

APPENDIX F Competency self-assessment tool

competencies

These competencies were identified for the new Primary Health Care Nurse role by the Reefton community-based nurses in late 2004.

They relate to

- **what you know** (background knowledge including what you have learned formally, your personal knowledge, and information that you can look up)
- **what you can do** (skills and abilities)
- **what you are** (attitudes and attributes).

Most primary health care nurses will already have most of these competencies. Your self-audit will help you identify priorities for learning, support and feedback.

This set of competencies overlays (and overlaps) those identified by Nursing Council for the Registered Nurse scope of practice. [A summary of the latest draft from Council was included].

self-assessment

Please complete two copies of the competency self-assessment (keep a copy for yourself and return one with your application). This will help you map the competencies you already have, and help you see where the gaps are.

Your self-assessment helps you identify

- your **current** core competencies (mark as 'C')
- new knowledge you need to **know how to access** (mark as 'K')
- new knowledge, skills and abilities you will need to **develop** within the project period (mark as 'D').

The competencies you need to develop (those marked as 'D') are the priorities in your personal learning plan.

You will be supported in strategies appropriate to the learning need, ranging from

- visiting nurses in similar roles
- gaining specific clinical and assessment skills through colleague coaching or short courses
- workshop or conference attendance
- further formal qualifications.

You are welcome to do this exercise with Michele Barber, Professional Practice Coordinator for WCDHB. Michele can be contacted on 03 768 0499 ext 2656 or 021 141 9489.

what..you know

- ❑ Familiar with primary/public/population health care concepts, including those outlined in the key national and international primary health care documents listed, and also with WCDHB public/primary health priorities, including WCDHB Maori Health Plan/Te Kaupapa Hauora Maori.
- ❑ Familiar with resource people and linkages in relation to above.
- ❑ Familiar with community development and consultation concepts and able to participate in related planning and processes.
- ❑ Aware of other agencies (government-funded and other) operating in the community; able to build and maintain relationships with them and work with them in a partnership model.
- ❑ Familiar with the local community, the groups and people within it, including their cultural and spiritual beliefs and values.
- ❑ Familiar with Tikanga Maori.
- ❑ Familiar with health promotion concepts and goals.
- ❑ Familiar with childhood development and milestones, and age related health problems.
- ❑ Familiar with the service delivery requirements for Well Child/Tamariki Ora and able to complete core and additional Well Child schedules.
- ❑ Familiar with and able to advocate and support the Health Promoting Schools framework.
- ❑ Familiar with the range of international and national promotions and able to select those most appropriate for school/community needs.
- ❑ Knows aetiology of communicable diseases (in NZ), notification and compliance requirements and treatment regimes.
- ❑ Aware of immunisation schedules and able to identify at risk groups.
- ❑ Familiar with immunisation schedules.
- ❑ Familiar with requirements for maintaining [an immunisation] register.
- ❑ Familiar with concerns about immunisation and able to provide appropriate information that helps parents/caregivers make informed decisions.
- ❑ Aware of Strengthening Families process and able to support client involvement.
- ❑ Familiar with relevant Standing Orders and WCDHB protocols and policies.
- ❑ Understands the nurse's role and responsibilities in relation to prescribing, Standing Orders, and controlled drugs.
- ❑ Knows how to access pharmacological information, and is able to identify what action to take on any concerns.
- ❑ Familiar with accident/incident reporting procedures.
- ❑ Familiar with professional and DHB Codes of Conduct.
- ❑ Knows organisational channels of communication.
- ❑ Aware of DHB policy, privacy requirements and medico-legal aspects of documentation.
- ❑ Aware of CCR and DHB requirements for keeping a record of professional practice.
- ❑ Familiar with ethical and legal requirements relevant to the role.
- ❑ Familiar with requirements for and issues around gaining consent.
- ❑ Familiar with WCDHB general policies and the Health & Safety plan.
- ❑ Familiar with the quality process and able to instigate and implement it, and aware of the WCDHB quality programme.
- ❑ Familiar with the concepts and requirements associated with a client held file.

...you can do

- ❑ Able to work in partnership with clients/families/whanau/groups.
- ❑ Able to run community activities, projects and programmes, in partnership with colleagues and other providers.
- ❑ Familiar with and practised in using a range of health assessment tools.
- ❑ Able to assess maternal/parental and family health.
- ❑ Able to assess infant/child health.
- ❑ Able to assess the school environs and students in terms of health-related needs or issues.
- ❑ Able to assess adult health.
- ❑ Familiar with the indications for diagnostic tests and able to interpret the results and identify when referral is required.
- ❑ Able to assess and promote client's readiness to discuss health issues (motivational interviewing).
- ❑ Able to assess the resources and motivation for self-management within an individual or family/whanau; support and supplement, and when to involve other agencies as appropriate.
- ❑ Able to assess the information and learning needs of clients/families/whanau about their clinical conditions/health problems.
- ❑ Able to recognise and respect the client's definition of a healthy lifestyle according to their circumstances, also their goals and strategies.
- ❑ Able to recognise when a client's right to exercise their autonomy is putting them at risk, and an intervention based on safety must be implemented.
- ❑ Familiar with a range of resources and able to determine and access those most suited to the client.
- ❑ Able to identify when to request advice or a consultation, or refer a case on to an appropriate agency.
- ❑ Able to initiate, promote and provide self-referral clinics in school.
- ❑ Able to investigate cases and trace contacts, followup and implement appropriate education and treatment.
- ❑ Able to set systems in place for immunisation screening in schools.
- ❑ Able to formulate, deliver and revise a plan of care.
- ❑ Able to evaluate client progress and the effectiveness of care.
- ❑ Able to act effectively and appropriately in an advocacy role.
- ❑ Able to access and apply best practice guidelines for clinical conditions and palliative care.
- ❑ Able to use the available record keeping system (whether paper based or electronic).
- ❑ Able to write clearly and concisely, and manage own timeliness of record keeping.
- ❑ Able to locate or design (or access expertise to design) client tools and resources.
- ❑ Aware of and able to complete contractually required reporting.
- ❑ Able to identify hazards and minimise or eliminate them.
- ❑ Able to articulate own beliefs and principles of professionalism, and carry them through in relationships with clients and colleagues.
- ❑ Able to identify own learning needs to keep current in practice.
- ❑ Understands own limitations and professional accountability and applies this in decision-making.
- ❑ Able to assess own practice, and seek, receive and respond to feedback.
- ❑ Able to preceptor, orientate, educate and support other staff.
- ❑ Able to develop and critique practice and procedures.
- ❑ Able to identify those professional organisations and groups which are a good match to own interests, development needs and situation.
- ❑ Able to work autonomously, but also as a reliable team member.
- ❑ Able to prioritise workload – individual and team.
- ❑ Able to manage own time efficiently and flexibly.

...you are

- ❑ Skilled in listening, and dealing patiently with different cultural/ethnic groups.
- ❑ Able to recognise and respect the client's definition of a healthy lifestyle according to their circumstances, also their goals and strategies.
- ❑ Acknowledges the importance of client/family involvement in directing and choosing care/treatment.
- ❑ Committed to client involvement and rights in relation to their records.
- ❑ Committed to contributing to an effective team process