

**Few:** provide *expanded or advanced practice*, evident through the delivery of care in a co-ordinated, managed way
<table>
<thead>
<tr>
<th>Competent (PDRP type categories)</th>
<th>Many</th>
<th>Some</th>
<th>Few</th>
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<tbody>
<tr>
<td>Proficient</td>
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<tr>
<td>Expert</td>
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<td>Senior nursing roles</td>
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<table>
<thead>
<tr>
<th>Foundation knowledge and skills in emergency nursing</th>
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<td>Consolidated knowledge and skills in emergency nursing</td>
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<td>Focussed and in-depth knowledge and skills in emergency nursing</td>
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<td>Critical knowledge, and skills in emergency nursing</td>
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<tr>
<th>Understanding of local and national policy</th>
<th>Many</th>
<th>Some</th>
<th>Few</th>
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<tbody>
<tr>
<td>Contributes to local and national policy</td>
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<tr>
<td>Influences local and national policy</td>
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<tr>
<td>Leads and guides Local policy</td>
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<th>Developing confidence in own practice</th>
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<th>Few</th>
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<tbody>
<tr>
<td>Confidence across a range of settings</td>
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<td>Guides others and leads clinical care</td>
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<td>Autonomous practice</td>
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**Emergency nursing experience and professional development**

**Complexity and responsibility**
Generating our own knowledge
Care of Maori

- Kawa whakaruruhau- (cultural safety) and clinical care

- Kawa whakaruruhau- (cultural safety) and reducing health inequalities
Assessment and decision making

- Working with undifferentiated patients
- Structured assessment
- Diagnostic and therapeutic interventions
Management of Care

- Urgent, emergent and unscheduled variable demand and resources
- Resuscitation and critical care
- Sudden, unexpected or traumatic event/death
- Across the lifespan
- Board range of nursing expertise and technical skills
- Contribution to the patient journey
- Violence and aggression in the workplace
Leadership

- Leadership of Practice
- Leadership in workforce processes
- Leadership in quality and safety
- Resilience and wellbeing
- Development of a sustainable emergency nursing workforce
Integrated, collaborative practice

- Communication and information management in the emergency setting
- Interprofessional collaboration
- Integration within the wider healthcare system
- Patient/family friendly and centred care
- Recognition to vulnerability and difference
Environmental Emergencies

- Major incident management
- Hazardous Substance exposure
- Infectious disease outbreak/pandemic
Feedback, input and mandate

2015 Focus groups - 55 nurses
2016 Feedback survey - 32 complete submissions received
  - 25 individuals
  - 7 group

Themes
- Reflected progression of practice very well, logical in order
- Required more clarity around pharmacological knowledge at the different levels
- Requires strengthening K&S around information systems, medical technology
- Positive response to creating a ‘toolbox’-examples, resource links
What use is a framework?

- Illustrates the depth and breadth of emergency nursing specialty practice
- Provides a nursing framework for planning educational programmes and clinical development
- Provides guidance for developing and implementing quality improvement programmes
- Prepare for advanced practice roles in care delivery and leadership
What use is a framework?

- Contributes to awareness of appropriate knowledge and skills for emergency nursing
- Influences, informs and supports workforce planning and workforce development
- Supports advocacy for the safe matching of staff skill mix to service requirements
- Strengthens the capacity to meet the goals of the health and disability service and quality improvement initiatives
planning educational programmes and clinical development
<table>
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<tr>
<th>Management of Care-KSF Level</th>
<th>All (Emergency Speciality Nurses) have and apply foundational knowledge and skills</th>
<th>Many have and apply consolidated knowledge and skills</th>
<th>Some have and apply in-depth and focussed knowledge and skills</th>
<th>Few have and apply critical knowledge and skills</th>
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<td>PDRP (where applicable)</td>
<td>Competent</td>
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<td>Senior Nurse Roles</td>
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| Resuscitation and critical care | All nurses respond to situations requiring resuscitation or immediate interventions  
*Core concepts include:*  
Application of adult and paediatric life support  
Awareness and ability to apply common resuscitation protocols and algorithms  
Awareness of the principles of ceiling of care and the role of Advanced Care directives  
Level 4 CPR competency, Understand manual defibrillation Rhythm recognition  
Advanced airway management follow algorithms/procedures/ in resuscitation and trauma. NZRC collapse – adult/paed/maternal. Anaphylaxis. Local algorithms – airway management, MT  
| Many nurses are confident in providing resuscitative and critical care interventions  
*Core concepts:*  
Anticipate common patient interventions  
Contribute to discussion around decision making in ceiling of care  
Broader/ deeper knowledge of patient collapse – assessment and management. utilise in depth knowledge of the H & T’s . application of Manual defibrillation. Prepare/plan ahead. can step up to guide the team &assist others to gain knowledge and skills.  | Some nurses have expertise in the management of patients requiring resuscitative and critical care interventions  
*Core concepts:*  
Anticipate an advanced range of patient interventions  
Guide others to understand and apply knowledge and skills  
Participate in the decision making in ceiling of care  
To provide education and guidance to others. Maintain and develop own knowledge & practice  | Few nurses lead responses in the management of resuscitative critical care and interventions  
*Core concepts:*  
Lead care in a collaborative environment  
Participate in development of protocols and processes at local, regional and national level  |
| Examples of programmes & development | **Level 4 CPR/modified ALS /RSI and airway management/ Foundation course/Recognition of the deteriorating adult& paed patient/ TNCC/ ENPC ** | Higher level - ALS training, PALS, (includes Teamwork principles), Advanced airway management courses, Respiratory management. EMSB (Burns) PROMPT. Triage. Post grad- High acuity/Emergency care / Advanced Health Assessment Clinical learning and teaching. How to develop other nurses | CPR Instructor training /Crisis Resource management courses/ Simulation training – practice team leader role, application of team roles, resource utilisation within various simulated critical presentations. Postgraduate educational theory and practice papers. | Educational courses- postgrad / education workshops e.g. Kirkpatricks. Education conferences -integrate evidence based learning & teaching e.g. Flipped classroom, concept mapping /simulation instructors Management, Xcelr8, CRM committees/working groups – local, national, international e.g. Resus/Trauma, advanced care directives/ policy & guideline development. |