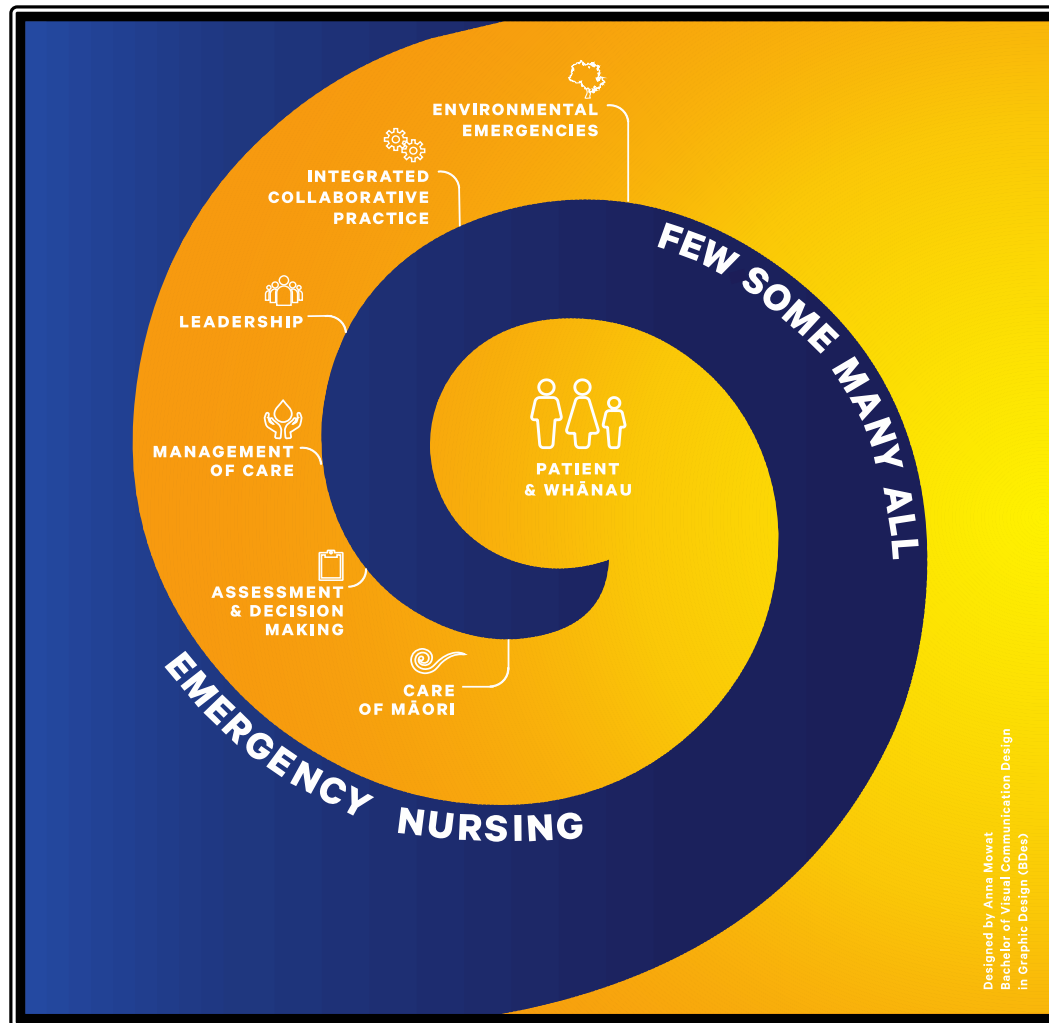


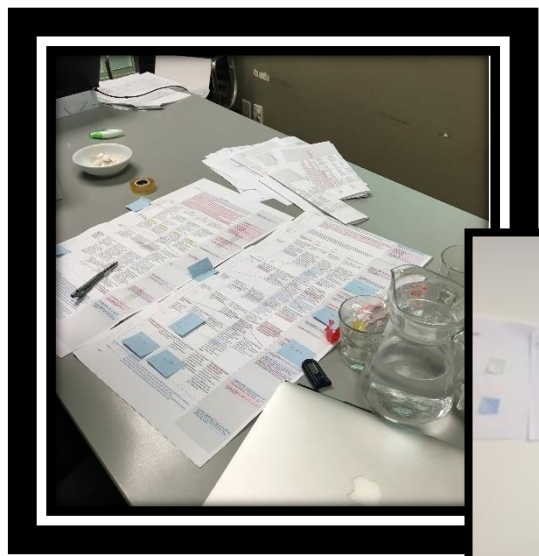
A framework for emergency nursing practice

Developing a knowledge and skills framework



Knowledge and skills framework





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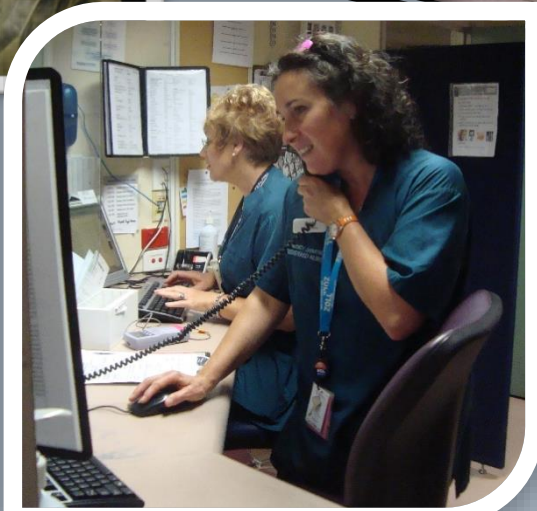
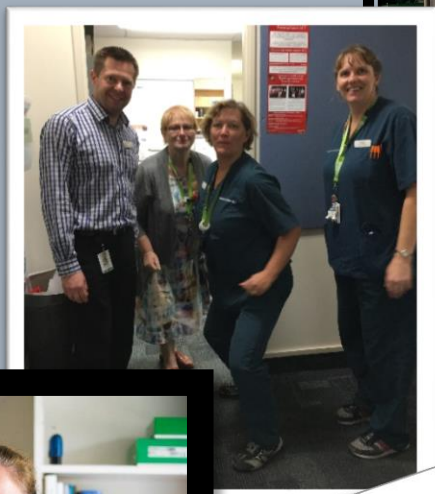
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The development of a KSF

“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:

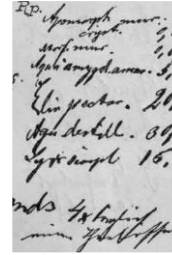
- NZNO
- College of Nurses Aotearoa
- NZ College of Mental Health Nurses
- National Council of Maori Nurses

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

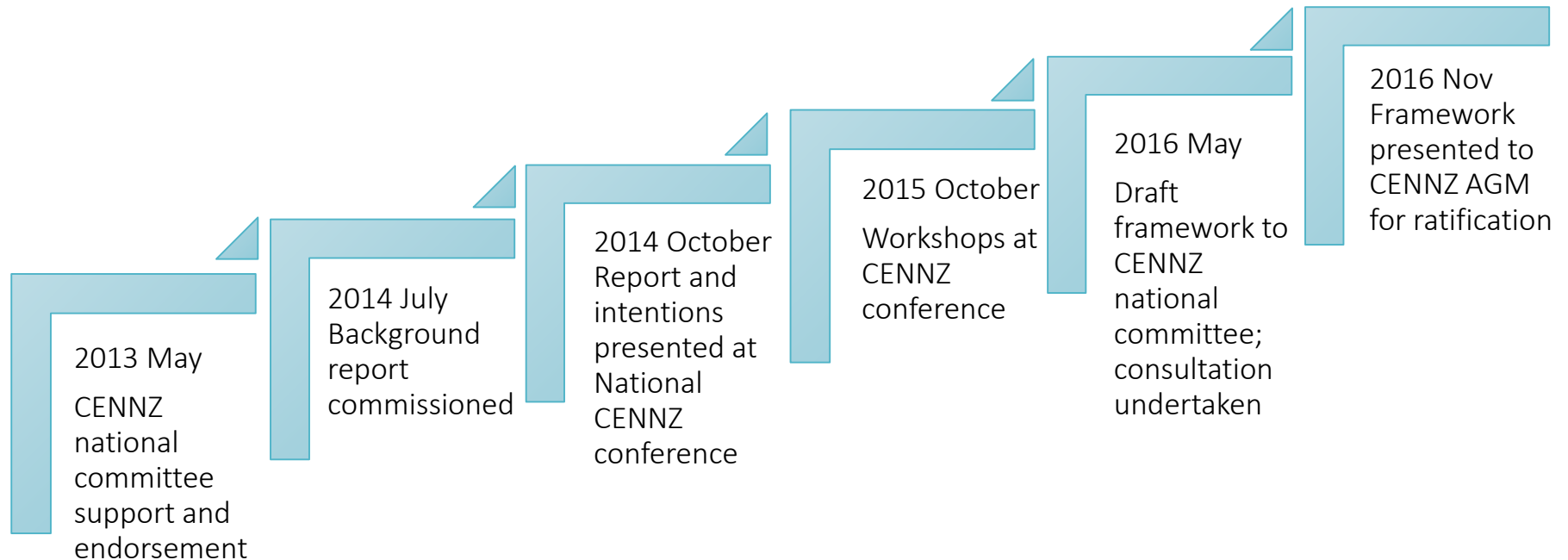


(not)

a Nurse ...



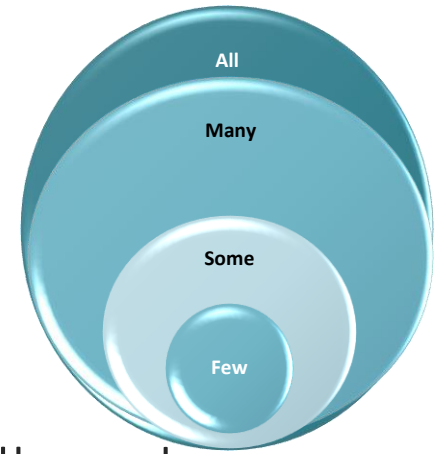
Developing a timeline



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

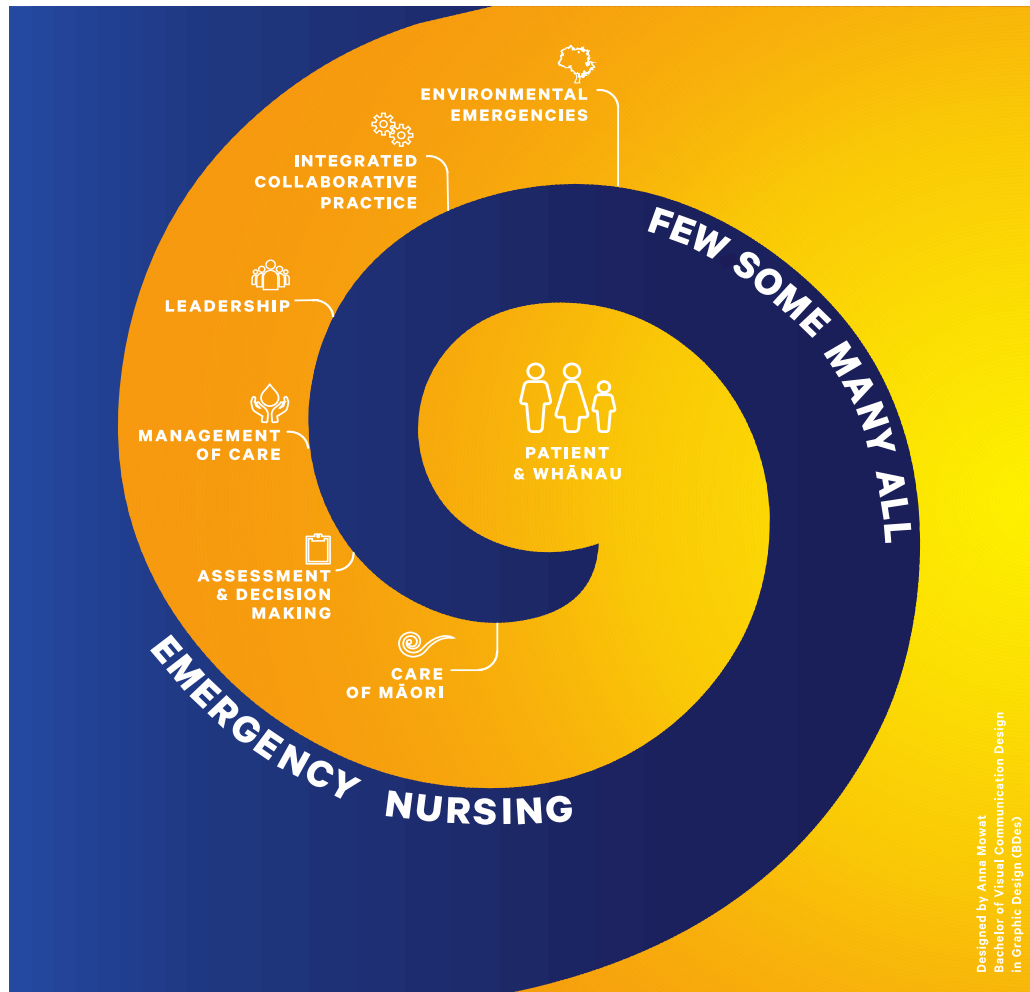
Many: have *consolidated* their knowledge and skills through *clinical experience*, *targeted education* and further *professional development*

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

All (Emergency Speciality Nurses- Includes Competencies for RNs NCNZ, 2007) Competent (PDRP type categories)	Many Proficient	Some Expert	Few Senior nursing roles
<div>Emergency nursing experience and professional development</div> <div>Foundation knowledge and skills in emergency nursing</div> <div>Understanding of local and national policy</div> <div>Developing confidence in own practice</div> <div>Complexity and responsibility</div>			
	Consolidated knowledge and skills in emergency nursing Contributes to local and national policy Confidence across a range of settings	Focussed and in-depth knowledge and skills in emergency nursing Influences local and national policy Guides others Guides others and leads clinical care	Critical knowledge, and skills in emergency nursing Leads and guides Local policy Regional policy National policy Autonomous practice

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 un-differentiated 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
- Broad 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
- Interprofesional 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

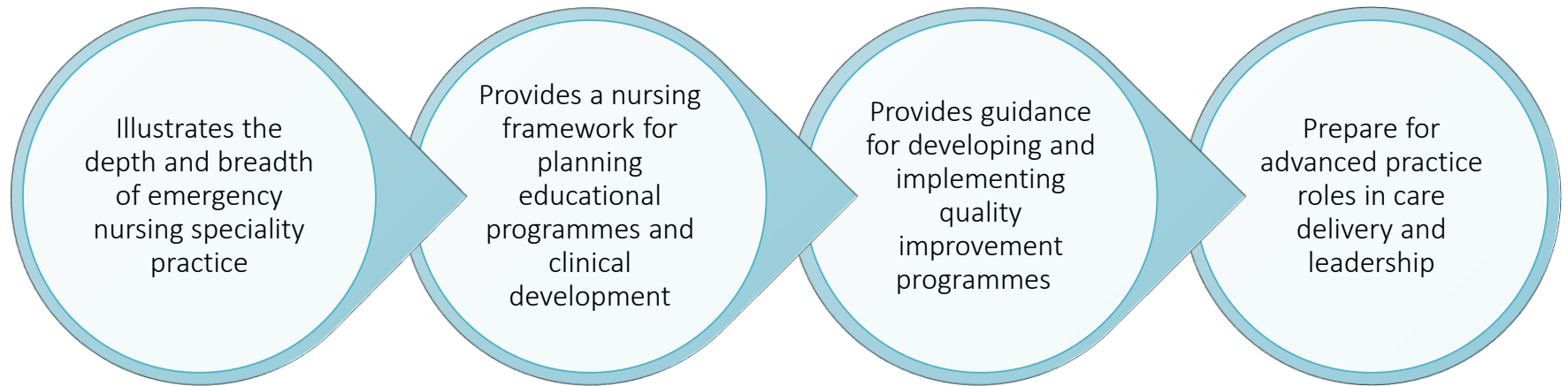
- reflected progression of practice very well, logical in order

- required more clarity around pharmacological knowledge at the different levels

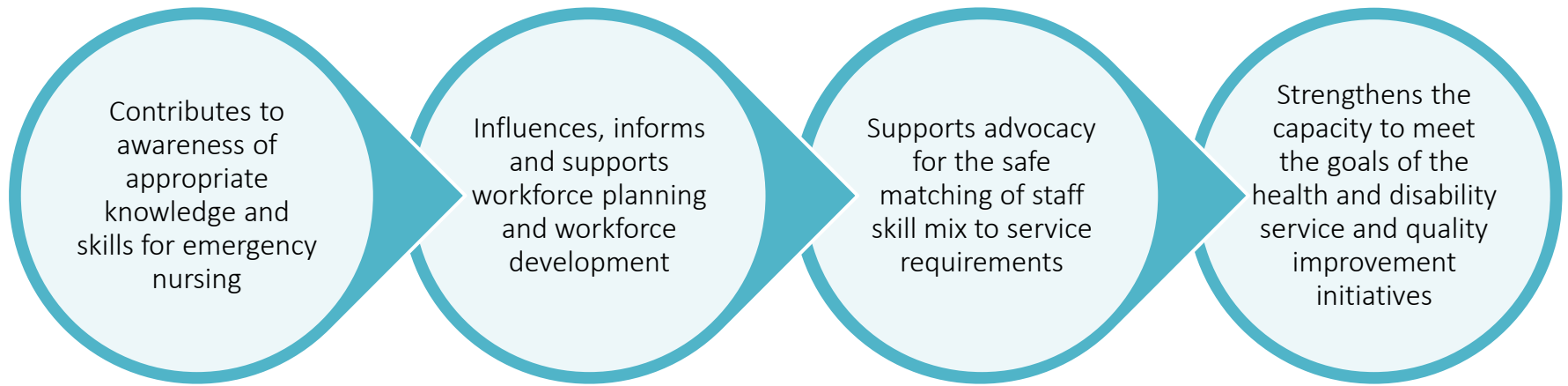
- requires strengthening K&S around information systems, medical technology

- positive response to creating a 'toolbox'-examples, resource links

What use is a framework?



What use is a framework?





planning
educational
programmes
and clinical
development

Management of Care- KSFL Level	All (Emergency/ Speciality Nurses) have and apply foundational knowledge and skills	Many have and apply consolidated knowledge and skills	Some have and apply in-depth and focussed knowledge and skills	Few have and apply critical knowledge and skills
PDRP (where applicable)	Competent	Proficient	Expert	Senior Nurse Roles
Resuscitation and critical care	<p>All nurses respond to situations requiring resuscitation or immediate interventions</p> <p><i>Core concepts include:</i></p> <ul style="list-style-type: none"> 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 	<p>Many nurses are confident in providing resuscitative and critical care interventions</p> <p><i>Core concepts:</i></p> <ul style="list-style-type: none"> Anticipate common patient interventions Contribute to discussion around decision making in ceiling of care 	<p>Some nurses have expertise in the management of patients requiring resuscitative and critical care interventions</p> <p><i>Core concepts:</i></p> <ul style="list-style-type: none"> 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 	<p>Few nurses lead responses in the management of resuscitative critical care and interventions</p> <p><i>Core concepts:</i></p> <ul style="list-style-type: none"> Lead care in a collaborative environment Participate in development of protocols and processes at local, regional and national level
Educational programme and development directed at outcomes of nurses	<p>Level 2 CPR competency, Understand manual resuscitation rhythm recognition</p> <p>Advanced airway management follow algorithms/procedures in resuscitation and trauma.</p> <p>NZRC collapse- adult/paed/maternal.</p> <p>Anaphylaxis. Local algorithms – airway management, MT</p>	<p>Broader/deeper knowledge of patient collapse assessment and management. Utilise depth knowledge of the H&T's application of Manual resuscitation. Prepare/plan ahead. Can step up to guide the team & assist others to gain knowledge and skills.</p>	<p>to provide education and guidance to others. Maintain and develop own knowledge & practice</p>	<p>To lead, contribute to improvement in knowledge, clinical practice, management,</p>

<p>Examples of programmes & development</p>	<p>Level 2 CPR/modified ALS/RSI and airway management/ Foundation course/Recognition of the deteriorating adult & paediatric patient/ TNCC/ENPC**</p>	<p>Higher level ALS training, PALS, (includes Teamwork principles), Advanced airway management courses, Respiratory management. FMSB (Burns) PROMPT. Triage. Postgrad-High acuity/Emergency care/Advanced Health Assessment Clinical Learning and teaching. How to develop other nurses</p>	<p>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.</p>	<p>Educational courses- postgraduate education workshops e.g. Kirkpatrick's 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.</p>
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