



# **NEW ZEALAND ADULT RESPIRATORY NURSING KNOWLEDGE & SKILLS FRAMEWORK**

# **2016**



*Hongihongi te rangi hou*

*Smell the fresh air*



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## Background

It is acknowledged that an individual's response to their health condition is influenced by knowledge, cultural and social influences and level of self-efficacy. It is important for nurses to demonstrate a fundamental level of knowledge, competence and confidence supported by a Knowledge and Skills Framework (KSF).

The New Zealand Adult Respiratory Nursing KSF (henceforth called "Respiratory KSF") 2010 was developed to describe the knowledge and skills related to Registered Nurses caring for patients with commonly experienced respiratory conditions in the adult population, including chronic obstructive pulmonary disease (COPD), asthma, bronchiectasis and pneumonia.

The Respiratory KSF 2010 acknowledged the diversity of culture in the New Zealand setting. Morbidity, including rates of hospitalisation, is higher for Maori and Pacific than for non-Maori (*Ministry of Health, 2005*).

The Respiratory KSF is underpinned by the Nursing Council of New Zealand's (NCNZ) competency domains for the RN scope of practice and is linked to national and international guidelines.

The Respiratory KSF 2010 was endorsed by the Thoracic Society of Australia and New Zealand (TSANZ), the TSANZ Nurses Special Interest Group (SIG) NZ, NZNO and by the College of Nurses Aotearoa (NZ). The development group acknowledged the NZ Diabetes KSF (2009) as a guiding document. The Respiratory KSF 2010 was endorsed by the National Nursing Consortium.

## Revision of the Respiratory Knowledge and Skills Framework

In 2015, representatives from the Respiratory Nurses Section NZNO and the TSANZ Nurses SIG (NZ) undertook to review the 2010 version to ensure that the Respiratory KSF was up to date and relevant to all nurses.

The reviewed document includes added patient outcomes, new and revised Aspects of Care, and updated reference guidelines.

## Consultation for this Document

Consultation was widely sought for the 2016 document. Feedback was received from MidCentral DHB; Tu Kotahi Maori Asthma Trust; Auckland District Health Board; Aotearoa College of Diabetes Nurses; Canbreathe; Southern DHB; Asthma Auckland; Asthma New Zealand; Hawkes Bay District Health Board; Capital & Coast District Health Board; Cardio-Respiratory Integrated Specialist Services Christchurch Hospital; Lakes DHB; Clinical Care and Resources Subcommittee (CCRS) of TSANZ.

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# Levels of Practice

## Competent (ALL Nurses)

ALL registered nurses (RN), regardless of their practice setting will have contact with individuals and families who have respiratory conditions and require competent knowledge and skills in respiratory nursing. They are expected to act as a resource within their practice setting to unregistered health care providers and individuals/families/whānau with respiratory conditions. In addition their practice should include: an awareness of local services to support individuals and families; have an ability to access local and national respiratory guidelines; be involved in quality activities, and be involved in the development of local guidelines and policies.

## Proficient (MANY nurses)

MANY registered nurses require specialty knowledge and skills in respiratory nursing to enable them to care for individuals and families with respiratory conditions, specifically those who are at risk for disease progression and complications. Their practice will also include: assisting with the development/adjustment of clinical management/care plans; participate in, and where appropriate lead quality/service activities such as clinical audit; develop local guidelines and policies in the practice setting, as well as contributing to the development of national guidelines.

## Expert (FEW nurses)

FEW registered nurses work as expert respiratory nurses. They require advanced knowledge and skills and care for those with complex and unpredictable health needs. Their practice includes: leading the development and adjustment of clinical management/care plans; encourage and role model best practice; demonstrate effective nursing leadership, management and consultancy; work across settings and within interdisciplinary environments; lead practice and service development; initiate and lead research activities; represent nursing at a strategic level of interdisciplinary planning; contribute locally, nationally, and globally to the development, implementation and evaluation of clinical guidelines in respiratory care.

## NCNZ Domains of Practice (indicated by numbers after each knowledge/skill statement)

### Domain One – Professional Responsibility

This domain contains competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include being able to demonstrate knowledge and judgement, and being accountable for actions and decisions, while promoting an environment that maximises health consumer safety, independence, quality of life and health.

### Domain Two – Management of Nursing Care

This domain contains competencies related to assessment, and managing health consumer care, which is responsive to the consumers' needs, and which is supported by nursing knowledge and evidence-based research.

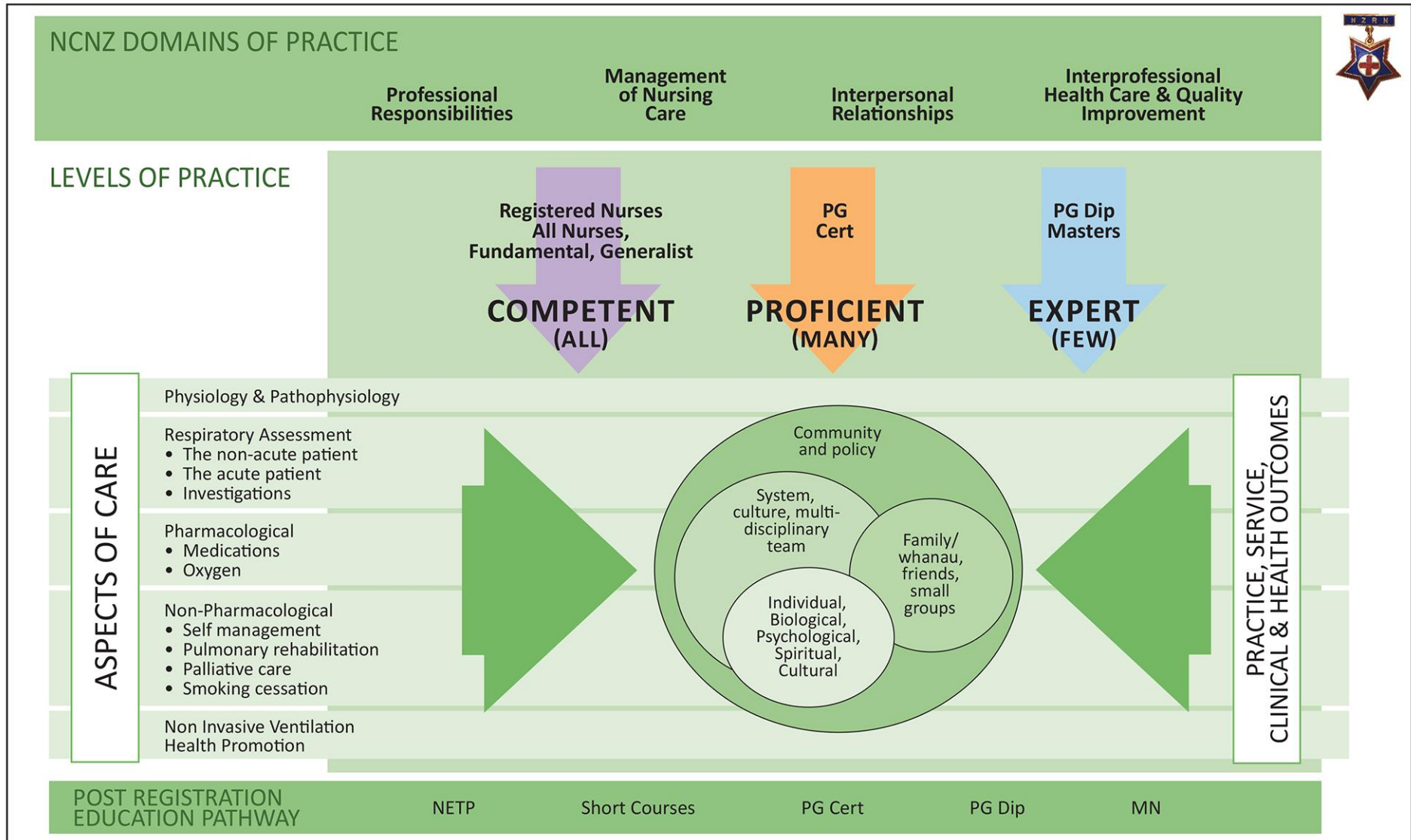
### Domain Three – Interpersonal Relationships

This domain contains competencies related to interpersonal and therapeutic communication with health consumers, other nursing staff, and interprofessional communication and documentation.

### Domain Four – Interprofessional Health Care & Quality Improvement

This domain contains competencies to demonstrate that, as a member of the health care team, the nurse evaluates the effectiveness of care and promotes a nursing perspective within the interprofessional activities of the team.

# NEW ZEALAND REGISTERED NURSE ADULT RESPIRATORY KNOWLEDGE & SKILLS FRAMEWORK





## What are the Benefits of a Knowledge and Skills Framework?

- Assists in identifying and developing a range of clinical skills
- Seeks to reduce risk by establishing a minimum standard of nursing care
- Provides guidance to employers for different levels of nursing practice
- Supports nurses progressing to advanced practice roles
- Provides reference points for planning educational programmes and clinical preparation in practice setting
- Provides a mechanism for nurses to measure health outcomes and effectiveness of practice
- Provides a mechanism for portfolio development for Professional Development Recognition Programmes and NCNZ requirements for ongoing registration
- Can inform curriculum development for undergraduate and post graduate registered nursing programmes.

## How to Use the Respiratory Knowledge and Skills Framework

The following section has suggestions on how to get the most benefit from the Respiratory KSF. The nurse must demonstrate or provide evidence that their experiences, and knowledge and skills meet the identified level within the Respiratory KSF.

- Start at the competent (ALL) section before moving on to proficient (MANY) and expert (FEW) knowledge and skills as appropriate
- Complete self assessment to ascertain current knowledge and skill level and identify areas for development
- Meet with your clinical supervisor or mentor and determine the definitions of terms applicable to your practice
- Identify the types of evidence required for each Aspect of Care. This will be varied and may include direct observation; case reviews; providing education sessions; post graduate papers; evidence of self directed learning and demonstrating skills/knowledge learnt
- Develop a plan for your professional development relevant to your work place and the skills required. Identify barriers to your plan and discuss these with your clinical supervisor or mentor
- Develop a timeframe to achieve the required knowledge and skills in relation to your plan

## Criteria for Clinical Competency Evaluation

### Self Assessment Score

Self-assessment should be undertaken for each competency, using the below scoring system:

- 1 – No previous experience
- 2 – Experienced but needs review
- 3 – Experienced
- 4 – Can teach and help others to learn

## The Bondy Assessment Tool (see next page)

Competency-based practice can be assessed using the Bondy Assessment Tool. Bondy placed particular emphasis upon the amount of supervision required to perform tasks. A variety of methods are utilized to assess learning outcomes, including demonstration of clinical competencies assessment and care planning, presentations in the form of case reviews, exemplars and reflection on practice. These activities assist the nurse to reflect on practice, develop new knowledge and plan their further development.

The following criteria are used for evaluating competency:

**Standard of Procedure** – looks at safety, accuracy and outcome

**Quality of Performance** – includes the use of time, space, equipment and expenditure of energy

**Level of Assistance Required** – includes supportive cues (eg “that’s right”, “keep going”), which don’t change what the nurse is doing, or directive cues (eg prompting for missed assessment) which direct or correct the nurse

Five levels of competency are identified using a scale of 1-5:

**Dependent, Marginal, Assisted, Supervised and Independent**

Independent means meeting the criteria identified in each of the three areas above. **It does not mean without observation**, as the performance must be observed to be rated independently by someone other than the nurse carrying out the procedure.

## The Bondy Assessment Tool

| Scale Label                   | Score  | Standard of Procedure   | Quality of Performance                                     | Level of Assistance Required   |
|-------------------------------|--|---|--|--|
| Independent                   | 5  | Safe<br>Accurate<br>Achieved intended outcome<br>Behaviour is appropriate to outcome                            | Proficient<br>Confident<br>Expedient                       | No supporting cues required  |
| Supervised                    | 4  | Safe<br>Accurate<br>Achieved intended outcome<br>Behaviour is appropriate to outcome                            | Proficient<br>Confident<br>Reasonably expedient            | Requires occasional supportive cues  |
| Assisted                      | 3  | Safe<br>Accurate<br>Achieved most objectives for intended outcome<br>Behaviour generally appropriate to context | Proficient throughout most of performance when assisted    | Required frequent verbal and occasional physical directives in addition to supportive cues |
| Marginal                      | 2  | Safe only with guidance<br>Not completely accurate<br>Incomplete achievement of intended outcome                | Unskilled<br>Inefficient                                   | Required continuous verbal and frequent physical directive cues                            |
| Dependent                     | 1  | Unsafe<br>Unable to demonstrate behaviour<br>Lack of insight into behaviour appropriate to context              | Unskilled<br>Unable to demonstrate behaviour and procedure | Required continuous verbal and physical directive cues                                     |
| x                             | 0  | Not observed  |  |  |
| Recognition of Prior Learning | Certifications gained, demonstration, oral presentation, and/or challenge test may be used as evidence |   |  |  |

Source: Bondy, K.N. (1983). "Criterion-Referenced Definitions for Rating Scales in Clinical Evaluation. Journal of Nursing Education, 22(9), 376-382.

## Who Can Assess the Nurse?

Assessment is part of the teaching and learning process, designed to assist the nurse to evaluate their own progress, facilitate feedback, assist with the identification of learning needs and establish that the nurse has achieved the required knowledge and skills. Therefore, it is recommended that the assessor evaluating the nurse against each competency is a registered nurse who has achieved a higher level on the Respiratory KSF, and has completed a recognised workplace assessor's course.



## Definitions of Terms (These definitions are a guide for knowledge and skills in respiratory nursing. Select those relevant to your area of practice)

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Pulmonary Anatomy and Physiology</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alveolar sacs</li> <li><input type="checkbox"/> Normal respiratory breathing cycle</li> <li><input type="checkbox"/> Pulmonary tree</li> <li><input type="checkbox"/> Upper respiratory tract</li> </ul>   | <b>Core Respiratory Conditions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asthma</li> <li><input type="checkbox"/> Bronchiectasis</li> <li><input type="checkbox"/> Bronchitis</li> <li><input type="checkbox"/> Chronic Obstructive Pulmonary Disease (COPD)</li> <li><input type="checkbox"/> Emphysema</li> <li><input type="checkbox"/> Pneumonia</li> </ul>                                    | <b>Other Respiratory Conditions</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bronchiolitis</li> <li><input type="checkbox"/> Cystic Fibrosis</li> <li><input type="checkbox"/> Interstitial Lung Disease</li> <li><input type="checkbox"/> Lung cancer</li> <li><input type="checkbox"/> Pleural effusion</li> <li><input type="checkbox"/> Pneumothorax</li> <li><input type="checkbox"/> Pulmonary embolism</li> <li><input type="checkbox"/> Tuberculosis</li> </ul>   | <b>Relevant Co-morbidities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anxiety, panic &amp; depression</li> <li><input type="checkbox"/> Breathing pattern disorder</li> <li><input type="checkbox"/> Cardiac disease</li> <li><input type="checkbox"/> Cerebrovascular disease</li> <li><input type="checkbox"/> Diabetes</li> <li><input type="checkbox"/> Gastro-oesophageal reflux</li> <li><input type="checkbox"/> Osteoporosis</li> <li><input type="checkbox"/> Renal disease</li> <li><input type="checkbox"/> Sleep disordered breathing</li> <li><input type="checkbox"/> Upper airways disease</li> <li><input type="checkbox"/> Cognitive impairment</li> </ul> | <b>Health History</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cognitive/Psychosocial factors</li> <li><input type="checkbox"/> Family/Social/Housing history</li> <li><input type="checkbox"/> Functional capacity</li> <li><input type="checkbox"/> Medications &amp; allergies</li> <li><input type="checkbox"/> Nutritional status</li> <li><input type="checkbox"/> Occupational history</li> <li><input type="checkbox"/> Respiratory/Medical history</li> <li><input type="checkbox"/> Sleep patterns</li> <li><input type="checkbox"/> Smoking status</li> <li><input type="checkbox"/> Social supports</li> <li><input type="checkbox"/> Symptom history</li> <li><input type="checkbox"/> Chest discomfort/Pain/Dyspnoea</li> </ul> |
| <b>Physical Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accessory muscle use</li> <li><input type="checkbox"/> Blood pressure</li> <li><input type="checkbox"/> Breathing pattern</li> <li><input type="checkbox"/> Heart rate</li> <li><input type="checkbox"/> Pulse oximetry</li> <li><input type="checkbox"/> Normal/abnormal breath sounds</li> <li><input type="checkbox"/> Respiratory rate</li> <li><input type="checkbox"/> Sputum</li> <li><input type="checkbox"/> Weight/Height/BMI</li> </ul>  | <b>Advanced Physical Assessment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Adventitious breath sounds</li> <li><input type="checkbox"/> Anterior/posterior chest diameter</li> <li><input type="checkbox"/> Cardiac assessment</li> <li><input type="checkbox"/> Girth measurement</li> <li><input type="checkbox"/> Neck circumference</li> </ul>  | <b>Respiratory Medications</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inhaled Corticosteroids</li> <li><input type="checkbox"/> Leukotriene Receptor Antagonists</li> <li><input type="checkbox"/> Short/Long-acting Anticholinergic</li> <li><input type="checkbox"/> Short/Long-acting Beta agonists</li> <li><input type="checkbox"/> Methylxanthines</li> <li><input type="checkbox"/> Oral steroids</li> <li><input type="checkbox"/> Oxygen</li> </ul>  | <b>Other Medications</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Antibiotics</li> <li><input type="checkbox"/> Antihistamines</li> <li><input type="checkbox"/> Immunotherapy</li> <li><input type="checkbox"/> Intra nasal sprays</li> <li><input type="checkbox"/> Pseudo-ephedrine</li> <li><input type="checkbox"/> Smoking cessation medication</li> <li><input type="checkbox"/> Vaccines</li> <li><input type="checkbox"/> Morphine</li> <li><input type="checkbox"/> Anxiolytics</li> </ul>  | <b>Over-The Counter/ Complementary Medications</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alternative therapies (including St John's Wort)</li> <li><input type="checkbox"/> Antihistamines</li> <li><input type="checkbox"/> Intra-nasal sprays</li> <li><input type="checkbox"/> Mucolytics</li> <li><input type="checkbox"/> Non-steroidal anti-inflammatory</li> <li><input type="checkbox"/> Rongoa</li> <li><input type="checkbox"/> NRT</li> </ul>   |
| <b>Common Diagnostic Tests</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Serial peak flow</li> <li><input type="checkbox"/> Spirometry (Pre/Post)</li> <li><input type="checkbox"/> Pulse oximetry/Arterial/Venous blood gas</li> <li><input type="checkbox"/> CRP/D Dimer/proBNP</li> <li><input type="checkbox"/> Electrolytes/Renal function</li> <li><input type="checkbox"/> Haematology profile</li> <li><input type="checkbox"/> HbA1C/Iron studies</li> <li><input type="checkbox"/> Liver function</li> <li><input type="checkbox"/> Quantiferon</li> <li><input type="checkbox"/> Sputum culture</li> <li><input type="checkbox"/> Thyroid function</li> <li><input type="checkbox"/> Chest x-ray</li> </ul> | <b>Other Diagnostic Tests</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bone densitometry</li> <li><input type="checkbox"/> CT and High resolution CT</li> <li><input type="checkbox"/> ECG</li> <li><input type="checkbox"/> Full Pulmonary Function Testing</li> <li><input type="checkbox"/> Sleep studies</li> <li><input type="checkbox"/> Walking tests (6 minute walk test, shuttle)</li> </ul> | <b>Assessment Tools</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asthma Control Test (ACT)</li> <li><input type="checkbox"/> Breathlessness scores</li> <li><input type="checkbox"/> COPD Assessment Test (CAT)</li> <li><input type="checkbox"/> Cognitive testing</li> <li><input type="checkbox"/> Depression/Anxiety Assessment</li> <li><input type="checkbox"/> Tests</li> <li><input type="checkbox"/> Peak flow</li> <li><input type="checkbox"/> Pneumonia scores</li> <li><input type="checkbox"/> Quality of Life scores</li> <li><input type="checkbox"/> Sleep Disorder Risk Assessments</li> <li><input type="checkbox"/> Spirometry</li> </ul> | <b>Evidence Based Guidelines</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Advanced Care Planning</li> <li><input type="checkbox"/> Asthma and Peak flow</li> <li><input type="checkbox"/> Bronchiectasis</li> <li><input type="checkbox"/> Chronic cough</li> <li><input type="checkbox"/> COPD</li> <li><input type="checkbox"/> Pneumonia</li> <li><input type="checkbox"/> Pulmonary Rehabilitation</li> <li><input type="checkbox"/> Oxygen therapy</li> <li><input type="checkbox"/> Sleep Apnoea</li> <li><input type="checkbox"/> Smoking Cessation &amp; NRT</li> <li><input type="checkbox"/> Spirometry</li> <li><input type="checkbox"/> Tuberculosis</li> </ul>   |  |

## Competent (ALL Nurses)

| Objective  | Knowledge/Skill (NCNZ Domain)  | Met | Not Met | Initial/ Date |
|--|--|-----|---------|---------------|
| Aspect of Care: Physiology and Pathophysiology   | Demonstrate knowledge of <i>Pulmonary Anatomy and Physiology</i> (1,2)   |     |         |               |
|  | Discuss the pathophysiology, and causes associated with <i>Core Respiratory Conditions</i> (1,2)   |     |         |               |
|  | Discuss the causes, signs and symptoms associated with <i>Core Respiratory Conditions</i> (1,2)  |     |         |               |
| Aspect of Care: Respiratory Assessment of the stable and acute patient, including investigations | Demonstrate an awareness of <i>Evidence Based Guidelines for Core Respiratory Conditions</i> (1,2,3,4)   |     |         |               |
|  | Undertake a comprehensive <i>Health History</i> using an appropriate nursing assessment framework, and identify risk factors associated with <i>Core Respiratory Conditions</i> (1,2,3,4)  |     |         |               |
|  | Demonstrate awareness of patients' individual needs, including cognition, developmental stage and cultural affiliation. Demonstrate knowledge of Maori Models of Health or others as appropriate (1,2,3,4)                                     |     |         |               |
|  | Assess the knowledge base, health literacy and self-management capabilities of the client/whanau/family regarding their condition, perspective of diagnosis, and signs and symptoms as part of a <i>Comprehensive Health History</i> (1,2,3,4) |     |         |               |
|  | Discuss management options for environmental factors affecting <i>Core Respiratory Conditions</i> (1,2,3,4)  |     |         |               |
|  | Demonstrate an understanding of <i>Relevant Co-morbidities</i> and their impact on <i>Core Respiratory Conditions</i> (1,2,3,4)  |     |         |               |
|  | Demonstrate ability to undertake a competent <i>Physical Assessment</i> . Understand potential causes of abnormal findings (1,2,3,4)   |     |         |               |
|  | Demonstrate competent <i>Physical Assessment</i> skills to identify signs of respiratory distress in <i>Core Respiratory Conditions</i> , taking into account the patient's usual stable state (1,2,3,4)                                       |     |         |               |
|  | Demonstrate appropriate nursing intervention and prescribed treatment for the respiratory patient in acute respiratory distress, assess response and consult with wider health team as appropriate (1,2,3,4)                                   |     |         |               |
|  | Discuss the role of spirometry in assessment, diagnosis and health monitoring and describe referral process. Discuss the limitations of spirometry (1,2,4)   |     |         |               |

| Objective  | Knowledge/Skill (NCNZ Domain)   | Met | Not Met | Initial/ Date |
|--|---|-----|---------|---------------|
|  | If spirometry is part of the practice setting, discuss quality framework (infection control, calibration), and demonstrate ability to perform a spirometry test with a client as per <i>Evidence Based Guidelines</i> , including identifying factors contributing to poor test quality (1,2,4) |     |         |               |
|  | Understand the different purposes of peak flow recordings (including peak flow diaries for diagnosis, monitoring and action plans; pre/post peak flows; measuring response to treatment), and normal variation as per <i>Evidence-Based Guidelines</i> (1,2,4)                                  |     |         |               |
|  | Demonstrate correct peak flow technique, and recognise poor effort and technique (1,2,4)  |     |         |               |
|  | Discuss clinical rationale for <i>Common Diagnostic Tests and Assessment Tools</i> (1,2,4)  |     |         |               |
|  | Demonstrate an understanding of the role of pulse oximetry, its uses, limitations and common errors (1,2)   |     |         |               |
|  | Demonstrate understanding of the implications of Blood Gas results for oxygen prescription (1,2)  |     |         |               |
|  | Demonstrate an understanding of the relationship between <i>Core Respiratory Conditions</i> and sleep (1,2)   |     |         |               |
| Aspect of Care:<br>Pharmacological<br>Management | Describe the classes of inhaled <i>Respiratory Medications</i> , and oral corticosteroids, and their intended effects, clinical indications, side effects (1,2,3)   |     |         |               |
|  | Discuss the recommendations regarding nebulisers versus spacers (1,2,3)   |     |         |               |
|  | Demonstrate ability to assess clinical response to <i>Respiratory Medications</i> and <i>Other Medications</i> (1,2,3)  |     |         |               |
|  | Demonstrate ability to teach, assess and review a patient using inhaled <i>Respiratory Medications</i> , including technique, patient ability, patient preference, and appropriateness of device (1,2,3)  |     |         |               |
|  | Demonstrate ability to recognise concordance/drug misuse relating to prescribed regimen (1,2,3)   |     |         |               |
|  | Demonstrate awareness of impact of Rongoa/ <i>Over-The-Counter/Alternative Medication</i> use and the associated risks (1,2,3)  |     |         |               |
|  | Describe principles/indications/contraindications for the administration of acute and long-term oxygen therapy for <i>Core Respiratory Conditions</i> as per <i>Evidence Based Guidelines</i> (1,2)   |     |         |               |
|  | Discuss the appropriate use of equipment in the administration of oxygen therapy (1,2)  |     |         |               |
|  | Understand the clinical signs, symptoms and risks of hypoxia, hyperoxia and hypercapnia (1,2)   |     |         |               |

| Objective   | Knowledge/Skill (NCNZ Domain)  | Met | Not Met | Initial/ Date |
|---|--|-----|---------|---------------|
| Aspect of Care:<br>Non-Pharmacological Management | Demonstrate knowledge of non-pharmacological strategies to assist the patient with <i>Core Respiratory Conditions</i> to manage dyspnoea and related symptoms (1,2)                    |     |         |               |
|   | Demonstrate an awareness of the importance of education and individualised self-management plans for a patient with a <i>Core Respiratory Condition</i> (1,2,4)                        |     |         |               |
|   | Demonstrate knowledge of the principles and benefits of pulmonary rehabilitation (1,2,3)   |     |         |               |
|   | Understand the availability of local pulmonary rehabilitation programs and alternative options, and referral processes (1,2,3)   |     |         |               |
| Aspect of Care:<br>Non-Invasive Ventilation (NIV) | Demonstrate an understanding of the different types of NIV therapy (CPAP, Bi-level, Adaptive servo-ventilator (ASV)), the reasons for use, and where to go for further support (1,2,3) |     |         |               |
|   | Demonstrate an understanding of the respiratory physiology during sleep and how this might impact on <i>Core Respiratory Conditions</i> (1,2,3)  |     |         |               |
| Aspect of Care:<br>Health Promotion               | Understand relationship between smoking behaviour (including marijuana and other illegal substances) and respiratory disease, and the beneficial effects of cessation (1,2)            |     |         |               |
|   | Discuss prevalence and patterns of smoking exposure in New Zealand, including among Maori and Pacific people (1,2)   |     |         |               |
|   | Discuss importance of determining and documenting smoking status for all patients and families (1,2)   |     |         |               |
|   | Discuss strategies to support quit attempts, including referral to support services as appropriate (1,2)   |     |         |               |
|   | Undertake formal smoking cessation training program (1,2)  |     |         |               |
|   | Discuss the role of spirometry in health screening (1,2)   |     |         |               |
|   | Discuss the indications and contra-indications for the annual influenza and other vaccines in those with <i>Core Respiratory Conditions</i> (1,2)                                      |     |         |               |
|   | Understand the impact of environmental exposure including housing, home/work environment and socio-economic factors on those with <i>Core Respiratory Conditions</i> (1)               |     |         |               |

## Proficient & Expert (MANY & FEW Nurses)

| Aspect of Care – Physiology and Pathophysiology | Objective  | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment   |
|---|--|---|--|--|
|   | <p>To demonstrate knowledge of pathophysiology relating to respiratory conditions</p> <p>Patient Outcome:</p> <p>The patient will receive appropriate care and information relating to their respiratory condition</p> | <p>1. Demonstrate an in-depth knowledge of normal <i>Pulmonary Anatomy and Physiology</i> and the pathophysiology of <i>Core Respiratory Conditions</i> in acute and chronic phases (1,2)</p> | <p>1. Demonstrate an in-depth knowledge and comprehensive understanding of the anatomy, physiology and biochemistry of respiratory systems as evidenced by completion of a post-graduate paper in physiology and pathophysiology (1,2)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |



| Aspect of Care – Respiratory Assessment: The Non-Acute Patient | Objective   | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment   |
|--|---|--|---|--|
|  | <p>To demonstrate clinical assessment of the patient to assess and determine patient risk status and health needs</p> <p>Patient Outcome:</p> <p>The patient will receive appropriate assessment to enable diagnosis/differential diagnoses</p> | <p>1. Demonstrate the ability to take a focused <i>Health History</i>, and demonstrate ability to discuss potential differential diagnoses related to <i>Core Respiratory Conditions</i>. Able to perform an assessment of a patient presenting with symptoms of sleep disordered breathing. (1,2,3,4)</p> | <p>1. Complete a comprehensive, focused <i>Health History</i>, and demonstrate ability to provide differential diagnoses. Integrate any existing <i>Core, and Other Respiratory Conditions</i>, and <i>Relevant Co-morbidities</i> to articulate clinical decision-making process (1,2,3,4)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |
|  |   | <p>2. Discuss environments and occupations commonly identified as risk factors for <i>Core Respiratory Conditions</i>, relating history to current symptoms, and referring appropriately (1,2,4)</p>   | <p>2. Demonstrate an in-depth understanding of environmental and occupational factors and their effect on lung pathology, initiating further investigations and referral as appropriate (1,2,4)</p>   | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |

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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment  |
|--|-----------|---|---|---|
|  |           | 3. Demonstrate the ability to undertake a <i>Physical Assessment</i> , identifying normal and abnormal findings (1,2,3,4)   | 3. Demonstrate the ability to undertake an <i>Advanced Physical Assessment</i> , interpreting normal and abnormal findings. Consider differential diagnoses, initiate further investigations and refer as appropriate. Evidenced by completion of a post-graduate advanced assessment paper (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|  |           | 4. Demonstrate the ability to access and utilise local, regional, national and international guidelines relating to <i>Core Respiratory Conditions</i> and treatments (pharmacological and non-pharmacological) (1,2,4) | 4. Develop, contribute to, and promote local, regional, national and international guidelines relevant to <i>Core and Other Respiratory Conditions</i> . Utilises guidelines related to <i>Relevant Co-morbidities</i> (1,2,4)  | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |

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| Aspect of Care – Respiratory Assessment: The Acute Patient | Objective   | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment   |
|--|---|--|--|--|
|  | <p>To provide appropriate assessment, management and review of the respiratory patient when presenting acutely</p> <p>Patient Outcome:</p> <p>The patient will receive appropriate assessment, care, treatment and review when presenting acutely</p> | <p>1. Can identify assessment frameworks and best practice guidelines for <i>Core Respiratory Conditions</i> to assist with assessing and triaging of acuity (1,2,3,4)</p>   | <p>1. Identify and use assessment frameworks and best practice guidelines for <i>Core, and Other Respiratory Conditions</i> in the assessing and triaging of acuity (1,2,3,4)</p>  | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |
|  |   | <p>2. Is able to discuss the presenting symptoms of a patient in respiratory distress due to <i>Core Respiratory Conditions</i> and appropriate treatments (pharmacological and non-pharmacological) (1,2,3,4)</p> | <p>2. Demonstrate the ability to assess the patient in respiratory distress and provide differential diagnoses for <i>Core and Other Respiratory Conditions</i> as well as <i>Relevant Co-morbidities</i>. Recognises need for advanced care planning/palliative care, and initiates/refers as appropriate (1,2,3,4)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |



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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|--|-----------|--|--|---|
|  |           | 3. Demonstrate the ability to assess response to intervention(s) and refer as appropriate (1,2,3,4)  | 3. Initiate treatment and referral as appropriate and is able to assess and evaluate the impact of the intervention(s) (1,2,3,4)   | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|  |           | 4. Demonstrate an awareness of the impact of an acute respiratory presentation on existing <i>Relevant Co-morbidities</i> and subsequent interventions (1,2,3,4) | 4. Demonstrate the ability to assess the impact of an acute respiratory presentation on existing <i>Relevant Co-morbidities</i> and subsequent interventions including palliative care (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |

| Aspect of Care – Respiratory Assessment: Investigations | Objective   | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|---|---|--|--|---|
|   | <p>To use appropriate and safe investigations to assist diagnosis and assess respiratory status</p> <p>Patient Outcome:</p> <p>The patient will receive safe and appropriate respiratory investigations</p> | 1. Demonstrate understanding of spirometry results including FEV <sub>1</sub> , FVC and the FEV <sub>1</sub> /FVC ratio (normal, obstructive and restrictive patterns). Discuss how these relate to the <i>Core Respiratory Conditions</i> (1,2,3,4) | 1. Demonstrate comprehensive understanding of spirometry results, and integrate findings into patient's <i>Health History</i> . If applicable to practice setting, demonstrate understanding of full pulmonary function test results (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|   |   | 2. If relevant to your practice, demonstrate ability to undertake spirometry testing as per competent knowledge and skills. Evidenced by undertaking accredited spirometry course (1,2,3,4)  | 2. As per Proficient (1,2,3,4)   | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |

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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|--|-----------|---|--|---|
|  |           | 3.If undertaking spirometry as part of your practice, demonstrate understanding of the quality framework including infection control/calibration of spirometry testing equipment and identify factors which contribute to poor test quality (1,2,3,4)                               | 3. As per Proficient (1,2,3,4)   | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|  |           | 4. Demonstrate appropriate initiation of/recommendation for <i>Common Diagnostic Tests and Assessment Tools</i> in response to <i>Physical Assessment</i> and <i>Health History</i> of patients, and discuss possible causes and appropriate response to abnormal results (1,2,3,4) | 4. Demonstrate appropriate initiation of <i>Common and Other Diagnostic Tests and Assessment Tools</i> in response to <i>Physical and Advanced Assessment</i> and <i>Health History</i> . Understand potential effects of disease processes, medications and lifestyle behaviours. Initiate appropriate follow up and referrals in response to abnormal findings (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |

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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)                                 | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment  |
|--|-----------|--|---|---|
|  |           | 5. Demonstrate knowledge of thoracic anatomy landmarks on normal chest x-ray (1,2,4) | 5. Identify abnormal changes on chest x-ray, and demonstrate appropriate management or follow-up in response to these changes or the radiologist report (1,2,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br><br><br><br>Initial :      Date: |

| Aspect of Care – Pharmacological Management: Medications | Objective   | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|--|---|--|--|---|
|  | <p>To safely administer and manage respiratory medications, and provide appropriate information and education</p> <p>Patient Outcome:</p> <p>Patient will receive appropriate medication, including assessment, information and education relating to their respiratory medications</p> | 1. Demonstrate knowledge of classes and sub-classes of <i>Respiratory Medications</i> and their indications for prescribing within diagnostic groups, according to disease-specific treatment guidelines (1,2,4)                                       | 1. Successfully complete a post-graduate pharmacology paper, enabling articulation and integration into practice of the pharmacokinetics and pharmacodynamics of <i>Respiratory and Other Medications</i> (1,2,4)  | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|  |   | 2. Demonstrate and articulate an understanding of the effects, side effects, interactions, contra-indications, doses, modes of administration, monitoring parameters and any Special Authority requirements for <i>Respiratory Medications</i> (1,2,4) | 2. Demonstrate and articulate a comprehensive understanding of the effect, side effects, interactions, contra-indications, doses, modes of administration, monitoring parameters and any Special Authority requirements for <i>Respiratory and Other Medications</i> (1,2,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |



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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
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|  |           | 3. Describe the different delivery mechanisms for inhaled <i>Respiratory Medications</i> (including nebulisers), and discuss the advantages and disadvantages of each. Able to recommend the most appropriate device for a patient (1,2,4) | 3. As per proficient (1,2,4)   | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br><br><br><br>Initial :      Date: |
|  |           | 4. Demonstrate ability to recognise non-concordance, drug misuse and possible inappropriate prescribing, and identify possible solutions in partnership with the patient and prescriber (1,2,3,4)  | 4. Recognise non-concordance, drug misuse and inappropriate prescribing, and identify solutions in partnership with the patient and prescriber. Demonstrate knowledge of processes to address identified drug misuse (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br><br><br><br>Initial :      Date: |

|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment  |
|--|-----------|--|---|---|
|  |           | 5. Demonstrate assessment of patient/whanau and the social/cultural/financial influences which impact on their decision making behaviour related to medication use (1,2,3,4) | 5. Demonstrate a comprehensive assessment of patient/whanau and the social/cultural/financial influences which impact on their decision making behaviour related to medication use. Develops strategies to address issues identified (1,2,3,4)  | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br>Initial :      Date: |
|  |           | 6. Describe potential interactions of <i>Respiratory Medications</i> with other prescribed and <i>Over-The Counter/Complementary Medications</i> (1,2,3,4)                   | 6. Integrate a knowledge of <i>Respiratory Medications</i> , and potential interactions with other prescribed and <i>Over-The Counter/Complementary Medications</i> to optimise and recommend medication adjustments appropriately<br><br>Demonstrates knowledge of the impact of alcohol, nicotine and other substances on dose regimen and monitoring (1,2,3,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br>Initial :      Date: |

|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|--|-----------|---|--|---|
|  |           | 7. Is aware of the use of Rongoa and <i>Over-The Counter/Complementary Medications</i> commonly utilised for respiratory conditions (1,2,4) | 7. Is aware of the use of Rongoa and <i>Over-The Counter/Complementary Medications</i> commonly utilised for respiratory conditions, and common interactions with prescribed medications (1,2,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br><br><br><br>Initial :      Date: |

|  | Objective  | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment  |
|--|--|---|---|---|
| Aspect of Care –Pharmacological Management: Oxygen Therapy | <p>To enable the safe administration and appropriate management of oxygen therapy, including assessment and education</p> <p>Patient Outcome:</p> <p>The patient will receive appropriate education and care to enable self management of oxygen therapy to an optimum standard.</p> | 1. Demonstrate an understanding of the principles of acute oxygen therapy, and long-term oxygen therapy in a patient with a <i>Core Respiratory Condition</i> as per <i>Evidence Based Guidelines</i> (1,2) | 1. Demonstrate an in-depth knowledge of the principles of acute and long-term oxygen therapy in a patient with a <i>Core or Other Respiratory Condition</i> as per <i>Evidence Based Guidelines</i> (1,2,4) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial:          Date:  |
|  |  | 2. Demonstrate knowledge of the clinical signs, symptoms and outcomes of hypoxia, hyperoxia and hypercapnia (1,2)   | 2. Demonstrates an in-depth knowledge of the clinical signs, symptoms and outcomes of hypoxia, hyperoxia and hypercapnia (1,2)  | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :          Date: |

|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|--|-----------|---|--|---|
|  |           | 3. Demonstrate an understanding of the indications and contraindications for administration of both acute and long-term oxygen therapy (1,2)  | 3. Demonstrate an in-depth understanding of the indications and contraindications for administration of both acute and long-term oxygen therapy. Is able to articulate the inclusion criteria for long-term oxygen therapy in patients with <i>Core and Other Respiratory Conditions</i> (1,2)       | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br>Initial :      Date: |
|  |           | 4. Demonstrate the appropriate use and care of equipment in the provision of oxygen therapy. Identify potential risks and issues with equipment use and works in partnership with the patient to find solutions (1,2) | 4. Demonstrate an in-depth knowledge of the appropriate use and care of equipment required in the provision of oxygen therapy including patient/whānau education. Is proactive in identifying potential issues with equipment use, and works in partnership with the patient to find solutions (1,2) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br>Initial :      Date: |

| Aspect of Care – Non-Pharmacological Management: Self Management | Objective  | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment   |
|--|--|---|---|--|
|  | <p>To optimise self-management, minimise symptom load, and improve quality of life for a patient with a respiratory condition</p> <p>Patient Outcome:</p> <p>The patient will have access to information and education about non-pharmacological aspects of managing a respiratory condition</p> | <p>1. Demonstrate the utilisation of non-pharmacological strategies including breathing control/relaxation/sputum clearance, to assist the patient with a <i>Core Respiratory Condition</i> to manage dyspnoea and related symptoms (1,2,3,4)</p> | <p>1. Demonstrate advanced skills in the utilisation of non-pharmacological strategies to assist the patient with <i>Core, and Other Respiratory Conditions</i> to manage dyspnoea and related symptoms and incorporate these into a comprehensive self-management plan (1,2,3,4)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |
|  |  | <p>2. Demonstrate an understanding of the importance of education and individualised self-management plans. Demonstrate the ability to develop a self-management plan for a patient with a <i>Core Respiratory Condition</i> (1,2,3,4)</p>        | <p>2. Demonstrate ability to create complex, individualised self-management plans for patients with <i>Core, and Other Respiratory Conditions</i>, and evaluate their effectiveness (1,2,3,4)</p>   | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |

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|  |  | Terms in italics refer to headings in the 'Definitions of Terms' Table, page 1   |  |  |
| Aspect of Care – Non Pharmacological: Pulmonary Rehabilitation | <b>Objective</b>   | <b>Proficient (NZNC Domain)</b><br><b>(MANY Registered Nurses)</b>   | <b>Expert (NZNC Domain)</b><br><b>(FEW Registered Nurses)</b>  | <b>Assessment</b>  |
|  | <p>To optimise self-management and improve quality of life for a patient with a respiratory condition through support and advocacy of Pulmonary Rehabilitation</p> <p>Patient Outcome:</p> <p>The patient will have access to exercise and education, ideally in a Pulmonary Rehabilitation Program, to receive maximal support and improvement in quality of life</p> | <p>1. Demonstrate a knowledge of pulmonary rehabilitation and understand the assessment process identifying possible reasons for inclusion and exclusion (1,2,3,4)</p> | <p>1. Demonstrate a comprehensive knowledge of pulmonary rehabilitation and provide appropriate assessment and referral to pulmonary rehabilitation programmes (1,2,3,4)</p> | <p><input type="checkbox"/> <b>P</b> <input type="checkbox"/> <b>E</b></p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |



|  | Objective | <b>Proficient (NZNC Domain)</b><br><b>(MANY Registered Nurses)</b>   | <b>Expert (NZNC Domain)</b><br><b>(FEW Registered Nurses)</b>  | <b>Assessment</b>   |
|--|-----------|--|--|---|
|  |           | 2. Participate and assist with provision and evaluation of pulmonary rehabilitation programmes in conjunction with the multi-disciplinary team (1,2,3,4)                                 | 2. Participate, lead, evaluate and further develop pulmonary rehabilitation programmes in conjunction with the multi-disciplinary team (1,2,3,4) | <input type="checkbox"/> <b>P</b> <input type="checkbox"/> <b>E</b><br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :          Date: |
|  |           | 3. Promote pulmonary rehabilitation within the region, encouraging participation and referral, including alternatives if pulmonary rehabilitation is not available or suitable (1,2,3,4) | 3. As per Proficient (1,2,3,4)   | <input type="checkbox"/> <b>P</b> <input type="checkbox"/> <b>E</b><br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :          Date: |

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|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment   |
|--|-----------|--|--|--|
|  |           | 4. Demonstrate a knowledge of physiotherapy and breathing exercises which may benefit those with <i>Core Respiratory Condition</i> (1,2,3,4) | 4. Demonstrate a comprehensive knowledge of physiotherapy and breathing exercises which may benefit those with <i>Core and Other Respiratory Condition</i> (1,2,3,4) | <div> <input type="checkbox"/> P           <input type="checkbox"/> E         </div> <div>           Self Assessment Score: <input type="text"/> </div> <div>           Bondy Score: <input type="text"/> </div> <div>           Evidence/Comments:         </div> <div>           Initial :      Date:         </div> |

Terms in italics refer to headings in the 'Definitions of Terms' Table, page 13

| Aspect of Care – Non Invasive Ventilation (NIV) | Objective  | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)  | Assessment  |
|---|--|---|--|---|
|   | <b>(Complete this aspect of care if NIV is part of your regular practice)</b><br><br>To enable the safe administration and appropriate management of non invasive ventilation (CPAP & Bi-level), including assessment, support and education | 1. Demonstrate knowledge of the clinical signs, symptoms and outcomes of type 1 & 2 respiratory failure related to <i>Core Respiratory Conditions</i> that require non-invasive ventilation (1,2) | 1. Demonstrate an in-depth knowledge of the clinical signs, symptoms and outcomes of type 1 & 2 respiratory failure related <i>Core or Other Respiratory Conditions</i> that require non-invasive ventilation (1,2)  | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial :      Date: |
|   | Patient Outcome:<br><br>The patient will receive appropriate education and care to enable management of non invasive ventilation to an optimum standard.   | 2. Demonstrate an understanding of the indications and contraindications for administration of both acute and long-term non-invasive ventilation (1,2)  | 2. Demonstrate an in-depth understanding of the indications and contraindications for administration of both acute and long-term non invasive ventilation. Is able to articulate the inclusion criteria for long-term non invasive ventilation in patients with <i>Core and Other Respiratory Conditions</i> (1,2) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br>Initial:      Date:  |



|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment   |
|--|-----------|---|---|--|
|  |           | 3. Demonstrate the appropriate use and daily care of equipment in the provision of non invasive ventilation. Identify issues with equipment use and seeks appropriate solutions (1,2) | 3. Demonstrate an in-depth knowledge of the appropriate use and daily care of equipment required in the provision of non invasive ventilation including patient/whanau education. Is proactive in identifying potential issues with equipment use, and work in partnership with the patient to find solutions (1,2) | <input type="checkbox"/> P <input type="checkbox"/> E<br>Self Assessment Score: <input type="text"/><br>Bondy Score: <input type="text"/><br>Evidence/Comments:<br><br><br><br><br><br><br><br>Initial :       Date: |

| Aspect of Care – Health Promotion | Objective  | Proficient (NZNC Domain)<br>(MANY Registered Nurses)   | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment   |
|-----------------------------------|--|--|---|--|
|                                   | <p>To optimise a healthy lifestyle for a patient with, or at risk of a respiratory condition</p> <p>Patient Outcome:</p> <p>The patient will receive appropriate advice and support to enable them to live a healthy lifestyle</p> | <p>1. Is able to articulate the <i>Evidence Based Guidelines</i> and relevant literature that supports the annual influenza and other vaccines in those with <i>Core Respiratory Conditions</i> (1,2)</p>          | <p>1. Demonstrate an in-depth knowledge of the <i>Evidence Based Guidelines</i> and relevant literature that supports the annual influenza and other vaccines in those with <i>Core and Other Respiratory Conditions</i>. Is aware of funding/support available to patients that may not be eligible for funded vaccines through the NZ pharmaceutical schedule (1,2,4)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |
|                                   |  | <p>2. Demonstrate the ability to assess the patient's environment (including home, work and other), identify and manage risks and refers appropriately for those with <i>Core Respiratory conditions</i> (1,2)</p> | <p>2. Demonstrate a comprehensive assessment of the patient's environment: (including home, work and other); identify and manage risks; identify relevant investigations and refers appropriately for those with <i>Core and Other Respiratory conditions</i> (1,2)</p>   | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |

|  | Objective | Proficient (NZNC Domain)<br>(MANY Registered Nurses)  | Expert (NZNC Domain)<br>(FEW Registered Nurses)   | Assessment   |
|--|-----------|---|---|--|
|  |           | <p>3. Articulates <i>Evidence Based Guidelines</i> and relevant literature that supports the promotion of a healthy lifestyle through regular exercise in those with <i>Core Respiratory Conditions</i></p> <p>Is able to identify situations where exercise may be contra-indicated (1,2,3)</p>  | <p>3. Demonstrate an in-depth knowledge of the <i>Evidence Based Guidelines</i> and relevant literature that supports the promotion of a healthy lifestyle through regular exercise in those with <i>Core Respiratory and other Conditions</i>. (1,2)</p>                 | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |
|  |           | <p>4. Articulates <i>Evidence Based Guidelines</i> and relevant literature that supports a health lifestyle through a healthy diet and maintaining a healthy weight for those with <i>Core Respiratory Conditions</i></p> <p>Identifies strategies/treatment options to increase or decrease weight and refer appropriately (1,2,3)</p> | <p>4. Demonstrate an in-depth knowledge of the <i>Evidence Based Guidelines</i> and relevant literature that supports a healthy lifestyle through a healthy diet and maintaining a healthy weight for those with <i>Core Respiratory and Other Conditions</i> (1,2,3)</p> | <p><input type="checkbox"/> P <input type="checkbox"/> E</p> <p>Self Assessment Score: <input type="text"/></p> <p>Bondy Score: <input type="text"/></p> <p>Evidence/Comments:</p> <p>Initial :      Date:</p> |



## Supporting Guidelines and Literature

|                                |  |   |
|--------------------------------|--|---|
| Advance Care Planning          | Advance Care Planning: A guide for the New Zealand health care workforce   | <a href="https://www.health.govt.nz/system/files/documents/publications/advance-care-planning-aug11.pdf">https://www.health.govt.nz/system/files/documents/publications/advance-care-planning-aug11.pdf</a>   |
| Asthma                         | GINA Report, 2014  | <a href="http://www.ginasthma.org/local/uploads/files/GINA_Report_2014_Aug12.pdf">http://www.ginasthma.org/local/uploads/files/GINA_Report_2014_Aug12.pdf</a>   |
|                                | Australian Asthma Handbook, 2014   | <a href="http://www.astmahandbook.org.au/">http://www.astmahandbook.org.au/</a>   |
|                                | British Guideline on the Management of Asthma, 2012  | <a href="https://www.brit-thoracic.org.uk/document-library/clinical-information/asthma/btssign-asthma-guideline-2014/">https://www.brit-thoracic.org.uk/document-library/clinical-information/asthma/btssign-asthma-guideline-2014/</a>                                     |
|                                | NICE Quality Standards for Asthma, 2013  | <a href="http://www.nice.org.uk/guidance/qs25/resources/guidance-quality-standard-for-asthma-pdf">www.nice.org.uk/guidance/qs25/resources/guidance-quality-standard-for-asthma-pdf</a>  |
| Bronchiectasis                 | British Guideline for non-CF Bronchiectasis, 2010  | <a href="https://www.brit-thoracic.org.uk/document-library/clinical-information/bronchiectasis/bts-guideline-for-non-cf-bronchiectasis/">https://www.brit-thoracic.org.uk/document-library/clinical-information/bronchiectasis/bts-guideline-for-non-cf-bronchiectasis/</a> |
|                                | Clinical Guideline for Chronic Suppurative Lung Disease and Bronchiectasis in Children and Adults in Australia and New Zealand, 2014 | <a href="http://www.thoracic.org.au/imagesDB/wysiwyg/BEposstatement_2014_revised_TSANZ_website_v3_wr_FINAL.pdf">http://www.thoracic.org.au/imagesDB/wysiwyg/BEposstatement_2014_revised_TSANZ_website_v3_wr_FINAL.pdf</a>   |
| Cardiovascular Risk Assessment | Cardiovascular Risk Assessment and Diabetes Screening, 2012  | <a href="https://www.health.govt.nz/publication/new-zealand-primary-care-handbook-2012">https://www.health.govt.nz/publication/new-zealand-primary-care-handbook-2012</a>   |
| COPD                           | NICE COPD Guidelines, 2014   | <a href="http://pathways.nice.org.uk/pathways/chronic-obstructive-pulmonary-disease">http://pathways.nice.org.uk/pathways/chronic-obstructive-pulmonary-disease</a>   |
|                                | Global Strategy for the Diagnosis, Management and Prevention of COPD, 2015   | <a href="http://www.goldcopd.org/guidelines-global-strategy-for-diagnosis-management.html">http://www.goldcopd.org/guidelines-global-strategy-for-diagnosis-management.html</a>   |
|                                | The COPD-X Plan: Australian and New Zealand guidelines for the management of COPD, 2014  | <a href="http://copdx.org.au/">http://copdx.org.au/</a>   |

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|-----------------|---|---|
| Cystic Fibrosis | Cystic Fibrosis Pulmonary Guidelines: chronic medications for maintenance of lung health, 2007                                    | <a href="http://www.atsjournals.org/doi/pdf/10.1164/rccm.200705-664OC">http://www.atsjournals.org/doi/pdf/10.1164/rccm.200705-664OC</a>   |
|                 | Standards of Care for Cystic Fibrosis in New Zealand, 2011  | <a href="http://www.cfnz.org.nz/wp-content/uploads/Standard-of-Care-NZ-2011.pdf">http://www.cfnz.org.nz/wp-content/uploads/Standard-of-Care-NZ-2011.pdf</a>   |
|                 | Cystic Fibrosis Pulmonary Guidelines: treatment of pulmonary exacerbations, 2009  | <a href="http://www.atsjournals.org/doi/pdf/10.1164/rccm.200812-1845PP">http://www.atsjournals.org/doi/pdf/10.1164/rccm.200812-1845PP</a>   |
| Chronic Cough   | CICADA: Cough in Children and Adults: Diagnosis and Assessment. Australian cough guidelines summary statement., 2010              | <a href="https://www.mja.com.au/journal/2010/192/5/cicada-cough-children-and-adults-diagnosis-and-assessment-australian-cough">https://www.mja.com.au/journal/2010/192/5/cicada-cough-children-and-adults-diagnosis-and-assessment-australian-cough</a>                       |
|                 | Recommendations for the Management of Cough in Adults, 2006   | <a href="http://thorax.bmj.com/content/61/suppl_1/i1">http://thorax.bmj.com/content/61/suppl_1/i1</a>   |
| Oximetry        | Clinical use of pulse oximetry: Official guidelines from the Thoracic Society of Australia and New Zealand 2014                   | <a href="http://www.thoracic.org.au/clinical-documents/command/download_file/id/34/filename/Pretto_et_al-2014-Respirology.pdf">http://www.thoracic.org.au/clinical-documents/command/download_file/id/34/filename/Pretto_et_al-2014-Respirology.pdf</a>                       |
| Oxygen Therapy  | BTS Guideline for Emergency Oxygen use in Adult Patients, 2008  | <a href="https://www.brit-thoracic.org.uk/document-library/clinical-information/oxygen/emergency-oxygen-use-in-adult-patients-guideline/">https://www.brit-thoracic.org.uk/document-library/clinical-information/oxygen/emergency-oxygen-use-in-adult-patients-guideline/</a> |
|                 | Adult Domiciliary Oxygen Therapy - Clinical Practice Guideline, 2014  | <a href="http://www.thoracic.org.au/imagesDB/wysiwyg/OxygenGuidelines_March2014_FINAL.pdf">http://www.thoracic.org.au/imagesDB/wysiwyg/OxygenGuidelines_March2014_FINAL.pdf</a>   |
|                 | Thoracic Society of Australia and New Zealand Oxygen Guidelines for Acute Oxygen Use in Adults: 'Swimming between the flags' 2015 | <a href="http://onlinelibrary.wiley.com/doi/10.1111/resp.12620/pdf">http://onlinelibrary.wiley.com/doi/10.1111/resp.12620/pdf</a>   |
| Palliative Care | The Palliative Care Handbook. Guidelines for Clinical Management and Symptom control 2012   | <a href="http://www.hospice.org.nz/cms_show_download.php?id=377">http://www.hospice.org.nz/cms_show_download.php?id=377</a>   |

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| Peak Flow                | Peak expiratory flow: conclusions and recommendations of a Working Party of the European Respiratory Society, 1997 | <a href="http://www.spirxpert.com/ERSstatement.pdf">http://www.spirxpert.com/ERSstatement.pdf</a>   |
|                          | Patient information: How to use a peak flow meter (Beyond the Basics), 2014  | <a href="http://www.uptodate.com/contents/how-to-use-a-peak-flow-meter-beyond-the-basics">http://www.uptodate.com/contents/how-to-use-a-peak-flow-meter-beyond-the-basics</a>   |
| Pneumonia                | Community Acquired Pneumonia in Adults, 2009   | <a href="https://www.brit-thoracic.org.uk/guidelines-and-quality-standards/community-acquired-pneumonia-in-adults-guideline/annotated">https://www.brit-thoracic.org.uk/guidelines-and-quality-standards/community-acquired-pneumonia-in-adults-guideline/annotated</a>                               |
| Pulmonary Rehabilitation | British Thoracic Society Guideline on Pulmonary Rehabilitation, 2013   | <a href="https://www.brit-thoracic.org.uk/document-library/clinical-information/pulmonary-rehabilitation/bts-guideline-for-pulmonary-rehabilitation/">https://www.brit-thoracic.org.uk/document-library/clinical-information/pulmonary-rehabilitation/bts-guideline-for-pulmonary-rehabilitation/</a> |
|                          | Pulmonary Rehabilitation Toolkit, 2013   | <a href="http://www.pulmonaryrehab.com.au/index.asp?page=2">http://www.pulmonaryrehab.com.au/index.asp?page=2</a>   |
| Sleep Apnoea             | Management of Obstructive Sleep Apnoea/Hypopnoea Syndrome in Adults, 2003  | <a href="http://www.sign.ac.uk/pdf/sign73.pdf">http://www.sign.ac.uk/pdf/sign73.pdf</a>   |
|                          | Clinical Guideline for the Evaluation, Management and Long-term Care of Obstructive Sleep Apnoea in Adults, 2009   | <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2699173/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2699173/</a>   |
| Smoking Cessation        | The New Zealand Guidelines for helping people to stop smoking, 2014  | <a href="http://www.health.govt.nz/publication/new-zealand-guidelines-helping-people-stop-smoking">http://www.health.govt.nz/publication/new-zealand-guidelines-helping-people-stop-smoking</a>   |
|                          | ABC For Smoking Cessation Quick Reference Card, 2014   | <a href="https://www.pharmac.health.nz/assets/smoking-cessation-abc-quick-reference-card.pdf">https://www.pharmac.health.nz/assets/smoking-cessation-abc-quick-reference-card.pdf</a>   |
| Spirometry               | Standardisation of Spirometry, 2005  | <a href="http://www.thoracic.org/statements/resources/pft/PFT2.pdf">http://www.thoracic.org/statements/resources/pft/PFT2.pdf</a>   |
|                          | Spirometry in Practice – a practical guide to using spirometry in primary care, 2005                               | <a href="https://www.brit-thoracic.org.uk/document-library/delivery-of-respiratory-care/spirometry/spirometry-in-practice/">https://www.brit-thoracic.org.uk/document-library/delivery-of-respiratory-care/spirometry/spirometry-in-practice/</a>   |
| Tuberculosis             | Guidelines for Tuberculosis control in New Zealand 2010  | <a href="http://www.health.govt.nz/publications/guidelines-tuberculosis-control-new-zealand-2010">www.health.govt.nz/publications/guidelines-tuberculosis-control-new-zealand-2010</a>  |

## Useful Websites

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|---|---|
| Advance Care Planning                                     | <a href="http://www.advancecareplanning.org.nz/">http://www.advancecareplanning.org.nz/</a>   |
| The Thoracic Society of Australia and New Zealand (TSANZ) | <a href="http://www.thoracic.org.au/">http://www.thoracic.org.au/</a>   |
| The Asthma Foundation of New Zealand                      | <a href="http://asthmafoundation.org.nz/">http://asthmafoundation.org.nz/</a>   |
| Asthma New Zealand  | <a href="http://www.asthma-nz.org.nz/">http://www.asthma-nz.org.nz/</a>   |
| National Institute for Health and Care (NICE)             | <a href="http://www.nice.org.uk/">http://www.nice.org.uk/</a>   |
| The British Thoracic Society (BTS)                        | <a href="https://www.brit-thoracic.org.uk/">https://www.brit-thoracic.org.uk/</a>   |
| The European Respiratory Society (ERS)                    | <a href="http://www.ersnet.org/">http://www.ersnet.org/</a>   |
| The American Thoracic Society (ATS)                       | <a href="http://www.thoracic.org/">http://www.thoracic.org/</a>   |
| Up-To-Date  | <a href="http://www.uptodate.com">http://www.uptodate.com</a>   |
| The Cochrane Library                                      | <a href="http://www.cochranelibrary.com/">http://www.cochranelibrary.com/</a>   |
| The Best Practice Advocacy Centre (BPAC)                  | <a href="http://www.bpac.org.nz/">http://www.bpac.org.nz/</a>   |
| New Zealand Formulary                                     | <a href="http://nzformulary.org/">http://nzformulary.org/</a>   |
| NZNC RN Scope of Practice Competencies                    | <a href="http://www.nursingcouncil.org.nz/Nurses/Scopes-of-practice/Registered-nurse">http://www.nursingcouncil.org.nz/Nurses/Scopes-of-practice/Registered-nurse</a>             |
| NZNC Standards and Guidelines                             | <a href="http://www.nursingcouncil.org.nz/Publications/Standards-and-guidelines-for-nurses">http://www.nursingcouncil.org.nz/Publications/Standards-and-guidelines-for-nurses</a> |
| Maori Health Strategy                                     | <a href="http://www.health.govt.nz/publication/he-korowai-oranga-maori-health-strategy">http://www.health.govt.nz/publication/he-korowai-oranga-maori-health-strategy</a>         |
| Medsafe   | <a href="http://medsafe.govt.nz/">http://medsafe.govt.nz/</a>   |

## Useful Publications

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| Breathing Dysfunction | Bradley, D. & Clifton-Smith, T. (2002). Breathing Works for Asthma. New Zealand: Tandem Press   |
|                       | Bradley, D. & Clifton-Smith, T. (2008). Managing your asthma using the Bradcliff Breathing Method: Dynamic breathing for asthma. Random House: Auckland                         |
| Health Literacy       | Jones B, Ingham TR, Reid S, Davies C, Levack W, and Robson B. He Māramatanga Huangō: Asthma Health Literacy for Māori Children in New Zealand, University of Otago, March 2015. |
| Maori Health          | Durie, M.H. (2001). Whaiora. Maori Health Development. Oxford University Press: Auckland  |
|                       | Gordon, M. (2002). Manual of Nursing Diagnosis (10th ed.) St Louis: Mosby   |
|                       | Pene, R. (1991). Te Wheke: A celebration of infinite wisdom. Ao ako Global Learning NZ  |