Competency Standards for the New Zealand Renal Nurse
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Published by the National Renal Nursing Qualification Working Party
Renal Society of Australasia (NZ Branch)
9 Emerson Street
Wellington
New Zealand

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Acknowledgements

The working party thank the following:

- for providing the foundation for this work, the Australian national working party of the RSA Nephrology Nurses' Competency Standards Project.
- all the members of the RSA and other renal nurses who offered feedback throughout the process.
- for their consideration and feedback during the review process: Jocelyn Peach, Director of Nursing & Midwifery, Auckland Healthcare; Joe Parkes and Rachel Parmee, Nursing & Midwifery Department, Otago Polytechnic; Brenda Paton, Senior Academic Staff Member, Waikato Polytechnic; Professor Alison Dixon, Department of Nursing & Midwifery, Victoria University of Wellington; and John Ryall, President, Wellington Region Kidney Society.
- for timely editing and proof reading, as well as helpful input generally throughout the process: Nic Polaschek, Team Leader, Dialysis Services, Capital Coast Health; and Denise Mundy, Team Leader Wards 4 & 40, Capital Coast Health.
- for his assistance and support: Adrian Buttimore, Manager, Dialysis Services, Christchurch Hospital, and for his forbearance and IT support, Mark Hudson.
Introduction

This document is the result of 5 years of work. Its small size belies both its importance and the foundation upon which it has been built. It started with an informal conversation and grew to involve all renal nurses in New Zealand as well as some of those in Australia. It is intended to be a working document used by ordinary nurses who undertake everyday the extraordinary activities that together constitute renal nursing practice. Beneath this pragmatism is a solid foundation of research and critical analysis.

So what is this document? Where did the idea come from? What is it based on? How was it developed? How do we know it really describes renal nursing practice? Why is it so important?

What are competency standards?

Competency based standards set out the necessary requirements with which to demonstrate a particular level of performance by combining appropriate knowledge, skills, abilities, and attitudes. Competency based standards provide a way of observing the necessary attributes for job performance at an appropriate level. They capture what is done in the workplace and the level of performance required. They identify not only routine skills but also the more subtle and complex aspects of professional practice. The subdivisions within which a profession's competency standards can be described include domains of practice, competency standards, elements of competency (practice) and performance criteria.

Domains of practice describe the dimensions of a profession's practice under which closely related competency standards are grouped.

Competency standards express those attributes of a person that provide a public statement of what it means to be competent in a profession. The combination of these attributes results in effective performance.

Elements of competency relate to those aspects of performance which, when viewed collectively, would be regarded as evidence of superior and/or effective performance within a specific competency standard.

Performance criteria provide concrete examples of behaviour that may be regarded as significant but not exhaustive evidence of competent professional performance.

Taken from Competency Standards for the Australian Renal Nurse, RSA, 1999
Where did the idea come from?
The evolution of New Zealand Competency Standards has been inextricably intertwined with the Renal Society of Australasia (RSA) Australian National Nephrology Nurses Competency Standards Research project. That group had begun work on developing a set of competency standards some years earlier and by 1995 were beginning the painstaking process of validation.

In that year, the New Zealand Branch of the Renal Society of Australasia set up a Working Party to work specifically towards establishing a competency based curriculum for a nationally recognised renal nursing programme. It quickly became clear that the first task would be to articulate exactly what it is that a renal nurse in New Zealand does, and how s/he does it. Thus the Working Party had three specific aims:

1. to describe the nature of specialist Renal Nursing practice in New Zealand in terms of competency standards, which are validated by renal nurses in New Zealand.
2. to design a competency-based curriculum for the education and training of specialist renal nurses in New Zealand, which is approved by the New Zealand Nursing Council.
3. to recommend methods of curriculum implementation and evaluation.

This document is the outcome of the first of those aims.

What is it based on?
In developing the New Zealand competency standards for renal nursing practice a range of international standards of practice were examined. These included the European Dialysis and Transplant Nurses' Association Standards for Nephrology Nursing Practice, the American Nephrology Nurses Association Standards of Clinical Practice for Nephrology Nursing, and the Australasian Structural Standards for Nephrology Nurses. We also examined the draft Competency Standards for the Australian Nephrology Nurse that had been produced by the Australian Working Party.

A member of our Working Party was invited to observe the process in Australia, and it became clear that the New Zealand group could benefit from the work already undertaken by the Australian team. The New Zealand Working Party decided that the draft Australian Competency Standards were the most appropriate to use as a starting point for the New Zealand equivalent. With the agreement and support of the Australian team the New Zealand Working Party set to work to modify their draft standards to the New Zealand context.

In collaborating with our Australian colleagues, the Working Party has appreciated their advanced knowledge and skills, and in particular academic scholarship, that is not available within the smaller New Zealand renal nursing community. This has provided us with a framework which our process, accessing the distinctive experience of New Zealand renal nurses, built on to develop a set of competencies that describe specialist renal nursing practice in our context.
How was it developed?
The New Zealand Competency Standards represent a significant modification of the Australian Competency Standards. While there were many more similarities than differences in the nature of renal nursing practice in the two countries, the following differences were significant:

- the small, lightly populated character of our country in contrast to the large Australian land mass with significant urban populations
- the cultural geography of our country, the distinctive position of the Tangata Whenua, the Pakeha majority and the recent immigrant groups, especially the large Pacific nation population, in contrast to the range of ethnicities within Australia.
- the prevalence of self-care at home in New Zealand in contrast to the significant growth of in-centre care in Australia.
These differences have led to our standards having a different flavour than those of our Australian colleagues.

The working party members, drawn from the major renal centres, developed a draft version of the standards from their own research and informal consultation with colleagues in their own centres. This draft was sent to a wide variety of individuals for comment and feedback. These included:

- every member of the RSA in New Zealand.
- every Charge Nurse (or equivalent), Clinical Nurse Specialist, and Clinical Nurse Educator working in a renal setting in New Zealand.
- representatives from each of the tertiary education institute Nursing schools.
- representatives from professional bodies including the New Zealand Nursing Council and the New Zealand Nurses Organisation.
- representatives from patient support groups.
- groups and individuals representing the tangata whenua.

The feedback was analysed and could be broadly grouped into the following areas:

- The need to be more explicit about the diversity and dimensions of care, e.g. community-based care, mental and spiritual health, self-directed care.
- The need to include evidence-based practice as the underpinning focus for many, if not all of the competencies.
- The need to provide room to allow for future additions to reflect changes in legislation and the nurse's role (e.g. prescribing competencies).
- Alterations were made to reflect the feedback. A final draft was circulated for further comment.

How do we know the competencies really describe renal nursing practice?
The Australian Standards were validated using a specific methodology called the Delphi technique. Such a technique would not have been appropriate for the
small group of renal nurses in New Zealand. We have had the advantage of being able to consult their standards that have been validated in this formal way. Having a small group of renal centres, almost all renal nurses currently working in this country have had the opportunity to provide input to the draft of these standards if they wished to.

The Working Party believes that the small, close-knit nature of the renal nursing group in New Zealand makes it possible to get an accurate picture of the character of renal nursing by using the informal method of participant feedback described briefly above. This method is also more realistic for such a small group of health professionals in terms of time and cost.

**Why is it important to have competency standards for the New Zealand renal nurse?**

The competency standards mean that:

These competency standards represent a significant move forward for the profession. They formally describe and recognise the professional skills that are intrinsic to, and often unique to, renal nursing. The benefits of this to the profession are that:

- they provide a tool that may be used in the development of career pathways, job descriptions, and appraisals.
- they describe expected behaviours and abilities that may be used in the assessment and evaluation of individual and collective renal nursing practice.
- quality of renal nursing care may be assured if the standards are met.
- there is a framework for renal nursing training programmes.
- they provide a means to clarify the renal nurse's role to administrators, consumers, and other health care professionals.
- there is now a foundation upon which to take up the opportunities offered by the concept of nurse-led renal units.

**Bibliography**


Summary - The Domains And Competencies

Professional Practice
1. Functions in accordance with legislation and common law affecting renal nursing practice.
2. Proactively protects the rights of individuals and groups.
3. Demonstrates and justifies accountability for renal nursing practice.
4. Contributes to effective ethical decision-making.

Reflective Practice
5. Recognises and enhances levels of professional development and clinical competence.
6. Reflects on, and implements research-based practice.

Empowerment
7. Helps establish and maintain a physical and psychosocial environment which promotes safety, security and optimal health.
8. Enhances the dignity and integrity of individuals and groups.
9. Protects the individual’s rights to autonomy and facilitates informed decision-making.
10. Utilises effective communication to guide and achieve optimal outcomes.
11. Assists the individual and/or groups to plan for future lifestyle changes associated with chronic illness.
12. Engages in individual/group education to promote a person’s return to optimal functional status.

Clinical Problem Solving
13. Utilises comprehensive assessment and interpretative skills to achieve optimal care.
14. Develops and manages a plan of care to achieve predicted outcomes and considers implications for on-going care.
15. Manages complex therapeutic strategies and evaluates outcomes.
16. Anticipates and plans for effective and efficient utilisation of resources.

Teamwork
17. Effectively manages and co-ordinates the care of a variety of individuals and groups.
18. Collaborates as an active member within the health care team to achieve optimal outcomes.

Leadership
19. Helps create and maintain a supportive environment for nursing colleagues and other members of the health care team.
20. Acts to enhance the professional development of others.
21. Demonstrates leadership qualities.
Competency Standards for the New Zealand Renal Nurse

Professional Practice

The competencies in this domain relate to the legal and ethical responsibilities of renal nurses. It is imperative that renal nursing practice is both ethically and legally based. Working within this framework ensures that the rights of both the individual and the nurse are respected and at the same time ensures professional nursing autonomy.

Competency 1
Functions in accordance with legislation and common law affecting renal nursing practice.

Element 1.1 Demonstrates a comprehensive knowledge of the legislation relevant to nursing practice.

Performance Criteria:

- Discusses the implications of legislation in relation to renal nursing practice, including those laws and regulations that govern nursing registration and practice, occupational health and safety, human tissue transplantation and organ donation, sexual harassment, equal employment opportunity, administration and storage of therapeutic agents and poisons.
Element 1.2 Consistently promotes an awareness of, and adherence to, the legislation relevant to renal health care.

**Performance Criteria:**
- Acts as a role model by consistently adhering to legislation and common law governing renal nursing practice.
- Actively participates in the education of less experienced staff regarding the legal implications of their everyday practice.
- Monitors staff adherence to the legal requirements of their renal nursing practice.

Element 1.3 Consistently fulfils the duty of care in the course of renal nursing practice.

**Performance Criteria:**
- Recognises necessary nursing skill mix to ensure achievement of daily nursing goals.
- Performs nursing interventions appropriately and safely, cognisant of and anticipating consequences.
- Documents nursing care outcomes accurately and objectively

Element 1.4 Contributes to the development and ongoing review of policies and protocols that have legal implications for renal nursing practice.

**Performance Criteria:**
- Regularly reviews and updates institutional and unit policies and procedures which reflect changing needs of individuals, groups and current nursing practice.
- Consults with other members of the health care team to review, update and develop unit protocols.
- Participates in evaluation of effectiveness of accepted nursing practice (e.g. protocols) through research.
Competency 2
Proactively protects the rights of individuals and groups.

Element 2.1 Demonstrates functional knowledge of the rights of individuals/groups as recipients of renal health care.

*Performance Criteria:*
- Identifies various rights of individuals and groups, including, but not limited to:
  - consent
  - withdrawal of treatment
  - privacy
  - confidentiality
  - choice of treatment options
  - the role of the nurse as advocate
- Ensures the right of the individual and group to full and comprehensible information regarding condition and health treatment options.

Element 2.2 Responds to maintain the rights of individuals/groups.

*Performance Criteria:*
- Consistently demonstrates confidentiality in dealing with sensitive information e.g. complies with individual and group wishes regarding disclosure of information; restricts discussion of sensitive information to therapeutic and learning situations; maintains confidentiality of medical records.
- Consistently advocates for individuals to ensure that their rights are maintained e.g. ensures all renal treatment options are discussed.
- Ensures that verbal and non-verbal interactions with individual/group reflect respect for differing values and beliefs e.g. uses appropriate physical contact.
- Intervenes appropriately when policies and practices impinge on the rights of individuals/groups.

Element 2.3 Anticipates and identifies unsafe practice and consistently responds appropriately, ensuring a safe outcome.

*Performance Criteria:*
- Identifies and puts in place plans to reduce the incidence of unsafe practice.
- Identifies when intervention is necessary to prevent nursing care being compromised.
- Can articulate the difference between safe and unsafe practice (i.e., is cognisant of recognised standards of nursing practice)
Competency 3
Demonstrates and justifies accountability for renal nursing practice.

Element 3.1 Accepts responsibility for actions consistently and appropriately.

Performance Criteria:
- Complies with New Zealand Nursing Council Code of Conduct at all times.
- Reflects on own professional practice with colleagues to improve nursing care.
- Seeks further information or a second opinion when unsure.
- Reports and documents incidents promptly and accurately and acts to maintain the safety of the individual.

Element 3.2 Clarifies unclear instructions and questions inappropriate interventions, to promote safe outcomes.

Performance Criteria:
- Collaborates with other members of the health care team about management strategies to ensure that ambiguity does not occur.
- Clarifies the actions of other members of the health care team if they appear inappropriate.
- Promotes evidence-based practice.

Element 3.3 Consistently makes complex, informed, independent decisions.

Performance Criteria:
- Recognises changes in the individual’s condition and intervenes appropriately.
- Anticipates potential problems and acts to promote a safe outcome.
- Provides sound, evidence-based rationale for all independent decisions and therapeutic interventions.
- Demonstrates awareness that some clinical decisions have unpredictable outcomes and weighs the consequences of these against the decisions.
- Seeks information on new products or treatments.
Competency 4
Contributes to effective ethical decision-making.

Element 4.1 Consistently provides renal nursing care within an ethical framework.

Performance Criteria:
- Maintains a consistent standard of care when encountering differing values, beliefs and biases e.g. treats everyone with respect, compassion and care; refrains from allowing personal judgements to impinge on care.
- Maintains confidentiality of sensitive information.
- Identifies and adheres to ethical considerations when involved with health care research, i.e. is aware of, and operates within, institutional and ethical protocols.
- Acknowledges own ethical/moral values, and acts to ensure they do not impinge negatively on patient care (e.g. removes self from care when values conflict).

Element 4.2 Demonstrates knowledge of contemporary ethical issues impinging on renal nursing.

Performance Criteria:
- Discusses and applies the New Zealand Nursing Council Code of Ethics to nursing practice.
- Identifies and analyses ethical dilemmas in the workplace e.g. conservative versus acute nursing management.
- Discusses contemporary ethical issues in a logical and reasonable manner.
- Applies the principles of ethical decision making to the analysis of all research relevant to renal nursing practice.
Element 4.3 Collaborates with, and supports other members of the health care team regarding ethical issues.

**Performance Criteria:**
- Applies appropriate strategies to facilitate a team approach to ethical decision making e.g. convenes family conferences.
- Provides appropriate information to colleagues, to aid effective and ethical decision-making.
- Assists less experienced colleagues to critically analyse events and relationships in the clinical setting, from an ethical perspective.
- Encourages the input of relatives and significant others and takes into account their beliefs and value systems in resolving ethical dilemmas.

Element 4.4 Identifies instances of unprofessional conduct and responds appropriately

**Performance Criteria:**
- Participates in discussion of issues related to professional conduct.
- Identifies examples of unprofessional conduct and manages situations appropriately.
- Reports serious misconduct to appropriate authorities.
Reflective Practice

The competencies in this domain demonstrate the renal nurse’s ability to reflect on practice in order to maintain and enhance current clinical practice. This includes a commitment to the professional development of self and others through research.

Competency 5
Recognises and enhances levels of professional development and clinical competence.

Element 5.1 Accurately assesses own abilities and practises accordingly.

Performance Criteria:
- Engages in regular self-appraisal and peer review.
- Sets both clinical and professional objectives and reviews these regularly.
- Demonstrates knowledge of institutional policies and can provide a rationale.
- Assists in development/review of policies/protocols in own workplace.
- Maintains professional portfolio available for audit.

Element 5.2 Consults with nursing colleagues and other members of the health care team when care requires expertise beyond own abilities and scope of practice.

Performance Criteria:
- Collaborates with other specialised nursing colleagues, e.g. diabetes educator, infection control, wound management, acute pain service.
- Consults with other members of the health care team.

Element 5.3 Engages in activities to enhance own level of practice.

Performance Criteria:
- Belongs to relevant professional renal nursing organisations.
- Reads, accesses and/or critiques appropriate professional journal articles.
- Provides education for peers and other relevant staff e.g. conference, seminar presentations, ward/unit in-service training.
- Presents papers at local, national and/or international professional meetings/conferences.
- Contributes to and participates in working party projects.
- Incorporates research into renal nursing practice.
Competency 6
Reflects on, and implements research-based practice.

Element 6.1 Contributes to, and promotes the process of nursing research designed to improve nursing practice and outcomes.

Performance Criteria:
- Demonstrates active involvement in relevant nursing research projects.
- Applies ethical principles to research methodology.
- Identifies areas where nursing research outcomes may be applied.
- Supports junior staff in research activities.
- Shares findings with colleagues.
- Incorporates research findings into clinical practice by basing care on best evidence available.

Element 6.2 Participates in collaborative research with other members of the health care team.

Performance Criteria:
- Discusses possible research projects with other members of the health care team.
- Participates in the development of collaborative research proposals and takes part in research projects.
Empowerment

The competencies in this domain encompass the philosophy that renal nurses create opportunities for individuals/groups to regain a level of independence. This reflects unique traits and characteristics that are congruent with personal values, beliefs, culture, psychological, and social circumstances. A critical activity within this domain involves both establishing and nurturing nurse/patient relationships. Clinical practice is based on a model of care in which the individual is respected as an autonomous being and individual rights and dignity are protected and defended.

Competency 7
Helps establish and maintain a physical and psychosocial environment which promotes safety, security and optimal health.

Element 7.1 Consistently identifies situations of risk to individuals/groups and responds appropriately.

Performance Criteria:
- Completes equipment checks and responds to deviations prior to patient use.
- Responds promptly to instances of potential or actual risk for patient.
- Determines appropriate dialysis requirements based on individual assessment parameters.
- Ensures that treatment is provided in a safe environment e.g. implements infection control policy, health and safety policy, and other institutional policies.
- Recognises unsafe self-care practices.

Element 7.2 Anticipates and responds appropriately and effectively to the comfort needs of individuals.

Performance Criteria:
- Manipulates resources and environment to suit individual disabilities.
- Recognises the psychological, behavioural, social, spiritual, and financial needs of the patient and responds appropriately.
Element 7.3 Practises in a manner which the individual/group determines as being culturally safe.

Performance Criteria:

- Recognises the tangata whenua of Aotearoa (New Zealand) and honours cultural safety as an affirmation of the Treaty of Waitangi
- Applies the principles of cultural safety in own nursing practice and assists others to enhance the provision of effective service.
- Assists the client, family/whanau and other personnel to gain appropriate support and representation from those who understand the client’s culture, needs, and preferences.
- Recognises the impact of the culture of nursing on client care and endeavours to protect and enhance the client’s well being within this culture.
- Recognises own beliefs, values, and prejudices that may arise in relation to the client’s age, ethnicity, culture, beliefs, gender, sexual orientation, and/or disability.
- Practises in a way that respects each client’s identity and right to hold personal beliefs, values and goals.
- Consults with members of cultural and other groups as requested and approved by the client.
- Facilitates the client’s access to relevant systems, services, and resources.
- Acknowledges when ability to provide care is limited by own personal attributes and takes appropriate action to ensure client safety and care.
- Advocates for the client.
Competency 8
Enhances the dignity and integrity of individuals and groups.

Element 8.1  Works in a way that recognises and supports individual values, customs and spiritual beliefs, and appreciates the importance of these in the healing process.

Performance Criteria:
- Encourages family to participate in care where sanctioned by the patient.
- Adjusts communication style as necessary.
- Negotiates with health care personnel to allow for modifications to restrictions based on spiritual beliefs/customs.

Element 8.2  Demonstrates insight and sensitivity towards the individual’s social circumstances.

Performance Criteria:
- Arranges care according to individual’s needs, wherever possible.
- Responds to individual’s requests and concerns.
- Negotiates care to ensure individual needs are met without impinging on the rights or needs of the group.

Element 8.3  Establishes and maintains relationships which are sensitive to the needs of the individual.

Performance Criteria:
- Adapts communication styles according to individual needs.
- Establish rapport with individuals and families.

Element 8.4  Implements strategies which encourage independence within the community.

Performance Criteria:
- Implements education programs.
- Participates in home visiting programs.
- Provides community support contacts e.g. dialysis and transplant support groups.
- Educates nurses working in community health services to support individuals at home.
- Accesses psychological support and counselling for individuals and groups.
Element 9.1 Provides relevant, accurate and comprehensible information about renal dysfunction and treatment options.

Performance Criteria:
- Assesses individual's readiness to learn in relation to physical/psychological state.
- Accesses appropriate resources to support teaching.
- Provides information that is easy to understand and is at a level appropriate to patient.

Element 9.2 Co-ordinates the involvement of all members of the health care team.

Performance Criteria:
- Makes appropriate referrals e.g. dietitian, social worker, chaplain.
- Organises family meetings at an appropriate time and venue.
- Facilitates equal participation at group meetings.
- Ensures accurate documentation of patient-related meetings.

Element 9.3 Advocates on behalf of individuals and groups.

Performance Criteria:
- Ensures that the individual has been fully informed of all treatment options including risks and side effects and participates in decision-making processes.
- Clearly articulates individual's opinions/wants at case conferences.

Element 9.4 Supports the decisions of individuals who wish to withdraw from treatment.

Performance Criteria:
- Advocates on behalf of the individual and group at case conferences.
- Explains to the individual/group the events following withdrawal from treatment.
- Provides care in a non-judgmental, supportive environment.
- Makes appropriate referrals to facilitate best palliative care for the individual/group.
Competency 10
Utilises effective communication to guide and achieve optimal outcomes.

Element 10.1 Communicates effectively with individuals/groups and with other members of the health care team.

Performance Criteria:
- Uses reflective and active listening skills.
- Documents and reports information, including nursing care plan.
- Recognises when barriers to effective communication occur, and responds appropriately to correct the problem.
- Uses conflict resolution skills.
- Evaluates own communication style and makes changes where necessary.
Competency 11
Assists the individual and/or groups to plan for future lifestyle changes associated with chronic illness.

Element 11.1 Performs and documents a comprehensive assessment of individual/group dynamics and social circumstances.

Performance Criteria:
- Demonstrates understanding of the complexity of considerations for patients embarking on chronic renal treatments.
- Assessment shows consideration of all factors that may have an impact on the patient's successful adaptation to long-term renal treatment.
- Family and community dynamics are considered.
- Arranges family/community meetings to discuss lifestyle options.

Element 11.2 Consults with, and makes referrals to, appropriate members of the health care team.

Performance Criteria:
- Arranges for allied health professionals to assess and intervene where appropriate
- Collaborates as appropriate to achieve optimal outcomes, e.g. attends case conferences.
- Links individuals/groups with community supports and support groups.

Element 11.3 Establishes an ongoing system of evaluation to ensure optimal outcomes are achieved.

Performance Criteria:
- Organises and analyses biochemical and haematological tests to ensure dialysis adequacy.
- Makes regular and on-going assessment of patient well being.
- Follows up individual's progress e.g. home visits, clinic visits, telephone support.
Competency 12
Engages in individual/group education to promote a person's return to optimal functional status.

Element 12.1 Assesses level of knowledge and ability to learn.

Performance Criteria:
- Examines individual and group physical, cognitive, social, emotional, cultural, and psychological status.
- Uses adult learning principles.
- Discusses needs with individual/group and determines expectations.
- Uses effective communication strategies.

Element 12.2 Plans teaching programmes that will meet desired outcomes.

Performance Criteria:
- Identifies desired outcomes with individual/group.
- Uses information gathered in assessment process to make a teaching plan.
- Decides on the use of appropriate resources.
- Consults with other members of the health care team.
- Identifies an appropriate timeframe.
- Discusses plan with the individual/group and invites feedback.
Element 12.3  Implements planned teaching programmes.

*Performance Criteria:*
- Imparts relevant information.
- Adapts information and resources to meet individual needs.
- Encourages questions and feedback.
- Uses a variety of teaching methods to reflect the individual/group learning needs.
- Uses systematic teaching methods e.g. set goals, establish learning contracts.
- Uses resources creatively and effectively.

Element 12.4  Assesses the effectiveness of teaching programmes.

*Performance Criteria:*
- Uses a variety of assessment methods.
- Documents progress and achievements.
- Reflects on the programme and its effectiveness with colleagues.
- Invites multidisciplinary review of the programme and its effectiveness.
- Evaluates and revises plans accordingly.

Element 12.5  Ensures the infrastructure required for return to community is in place.

*Performance Criteria:*
- Uses assessment data to plan discharge early.
- Accesses and uses community resources effectively.
- Ensures expert renal support is available at all times.
- Ensures a system to enable on-going communication and interaction is in place.
Clinical Problem Solving

The competencies in this domain reflect a well-developed and specialised knowledge base, which has been derived through education and experience. The renal nurse takes into consideration the multifaceted nature of the individual's needs in order to practise effectively and provide holistic care. Specialised interpretative skills and interventions are applied.

Competency 13
Utilises comprehensive assessment and interpretative skills to achieve optimal care.

Element 13.1 Gathers and integrates assessment data from a variety of sources.

Performance Criteria:
- Utilises a variety of sources of information to ensure assessment is holistic.
- Undertakes regular nursing assessments.
- Ensures assessment is performed before and/or at the time of changes in condition and/or treatment.
- Accurately documents current data.

Element 13.2 Analyses assessment data and determines the significance of the findings.

Performance Criteria:
- Interprets and responds to significant alterations in physical, psychosocial, psychological, cultural, biochemical, haematological, and immunological parameters.
- Alters plan of care based on analysis of data.
- Interprets assessment data using specialised nursing knowledge of renal disease and its treatments.

Element 13.3 Effectively anticipates and manages unexpected, complex clinical situations and prepares appropriate resources.

Performance Criteria:
- Initiates pre-emptive interventions in anticipation of complications.
- Accurately assesses and interprets sudden changes in patient condition and intervenes appropriately.
Competency 14
Develops and manages a plan of care to achieve predicted outcomes and considers implications for on-going care.

Element 14.1 Formulates and implements a plan of care incorporating specialised knowledge.

*Performance Criteria:*
- Uses assessment findings to accurately define patient problems and establish expected outcomes or goals that are achievable.
- Plans nursing interventions, including specialist renal interventions, in order to achieve expected outcomes.
- Plans and uses evidence-based care strategies.
- Documents the plan of care to ensure continuity and clarity.
- Includes individual and group in plan of care.

Element 14.2 Assesses effectiveness of care plan in achieving predicted outcomes and reviews in accordance with evaluated data.

*Performance Criteria:*
- Modifies treatment to achieve outcomes.
- Implements strategies to improve outcomes.

Element 14.3 Effectively plans for continuity of care.

*Performance Criteria:*
- Collaborates with community services.
- Encourages open communication between individuals and nursing staff.
- Ensures accurate documentation.
- Arranges for appropriate follow up.
Competency 15
Manages complex therapeutic strategies and evaluates outcomes.

Element 15.1 Demonstrates a comprehensive knowledge of the effects and implications of therapeutic interventions and regimens.

Performance Criteria:
- Demonstrates knowledge of nursing care for patients with acute and/or chronic renal health problems.
- Demonstrates knowledge of nursing care for patients undergoing all forms of renal replacement therapy.
- Discusses treatment orders that appear inappropriate.
- Anticipates and prepares for the potential sequelae of the individual's condition and medical/surgical interventions.

Element 15.2 Integrates assessment findings to initiate and manage therapeutic interventions and regimens.

Performance Criteria:
- Provides safe, effective nursing care for patients undergoing all forms of renal replacement therapy.
- Implements safe and effective renal replacement therapy for patients.
- Makes modifications to treatment based on assessment data.

Element 15.3 Determines appropriate monitoring regimens.

Performance Criteria:
- Monitoring regime is chosen on the basis of patient assessment.
- Rationale can be given for choice of monitoring regime.
- Arranges/-performs appropriate dialysis adequacy tests.
- Modifies monitoring regime when indicated.
Competency 16
Anticipates and plans for effective and efficient utilisation of resources.

Element 16.1 Demonstrates an effective and accurate knowledge of available equipment.

Performance Criteria:
- Recognises the limitations of biomedical equipment.
- Trials new techniques/materials.
- Makes recommendations to management to give maximum benefit for clients.
- Demonstrates knowledge of the special equipment required for all types of dialysis.
Teamwork

The competencies in this domain identify an essential component of all renal nursing practice: the need for effective working relationships between all members of the health care team. The elements acknowledge the importance of these relationships in the successful co-ordination and implementation of individual/group health care strategies. Effective teamwork is demonstrated by group decision-making, supportive communication and recognition of staff needs.

Competency 17
Effectively manages and co-ordinates the care of a variety of individuals and groups.

Element 17.1 Organises workload to ensure that planned nursing care for individuals and groups is achieved.

Performance Criteria:
- Undertakes a range of tasks concurrently.
- Consults with management to ensure appropriate staff coverage is available.
- Recognises the need for appropriate staff skill mix.

Element 17.2 Provides clinical supervision to other members of the health care team to promote safe outcomes.

Performance Criteria:
- Supports new staff when they are performing procedures.
- Assists more junior staff to plan and prioritise their workload.
- Sets up mentor relationships with junior staff.
Competency 18
Collaborates as an active member within the health care team to achieve optimal outcomes.

Element 18.1 Establishes and maintains collaborative relationships with colleagues in the health care team.

Performance Criteria:
- Recognises and respects the roles of all members of the health care team.
- Initiates and maintains open communication with all members of the health care team.
- Participates in the orientation of new staff to the work environment.
- Provides guidance, support and or supervision for the novice and/or less experienced nurse.
- Respects the level of expertise of other nurses in the team.
- Promotes a team approach by encouraging all staff to be involved in planning care.
- Demonstrates the ability to work as a team member and/or leader.

Element 18.2 Actively participates in case conferences.

Performance Criteria:
- Identifies the need for case conferences.
- Puts forward the nursing perspective during case conferences.
- Acts as advocate for individuals/groups, to ensure relevant issues are considered.
- Consults with family members regarding their role(s) in the case conference.
- Monitors and evaluates outcomes of case conferences and where necessary, plans for follow up meeting(s).
Competency 19
Helps create and maintain a supportive environment for nursing colleagues and other members of the health care team.

Element 19.1 Initiates strategies to support colleagues and other members of the health care team.

**Performance Criteria:**
- Contributes to, and supports the activities of the team, including community agencies.
- Demonstrates an awareness of the staff morale and its effect on the work of the team.
- Recognises and respects values and beliefs of others in the team.
- Provides positive feedback to promote self-esteem.
Leadership

The competencies in this domain focus on the renal nurse’s role in education and leadership. These are areas that renal nurses believe to be essential to their practice. Leadership encompasses role modelling, promotion of evidence based practice, participation in education and professional development, and the use of appropriate interpersonal skills.

Competency 20
Acts to enhance the professional development of others.

Element 20.1 Utilises a constructive approach to the assessment of others’ performance.

Performance Criteria:
- Actively provides constructive feedback to other staff about performance.
- Encourages self-assessment through reflective practice.

Element 20.2 Helps to meet the learning needs of peers, students and other health care professionals.

Performance Criteria:
- Fosters an environment in which education and professional development of self and others is shared.
- Assists students and less experienced colleagues in decisions about priorities of care.
- Disseminates information to other members of the health care team.
- Identifies potential areas for staff development.
- Encourages involvement of all staff in continuing education.

Element 20.3 Mentors and precepts students and less experienced staff.

Performance Criteria:
- Acts as a role model.
- Orientates new staff members to the clinical area.
- Provides informal education in the clinical setting.
- Facilitates an environment that encourages staff to ask questions, seek feedback, and think critically.
- Assists less experienced staff to reflect on their practice and evaluate care given.
Competency 21
Demonstrates leadership qualities.

Element 21.1 Acts as a positive role model for peers and other members of the health care team.

Performance Criteria:
- Interacts with other members of the health care team in a collegial manner.
- Maintains an approachable and open-minded attitude towards suggestions and feedback.
- Uses a respectful approach at all times towards individuals/groups.

Element 21.2 Acts as a resource person to other areas.

Performance Criteria:
- Assists in the management of 'at risk' renal patients who are undergoing non-renal treatments.
- Promotes awareness of renal disease with community agencies.