

NZOHNA KNOWLEDGE AND SKILLS FRAMEWORK 2016



Introduction

Area of occupational health specialty nursing:

Occupational health nurses (OHNs) are the single largest group of health care professionals involved in workplace health management in New Zealand.
(Refer to NZOHNA 'Handbook' for further details regarding OHN)

Registered nurses may practice in a variety of clinical contexts depending on their educational preparation and practice experience. We are accountable for ensuring all occupational health and safety services we provide are consistent with our education and assessed competence, meet legislative requirements, and are supported by appropriate standards. This document provides assessment for the NZOHN Knowledge & Skills Framework.

The role of the Occupational Health Nurse is orientated towards:

- **the prevention** of occupational injury and disease through a comprehensive occupational health and safety strategy
- **The promotion** of health and work ability through a comprehensive workplace health promotion strategy by provides support for workers with chronic health conditions that, whilst not caused directly by work, may affect the employee's ability to maintain attendance or performance at work.
- **Improving** environmental health management, by reducing risk to the working population and the wider community (World Health Organisation, 2001)

All New Zealand Registered Nurses are required to provide evidence of competence to practice as a prerequisite for renewal of their annual practising certificate.

Competence is the combination of skills, knowledge and acquisition, attitudes, values and abilities that underpin effective practice performance as a nurse. This includes a competency reflection and declaration of competency (Nursing Council of New Zealand, 2007), and under the Health Practitioners' Competence Assurance (HPCA) Act (2003). The Nursing Council NZ expects a more thorough assessment *at least every three years*. Please refer to the <http://www.nursingcouncil.org.nz/Nurses/Continuing-competence> for more detailed information about NCNZ continuing competency requirements.

Development of the framework

Evidence supports the development and use of a structured strategic framework to define the competencies required by an OHN. It is important for businesses and the working population of NZ to be assured that the OHN from whom they seek advice and care has the required knowledge and skills to support and maintain the health of their workforce. The OHNs role is **diverse** the dynamic and complex nature of contemporary practice environments means it is not possible to provide absolute definitions of the scope of nursing practice for an OHN. This framework defines three broad groups of nurses – *Competent, Proficient & Expert nurses*.

The 'New Zealand Occupational Health Nursing Knowledge and Skills Framework' (NZOHNA K&SF) provides a process to evidence OHN competencies and quality service. This framework is the combination of skills, knowledge, attitudes, values and abilities that underpin the effective performance of a nurse. The framework is flexible and is cross referenced to the Nursing Council of New Zealand (NCNZ) competency domains.

Objectives of the NZOHNA Knowledge and Skills Framework (NZOHNA K&SF) are to:

- Identify the knowledge, skills and capabilities expected of occupational health nurses (OHNs)
- Define OHN's scope of practice and its contribution to the improvement of health outcomes of the working population
- Highlight the need for all nurses working in occupational health to have core competencies in this specialty
- Guide OHNs on-going professional development

New Zealand Nursing Council Domains of Practice

| Professional Responsibility | Management of Nursing Care | Interpersonal Responsibility | Inter-professional Health Care & Quality Improvement |
|--|---|--|--|
| <ul style="list-style-type: none">•Competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include being able to demonstrate knowledge and judgement as well as being accountable for their own actions and decisions, while promoting an environment that maximises patient safety, independence, quality of life and health. | <ul style="list-style-type: none">•Competencies that relate to patient assessment and management of care which is responsive to patients' needs, and which is supported by nursing knowledge and evidence-based research. | <ul style="list-style-type: none">•Competencies that relate to interpersonal and therapeutic communication with patients and other nursing staff, as well as inter-professional communication and documentation. | <ul style="list-style-type: none">•Competencies requiring the nurse 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 inter-professional activities of the team. |

Aspects of OHN skills and knowledge may include, but is not limited to:

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Legislation/Standards/audits/policy and procedure development • Strategic development and delivery planning • Leadership and business management • Research, information and advice • Health promotion/wellbeing programme delivery • Health consultation/counselling | <ul style="list-style-type: none"> • Ergonomics/environmental health • Risk assessment/health assessment/health surveillance • Emotional/psychological/trauma support • Drug and alcohol assessment and rehabilitation | <ul style="list-style-type: none"> • Functional capacity with work fitness of employees • Risk or task assessment/hazard management • Injury and illness management and rehabilitation • Hazardous substances management |
|--|--|--|

It should be noted that Registered Nurses entering into the specialised field of occupational health nursing will only hold basic OHN competency initially. The NZOHNA expectation is that new OHNs have a clear responsibility to not work outside of their current scope of practice and experience without appropriate competency support mechanisms in place, e.g. working under supervision -direct or non-direct depending on the risk factors.

Framework of Occupational Health Nurse Practice

| LEVEL 1- COMPETENT OHN | LEVEL 2- PROFICIENT OHN | LEVEL 3- EXPERT OHN |
|--|---|--|
| <ul style="list-style-type: none"> • Registered Nurse who has worked in the specialty of occupational health for more than 6 months continuous FTE. • Has a strong current knowledge of key issues/evidence in the OH field and has a foundational knowledge of OHS • Where required, has supervised (or provided access to) support by an appropriate OHN practitioner. • Can demonstrate training on a OH competency pathway • Demonstrates basic competence and safe practice in the occupational health field of nursing practice • Is a developing OHN | <ul style="list-style-type: none"> • Holds or is working towards a recordable OHN postgraduate qualification or on pathway to NZQA level 8. • Demonstrates developed skills in the field of occupational health and safety practice. • Some coaching/guidance and support is required with developing skills in mentoring others • Has a strong current knowledge of key issues/evidence in the field and is establishing an in-depth knowledge of occupational health and safety • Is an established OHN | <ul style="list-style-type: none"> • Demonstrates expertise in the field of occupational health and safety practice. • Require minimal coaching /guidance • Supports and provides mentorship to others either within or outside their organisation • Has tacit knowledge of key issues/evidence in the OH&S field • Is promoting occupational health at a national/international level • Is an acknowledged leader in Occupational health who guides, leads and influences others |

Enrolled Nurses

It is recognised that several Enrolled Nurses also work in the field of occupational health. This framework can be used as a platform and adapted to meet Enrolled Nurse competency under the Nursing Council of New Zealand.

Professional Portfolio Development and Evidence:

The most up to date version of K&SF document is on the NZOHNA website. No responsibility will be taken by NZOHNA for alteration of the core elements of this document during completion. However, if individuals do not wish to use this template in its current form, they may adopt the suggested indicators in order to demonstrate their occupational health speciality practice for the Nursing Council. Any template alteration needs to be acknowledged, and be acceptable, to the auditor.

| Background Information | Evidence of Competencies | (Reflective) Practice |
|--|---|--|
| <ul style="list-style-type: none">• Copy of highest RN qualification e.g. post grad OH• Current CV• Current APC• Current Professional Development Plan (if applicable)• Evidence of hours worked | <ul style="list-style-type: none">• Relevant professional development• Up to date with required competency training, e.g. audiometry, vaccination• Medical equipment calibration as per recommended standards• Workplace/Client feedback | <ul style="list-style-type: none">• Evidence based practice• Exemplars• Evidence of reflective practice• NZOHNA participation e.g. meeting attendance |

Key documentation to include in your professional portfolio:

New Zealand Occupational Health Association (NZOHNA) recognises that OHNs may choose to complete other available Professional Development Led Pathway options such as DHB led programmes.

During the review, evidence may come from direct practice outcomes e.g. workplace activities, or other evidence developed directly by the OHN, or from a secondary source, such as a worker, manager or colleague e.g. letter, reference e.tc, and may be used to substantiate other evidence within the portfolio.

One of the key elements of evidence-based nursing practice is demonstrating how you use evidence in practice. It is important that you include a range of examples of evidence in your portfolio. This should include, for example, exemplars of reflection in practice, examples of practice change, training plans, research or strategic involvement.

Please ensure a clear presentation of your portfolio. Only evidence from the previous three years should be used as the assessment is for on-going competence against NCNZ competencies. However, we recognise that some prior learning and specific matter competence may also be relevant. An 'OHN-Reflective Practice' form is available for use to capture reflective practice and evidence key competencies (appendix 1).

Confidentiality:

Please remove any worker identification, or business confidential, details from your portfolio unless you have signed consent to share this information with the assessor. The assessor is obliged to respect the confidentiality of the professional portfolio and will only share details of the portfolio with the consent of the OHN.

Assessor

Expert OHNs who have completed a recognised assessor or preceptorship course can undertake NZOHNA 'Skill & Knowledge Framework' portfolio assessments. Please contact your regional Executive member if you require assistance source an assessor. (*Local DHB usually provide this training*) assessor training may include other recognised Health and Safety or health care auditor qualifications – please check with your regional Executive member.

Using this Audit tool

- This assessment form is used to conduct either a self, peer, and/or competency review of OHN practice. This can be used for a Nursing Council of NZ competency audit.
- All Registered Nurses must demonstrate compliance with competencies at a competent level. However, this framework allows for practice at a higher level to be identified.
- All domain indicators must be achieved to gain competency at the identified level.
- There are four NCNZ domains of competence; professional responsibility, management of nursing care, interpersonal relationship, and inter-professional health care & quality improvement.
- Registered nurses, who are not practising in direct care [*involved in management, education, policy and research only*], are exempt from certain competencies [*refer to clinical practice*]. Domain two and three shaded indicators are still applicable in this instance.

Occupational Health Nurse Profile

| OHN INDIVIDUAL PROFILE: <i>(OHN to complete)</i> | | | |
|---|---|--|--|
| NAME: | CONTACT DETAILS: | | CURRENT ANNUAL PRACTISING CERTIFICATE: YES / NO Any Conditions: YES / NO |
| CURRENT EMPLOYER: | OH&S POSTGRADUATE QUALIFICATIONS: | | CURRENT KEY AREA OF OHN PRACTICE: <i>e.g. rehabilitation, health surveillance, H&S advisor, business manager</i> |
| HOURS WORKED PER WEEK: | | | |
| FOCUS POINT | STANDARD MET | FOCUS POINT | STANDARD MET |
| <ul style="list-style-type: none"> • VALIDATION 450 HOURS • VALIDATION 60 HOURS PROF DEVELOPMENT • SKILLS COMPETENCY TRAINING & REFRESHERS UP TO DATE AS PER NZOHNA GUIDELINES | ACHIEVED / NOT ACHIEVED ACHIEVED / NOT ACHIEVED ACHIEVED / NOT ACHIEVED | <ul style="list-style-type: none"> • OH EQUIPMENT CALIBRATED AS PER STANDARD REQUIREMENT • NZOHNA PARTICIPATION: <i>e.g. attended at least 2 meetings in the last year</i> | ACHIEVED / NOT ACHIEVED ACHIEVED / NOT ACHIEVED |
| KEY CORE COMPETENCIES REQUIRED FOR CURRENT ROLE: <i>e.g. audiology tester, drug and alcohol tester, rehabilitation</i> | | | |

Assessor Profile

| ASSESSOR PROFILE: <i>(assessor to complete)</i> | | |
|---|---|----------------------|
| NAME: | CONTACT DETAILS: | REGISTRATION NUMBER: |
| CURRENT APC: YES / NO | HAS COMPLETED ASSESSOR TRAINING: YES/NO | |
| OHN Assessor signature: _____ Date: _____ | | |

DOMAIN 1: PROFESSIONAL RESPONSIBILITY

* LEVEL OF COMPETENCY 1-Competent, 2 – Proficient, 3-Expert *Note write: NA for not applicable to current practice*

| Competency 1.1 Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical and relevant legislated requirements | LEVEL OF COMPETENCY ACHIEVED* | COMMENT- SUPPORTING EVIDENCE |
|--|--------------------------------------|-----------------------------------|
| Indicators: | | |
| • Accepts responsibility for actions and decision making within own occupational health & safety practice | | |
| • Demonstrates a sound knowledge of professional nursing and OH&S standards | | |
| • Incorporates relevant legislation, best practice guidelines and OH&S standards into nursing practice | | |
| • Acknowledges limitations and either refers or seeks advice from others with specific expertise e.g. occupational health specialist, occupational hygienist, physiotherapist, WorkSafe inspector when necessary | | |
| • Aware how to act on breaches of legal, health, safety and professional standards; identify when unsafe practices occur and know what action to take to make an improvement. | | Auditor: 1.1 Met / Not Met |
| Competency 1.2 Demonstrates the ability to apply the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice | LEVEL OF COMPETENCY ACHIEVED* | |
| • Accommodates the needs of clients of all ethnicity, including Maori, and applies principles of partnership, protection and participation within OHN practice | | Auditor: 1.2 Met / Not Met |
| • Is readily accessible to all clients to discuss aspects of their cultural care related to OH&S support and measures put in place? | | |
| Competency 1.3 Demonstrates accountability for directing, monitoring and evaluating nursing care that is provided by others. | LEVEL OF COMPETENCY ACHIEVED* | |
| • Demonstrates accountability for direction, delegation and evaluation of OH practice related to appropriate OH&S standards e.g. hazard management, injury prevention or recovery | | |
| • Maintains a visible and accessible presence in the workplace to support safe and appropriate OH&S practice in colleagues, managers and workers | | |
| | | Auditor: 1.3 Met / Not Met |

| Competency 1.4 Promotes an environment that enables client safety, independence, quality of life, and health. | LEVEL OF COMPETENCY ACHIEVED* | |
|---|--------------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> Identifies OH&S risk and liaises with management to minimise effect and mitigate risk for workers and the organisation | | Auditor: 1.3 Met / Not Met |
| <ul style="list-style-type: none"> Supports workers and the organisation on appropriate use of H&S controls, e.g. Personal Protective Equipment (PPE) | | |
| <ul style="list-style-type: none"> Facilitates Investigation, management, documentation and reporting of OH&S events; seeking advice from others with appropriate expertise where necessary | | |
| <ul style="list-style-type: none"> Assesses OH&S relevance of occupational health information to the wellbeing of workers and advises on management accordingly | | |
| <ul style="list-style-type: none"> Facilitates occupational health screening of workers and management of any identified health risk to the individual or others | | |
| Competency 1.5 Practices nursing in a manner that the client determines as being culturally safe. | LEVEL OF COMPETENCY ACHIEVED* | |
| <ul style="list-style-type: none"> Provides different ways to support the worker and management understanding regarding aspects of care and processes relating to OH&S e.g. disease specific information, appropriate use of PPE | | Auditor: 1.5 Met / Not Met |
| <ul style="list-style-type: none"> Considers the cultural values of workers, managers and visitors when advising on OH&S issues | | |
| <ul style="list-style-type: none"> Reflects on own OH&S practice and personal values that impact on worker care in relation to age, ethnicity, culture, beliefs, gender, sexual orientation and/or disability | | |
| <ul style="list-style-type: none"> Acts as an advocate to address inequality issues in the workplace, e.g. Age, ethnicity, culture and beliefs. | | |

DOMAIN 2: MANAGEMENT OF NURSING CARE

* LEVEL OF COMPETENCY 1-Competent, 2 – Proficient, 3-Expert *Note write: NA for not applicable to current practice*

Note: Although nurses involved in management, education, research and policy making are exempt from being assessed against Nursing Council of New Zealand RN competencies 2.1-2.9 in Domain two (as these relate to clinical care provision), they are required to provide evidence of how they contribute to the management of care using the competencies as applicable below – 2.8 & 2.9, highlighted indicators only.

| Competency 2.1 Provides planned nursing care to achieve identified outcomes | LEVEL OF COMPETENCY ACHIEVED* | COMMENT- SUPPORTING EVIDENCE |
|--|-------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> Understands health consumer rights and demonstrates own OH&S practice which facilitates workers informed decisions under these rights | | Auditor: 2.1 Met / Not Met |
| <ul style="list-style-type: none"> Identifies examples of planned care, which incorporates best practice procedures and skills in a professionally competent way e.g. return to work programmes | | |
| <ul style="list-style-type: none"> Provides care/advice based on OH&S legislation, codes and scope of practice; and according to established policy and guidelines, e.g. NZOHNA Handbook | | |
| Competency 2.2 Undertakes a comprehensive assessment of health consumers in a variety of settings | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Provides an assessment approach which is organised and professional | | Auditor: 2.2 Met / Not Met |
| <ul style="list-style-type: none"> Health assessment includes suitable tools and methods, and is based on best practice, e.g. equipment calibration, skills competency | | |
| Competency 2.3 Ensures documentation is accurate and maintains confidentiality of information | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Identifies examples of occupational health records which are clear, concise, and accurate; and also meet legal and ethical requirements | | Auditor: 2.3 Met / Not Met |
| <ul style="list-style-type: none"> Can demonstrate understanding of health information privacy standards and best practice | | |
| Competency 2.4 Ensures the health consumer has adequate explanation of the effects, consequences and alternatives of proposed treatment options | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Provides the worker with information which facilitates informed decisions, worker preference and self-responsibility | | |
| <ul style="list-style-type: none"> Can demonstrate understanding of ethical issues relating to occupational health & safety practice | | |

| | | |
|---|------------------------------|-----------------------------------|
| <ul style="list-style-type: none"> Can demonstrate appropriate processes for managing workers who refuse occupational health surveillance | | Auditor: 2.4 Met / Not Met |
| Competency 2.5 Acts appropriately to protect oneself and others when faced with unexpected health consumer responses, confrontation, personal threat or other crisis situations | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Provides appropriate action during a health & safety emergency event Can demonstrate OHN procedures or protocols which include adverse event management, e.g. influenza vaccination, acute illness/injury in the workplace | | Auditor: 2.5 Met / Not Met |
| Competency 2.6 Evaluates health consumer's progress toward expected outcomes in partnership with health consumers | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Identifies ways of measuring the effectiveness of health care or H&S programmes to ensure the benefit of the worker <i>[applicable to level 2-3 only]</i> | | Auditor: 2.6 Met / Not Met |
| Competency 2.7 Provides health education appropriate to the needs of the health consumer within a nursing framework | | |
| <ul style="list-style-type: none"> Demonstrates health & safety education or promotion which considers audience needs and abilities | | Auditor: 2.7 Met / Not Met |
| Competency 2.8 Reflects upon, and evaluates with peers and experienced nurses, the effectiveness of nursing care | | |
| <ul style="list-style-type: none"> Updates best practice knowledge and skills in OH&S practice whenever the opportunity arises by making effective use of learning opportunities Participates in regional and national OH&S professional interest activities e.g. NZOHNA, OH&S conference | | Auditor: 2.8 Met / Not Met |
| Competency 2.9 Maintains professional development | | |
| <ul style="list-style-type: none"> Takes responsibility for own professional development requirements | | Auditor: 2.9 Met / Not Met |

DOMAIN 3: INTERPERSONAL RELATIONSHIPS

* LEVEL OF COMPETENCY 1-Competent, 2 – Proficient, 3-Expert *Note write: NA for not applicable to current practice*

Note: Although nurses involved in management, education, research and policy making are exempt from being assessed against Nursing Council of New Zealand RN competencies 3.1 -3.3 in Domain three (as these relate to clinical care provision) they are required to provide evidence of how they contribute to the management of care using the competencies below- 3.1 & 3.3 highlighted indicators.

| Competency 3.1 Establishes, maintains and concludes therapeutic interpersonal relationships with health consumers | LEVEL OF COMPETENCY ACHIEVED | COMMENT- SUPPORTING EVIDENCE |
|---|-------------------------------------|------------------------------|
| <ul style="list-style-type: none"> Communicates calmly and effectively by modifying style and language for different roles, e.g. teaching, participating in meetings and providing one-to-one professional advice and guidance | | |
| <ul style="list-style-type: none"> Demonstrates respect, empathy and interest in the worker health care | | |
| <ul style="list-style-type: none"> Maintains strong links with the worker and the workplace, e.g. regularly visits work areas to facilitate open and accessible communication | | |
| Competency 3.2 Practises nursing in a negotiated partnership with the health consumer where and whenever possible | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Demonstrates good listening, interviewing and counselling skills in interaction with workers and management | | |
| <ul style="list-style-type: none"> Undertakes health care that ensures the worker or management receives current and relevant health information that contributes to informed choice | | |
| <ul style="list-style-type: none"> Delivery of care and information facilitates worker self-responsibility, independence, and resourcefulness, which includes extended family considerations. | | |
| Competency 3.3 Communicates effectively with health consumers and members of the health team | LEVEL OF COMPETENCY ACHIEVED | |
| <ul style="list-style-type: none"> Uses a variety of effective communication techniques in the workplace which demonstrate consideration of the worker's communication needs | | |
| <ul style="list-style-type: none"> Provides adequate time for discussion with the worker and management | | |
| <ul style="list-style-type: none"> Discussions concerning health information are restricted to appropriate workplace settings with appropriate privacy measures in place | | |
| <ul style="list-style-type: none"> Communicates effectively with members of the OH&S team, including using a variety of effective communication techniques, employing appropriate language to context and providing time for discussions | | |

Auditor: 3.1 Met / Not Met

Auditor: 3.2 Met / Not Met

Auditor: 3.3 Met / Not Met

DOMAIN 4: INTERPROFESSIONAL HEALTH CARE & QUALITY IMPROVEMENT

* LEVEL OF COMPETENCY 1-Competent, 2 – Proficient, 3-Expert Note write: NA for not applicable to current practice

| Competency 4.1 Collaborates and participates with colleagues and members of the health care team to facilitate and coordinate care | LEVEL OF COMPETENCY ACHIEVED* | COMMENT- SUPPORTING EVIDENCE |
|---|-------------------------------|------------------------------|
| <ul style="list-style-type: none"> Maintains and documents information necessary to ensure continuity of OH&S advice and information to support client care | | |
| <ul style="list-style-type: none"> Acts as an OH&S resource within the workplace | | |
| <ul style="list-style-type: none"> Actively collaborates, consults with and provides accurate and expert information to all appropriate parties in regard to OH&S interventions or advice. | | |
| <ul style="list-style-type: none"> Disseminates appropriate results and advises on occupational health implications of these to professional colleagues in the interdisciplinary team in a timely manner | | |
| <ul style="list-style-type: none"> Provides expert occupational health management of critical situations, e.g. outbreaks, ensuring positive outcomes for worker and workplace [level 2-3 only] | | |
| | | Auditor: 4.1 Met / Not Met |
| Competency 4.2 Recognises and values the roles and skills of all members of the OH&S team in the delivery of care | LEVEL OF COMPETENCY ACHIEVED* | |
| <ul style="list-style-type: none"> Makes referrals to other members of the multidisciplinary team as required e.g. H&S advisor, OH physician, occupational hygienist | | |
| <ul style="list-style-type: none"> Demonstrates a comprehensive knowledge of local and national OH&S resources and actively supports service users to use them | | |
| | | Auditor: 4.2 Met / Not Met |
| Competency 4.3 Participates in quality improvement activities to monitor and improve standards of nursing. | LEVEL OF COMPETENCY ACHIEVED* | |
| <ul style="list-style-type: none"> Reviews policies, processes and procedures to ensure OH&S considerations are taken into account | | |
| <ul style="list-style-type: none"> Collaborates with professional colleagues regarding potential practice improvement issues, and supports them in initiating change based on strong evidence | | |
| <ul style="list-style-type: none"> Actively seeks feedback from stakeholders on OH&S recommendations | | |
| | | Auditor: 4.3 Met / Not Met |

Summary Report

| | | |
|--|--------------------------------|---------------------------------------|
| DOMAIN 1: PROFESSIONAL RESPONSIBILITY | ACHIEVED / NOT ACHIEVED | LEVEL ACHIEVED: 1 2 3 [circle] |
| Comment: | | |

| | | |
|---|--------------------------------|---------------------------------------|
| DOMAIN 2: MANAGEMENT OF NURSING CARE | ACHIEVED / NOT ACHIEVED | LEVEL ACHIEVED: 1 2 3 [circle] |
| Comment: | | |

| | | |
|--|--------------------------------|---------------------------------------|
| DOMAIN 3: INTERPERSONAL RELATIONSHIPS | ACHIEVED / NOT ACHIEVED | LEVEL ACHIEVED: 1 2 3 [circle] |
| Comment: | | |

| | | |
|--|--------------------------------|---------------------------------------|
| DOMAIN 4: INTERPROFESSIONAL HEALTH CARE & QUALITY IMPROVEMENT | ACHIEVED / NOT ACHIEVED | LEVEL ACHIEVED: 1 2 3 [circle] |
| Comment: | | |

| | |
|---|--|
| COMPETENT LEVEL ACHIEVED 1 / 2 / 3 or NOT ACHIEVED [please circle] | |
| COMMENT: <i>(e.g. further actions required or recommended)</i> | |
| <p>DECLARATION: I agree to the contents of this Skills and Knowledge Framework record, and confirm that it reflects a true record in regard to my occupational health practice. I have not withheld any relevant information that may affect my fitness or competency with tasks within my occupational health role. I agree that I will inform NZOHNA if there are any changes in the future which may affect my ability or competence.</p> <p>OHN signature: _____ Date: _____</p> | |
| <p>OHN Assessor signature: _____ Date: _____</p> | |

Resubmission

In the event that the portfolio submission is unsuccessful, i.e. does not meet the required standard, the decision, rationale and any recommendations will be promptly provided by the assessor. The OHN will be encouraged to resubmit when recommendations have been met. If the OHN disagrees with the assessors findings, i.e. inaccurate, then they can submit a formal review to the NZOHNA Executive team. This needs to occur in a timely way, i.e. within **15** working days.

All Registered Nurses must demonstrate compliance with competencies at a competent level. When this is not achieved, this will be referred to NZOHNA Executive Group for further consideration and appropriate action. This may include referral to The Nursing Council of New Zealand.

Associated NZOHNA Documents:

- Appendix 1: Level of Knowledge and Skills: Guide to possible focus discussions or Evidence within Practice
- Appendix 2: Comprehensive Guides: Occupational Health Nurse Competencies
- NZOHNA OHN-Reflective Practice - Template form
- NZOHN Professional Development Log - Template form

Moderation

NZOHNA Executive will include a moderation process to ensure expected standards are maintained, including consistency of auditor decisions.

Glossary:

- NCNZ -Nursing Council of New Zealand
- NZOHNA – New Zealand Occupational Health Nurses Association
- NZOHNA K&SF- New Zealand Occupational Health Nursing Knowledge and Skills Framework
- OHN- Occupational Health Nurse

Development Team:

- Clare Lynn, NZOHNA Central Group
- Marietta Duffy Burgess, NZOHNA Bay of Plenty Group
- Allyson Harwood, NZOHNA Central Group
- Members of the Canterbury (original creators version 1 draft)

Acknowledgements:

- Previous Executive member for their past contribution
- Stella Howard –NZOHNA member, Masters Student – creator of initial draft NZOHNA K&S Framework
- Infection Prevention & Control Nurse College [NZNO]- Recognition of Practice Assessment Form

References:

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| Issue | Date | Approved By | Action | Review Date |
|-------|--------------|------------------------|--------------|------------------|
| 1 | August, 2016 | NZOHNA Executive Group | New Template | DUE August, 2018 |

Appendix One

| Levels of Knowledge and Skills: Guide to Possible Focus Discussion or Evidence within practice | |
|--|--|
| <ul style="list-style-type: none"> Discuss the process of pre-employment medical assessment including relevance to workplace | <ul style="list-style-type: none"> Evaluation of pre-employment questionnaire |
| Identify with examples when to undertake health surveillance | <ul style="list-style-type: none"> What questions may be asked in relation to any medical condition identified, e.g. mental health, stress, back pain, work related upper limb disorder, drugs & alcohol |
| <ul style="list-style-type: none"> Identify, with examples, when to undertake a medical due to the role in which the individual is seeking to be employed i.e. safety critical role, statutory medicals | <ul style="list-style-type: none"> Importance and understanding of specific Biological monitoring to those exposed to hazards in the workplace |
| <ul style="list-style-type: none"> Describe the process to gain individual's consent if a medical report is required by their specialist | <ul style="list-style-type: none"> Discuss the rationale for obtaining a medical report from the individual's health provider along with reporting back to the primary provider |
| <ul style="list-style-type: none"> Discuss process of informing the employer the outcome following pre-employment assessment and the importance of not including personal medical history | <ul style="list-style-type: none"> Discuss process of informing the employer the outcome following pre-employment assessment and the importance of not including personal medical history |
| <ul style="list-style-type: none"> Identify phrases that can be used when writing a report to the employer following assessment | <ul style="list-style-type: none"> Demonstrate the ability to undertake and record a comprehensive health assessment which includes work history |
| <ul style="list-style-type: none"> Discuss the meaning of musculoskeletal disorders (MSD) and identify using an example such as a work task that can increase risk | <ul style="list-style-type: none"> Discuss the process of monitoring MSD and reporting of discomfort to line manager/occupational health adviser |
| <ul style="list-style-type: none"> Demonstrate the ability to undertake a musculoskeletal disorders assessment and make recommendations to the employer/employee. | <ul style="list-style-type: none"> Discuss the meaning of occupational skin disease and identify using work task examples of environmental exposure that may increase risk |
| <ul style="list-style-type: none"> Discuss the purpose and process of skin health monitoring and assessment. | <ul style="list-style-type: none"> Demonstrate the ability to undertake a skin assessment and the recommendations made to the employer and employee |
| <ul style="list-style-type: none"> Discuss the rationale following skin assessment for referral to Occupational Health Physician /healthcare professional | <ul style="list-style-type: none"> Discuss the meaning of respiratory disease and identify an example of work tasks/environmental exposure that may increase risk |
| <ul style="list-style-type: none"> Discuss the purpose and demonstrate the process of undertaking respiratory health monitoring | <ul style="list-style-type: none"> Discuss rationale for further investigation and referral to Occupational Health Physician/healthcare professional |
| <ul style="list-style-type: none"> Describe the meaning of noise-induced hearing loss | <ul style="list-style-type: none"> Discuss the purpose and demonstrate the process of undertaking audiometry testing and understand the categories, along with Otoscopic examination |
| <ul style="list-style-type: none"> Discuss the rationale for further investigation/referral to Occupational Health Physician/healthcare professional | <ul style="list-style-type: none"> Discuss an example the type of education material given to employee post audiometry Understand the importance of explanation of results and appropriate referrals if the criteria for referral is met |
| <ul style="list-style-type: none"> Describe the meaning of hand-arm vibration(HAVs) and identify a work task that may increase risk | <ul style="list-style-type: none"> Discuss the rationale for further investigation and referral to Occupational Health Physician/healthcare provider |
| <ul style="list-style-type: none"> Identify an example of education material given to employee and employer | <ul style="list-style-type: none"> Describe the meaning of visual acuity and the purpose, process and outcome of vision |

| following assessment | screening |
|--|---|
| <ul style="list-style-type: none"> Describe the meaning of biological testing; the type of tests undertaken and the purpose of undertaking this testing | <ul style="list-style-type: none"> Describe the meaning of colour vision testing, purpose and process, and determine outcome of testing |
| <ul style="list-style-type: none"> Discuss the process of biological testing: Urine testing Blood testing | <ul style="list-style-type: none"> Discuss recommendations given to employer & employee following testing |
| <ul style="list-style-type: none"> Demonstrates the ability to maintain appropriate documentation of health information according to regulatory requirements and company policy and procedures. | <ul style="list-style-type: none"> Identify using an example to describe the meaning of resilience |
| <ul style="list-style-type: none"> Describe the behaviours of an individual not managing with stress | <ul style="list-style-type: none"> Demonstrate ability to plan and deliver psychosocial health education to organisations/employee |
| <ul style="list-style-type: none"> Demonstrate ability to work collaboratively with line managers and employees to assess psychosocial risk in the workplace | <ul style="list-style-type: none"> Demonstrate the ability to maintain and safeguard employee's health records in keeping with established code of ethics and legal requirements to ensure confidentiality of health information |
| <ul style="list-style-type: none"> Describe the type of support that may be given to the employee to facilitate an appropriate work-life balance | <ul style="list-style-type: none"> Describe the definition of substance abuse and associated signs and symptoms and the impact on individuals in the workplace |
| <ul style="list-style-type: none"> Describe the purpose and process of testing for alcohol and drug use | <ul style="list-style-type: none"> Discuss the outcome of a failed test and support available for the employee |
| <ul style="list-style-type: none"> Demonstrate your knowledge and skills on being able to provide psychological support following accident/incidents | <ul style="list-style-type: none"> Certification with drug testing in the workplace. – and knowledge of the appropriate referrals for assessment or provision of Drug & Alcohol rehabilitation |
| <ul style="list-style-type: none"> Working in diversity of cultures, genders, values and practices in the workplace | <ul style="list-style-type: none"> Managing stress and stressors in the workplace |

Appendix Two:

Comprehensive Guide: Occupational Health Nurse Competencies

Abbreviations OH: Occupational Health, OSH: Occupational Safety & Health

Note: Some listed competencies may not be part of the individual OHN practice. This list is a guide only so not limited to the included OHN focus points.

| Areas of competencies | Beginner (not included on K&SF) | Level 1 Competent | Level 2- Proficient | Level 3- Expert |
|--------------------------|--|---|---|--|
| Description of levels | <ul style="list-style-type: none"> • Included for reference only • New graduates not routinely employed in this area • Broad experienced RN • Less than 6 months of orientation in occupational Health | <ul style="list-style-type: none"> • Is a developing OHN • Registered Nurse who has worked in the speciality of occupational health for more than 6 months continuous FTE • Has a strong current knowledge of key issues/evidence in the OH field and has a foundational knowledge of OHS • Where required, has supervised (or access to) support by an appropriate OH&Safety practitioner. • Can demonstrate training on a OH competency pathway • Demonstrates basic competence and safe practice in the occupational health field of nursing practice • If applicable, Individual assessment for progression linked with performance review | <ul style="list-style-type: none"> • Is an established OHN • Previous OH and safety experience in healthcare industry. • Holds or working towards a recordable OHN post graduate qualification, or on pathway to NZQA level 8. • Demonstrates developed skills in the field of occupational health & safety practice. • Some coaching/guidance and support is required with developing skills in mentoring others • If applicable, progression linked with performance review | <ul style="list-style-type: none"> • Is an acknowledged leader in Occupational health that guides, leads and influences others • Demonstrates expertise in the field of occupational health & safety practice. • Requires minimal coaching /guidance • Supports and provides mentorship to others either within or outside their organisation • Has tacit knowledge of key issues/evidence in the OH&S field • Is promoting occupational health at a national/international level • Links services & policy development to organisation's needs |
| Stage of practice | <ul style="list-style-type: none"> • Undergoing orientation programme to serve with organisations • Provides safe, basic occupational health practice with supervision | <ul style="list-style-type: none"> • Continues to develop skills and knowledge transferring to specific healthcare speciality • Functions comfortably as a clinician, a coordinator and beginner case manager | <ul style="list-style-type: none"> • Sophisticated clinical and management skills in health care setting • Continues to develop advanced skills, knowledge and culture required in the OSH environment | <ul style="list-style-type: none"> • Leadership and coaching development • Has developed advanced skills knowledge in OSH focusing in leadership, developing policy and consulting at a high level |
| Maori Culture enrichment | <ul style="list-style-type: none"> • Able to state the guiding values and cultural components form the Maori health strategy which is | <ul style="list-style-type: none"> • Apply and demonstrate in OSH practice the guiding values and cultural components when caring for Maori | <ul style="list-style-type: none"> • Show the use of a cultural component in written reflection on practice development when caring for Maori | <ul style="list-style-type: none"> • Within the reflection on practice, analyse the differences this process has made for Maori in the clinical setting |

| Areas of competencies | Beginner (<i>not included on K&SF</i>) | Level 1 Competent | Level 2- Proficient | Level 3- Expert |
|---|---|--|---|--|
| | <p>aligned with values.</p> <ul style="list-style-type: none"> Have clear understanding of the referral process to Maori Health Services. | | | |
| Regulatory/Legislative | <ul style="list-style-type: none"> Orientate to legislation and regulations which affects practice, workers, workplace and environment | <ul style="list-style-type: none"> Demonstrates understanding with legislation and regulation Keeps up to date with legislative changes Monitors legislative activities that impacts on OSH workers, worksite and environment | <ul style="list-style-type: none"> Engages in the management of the impact of legislation for practice, workers worksite and environment for the business | <ul style="list-style-type: none"> Influences legislation and regulatory public policy relating to practice, workers, worksite and environment for healthcare industry |
| Clinical primary care | <ul style="list-style-type: none"> Corporate orientation OSH familiarization to be completed early on, e.g. within 10 weeks Fire/ CPR/ back care Basic event, and attendance, management and supervision Implement nursing care process (clinic work) Able to refer and follow up to appropriate providers (i.e. supervision) Understanding risk/hazard management process Orientating to the OSH record-keeping system. Understanding of standing orders Basic first aid Basic counselling Referral process orientation, safe way of working Basic Pre-employment screening | <ul style="list-style-type: none"> Vaccinator certificate Event, & attendance, management Worksite assessment process Advice to generic service/client regarding Hazard Management Audiometry/Lung function testing Complex pre-employment Uses and documents the OSH process in care management. Assesses, diagnoses and treats clients consistent with appropriate standards and laws Counsels clients on reduction of risks associated with occupation and environment, and hazards Uses and maintains an accurate, complete record-keeping system, while maintaining confidentiality | <ul style="list-style-type: none"> Develops and evaluates clinical practice guidelines, collaborating with other occupational health & safety professionals | <ul style="list-style-type: none"> Vaccinator programme coordinator. Mentoring and facilitating OH professionals for clinical and professional development Develops policy and procedures for clinical practice |
| Workforce, workplace and environment | <ul style="list-style-type: none"> Orientated to significant risks, hazards and organization Orientated to the screening and surveillance programmes of the organisation Oriented to worksite | <ul style="list-style-type: none"> Coordinates screening and surveillance programmes for services Ability to interpret the programmes and results Knowledge of referral process and collaboration with other team | <ul style="list-style-type: none"> Ability to analyse risk associated with workplace hazards, trend analysis Ability to develop, manage and evaluate population- risk reduction health surveillance program complying with relevant legislation | <ul style="list-style-type: none"> Functions as OSH expert in relation to Healthcare specific industry liaising with agencies as appropriate On-going advancement of knowledge and legislative requirements Works independently in all areas of |

| Areas of competencies | Beginner (<i>not included on K&SF</i>) | Level 1 Competent | Level 2- Proficient | Level 3- Expert |
|--|---|--|---|--|
| | assessment | members for on-going appropriate investigation and referral to external agencies <ul style="list-style-type: none"> • Able to work with individual workplaces to access the needs of the surveillance in the relation to workplace hazards | | planning/assessment and monitoring of significant hazard advice |
| Rehabilitation and case management | <ul style="list-style-type: none"> • Undertakes departmental orientation • Demonstrates familiarity with legislation • Demonstrates familiarity with what resources are available and how to access them • Management of rehabilitation and case management under supervision • Carries out basic rehabilitation/case management processes as instructed by preceptor • Aware of need for confidentiality • Aware of desired outcome | <ul style="list-style-type: none"> • Identifies the need for rehabilitation case management intervention • Able to conduct a case management needs assessment • Uses and evaluates available healthcare resources to achieve optimal healthcare outcome • Collaboration with the client and others to use a multi-disciplinary approach • Maintains accurate confidential record-keeping system | <ul style="list-style-type: none"> • Develops rehabilitation case management programme • Manages / coordinates rehabilitation / case manager programme • Conducts review of current research and other literature • Uses appropriate research findings in the development of policies procedures and guidelines • Defines jointly with management the goals and scope of organisation's rehabilitation and case management programme | <ul style="list-style-type: none"> • Functions as an expert to internal, external agencies re: case management / rehabilitation in healthcare specialty • Design integrated, illness management systems – analyse trends, on-going development of programmes. • Function as a specialist consultant for rehabilitation and case management systems on individual cases • Develops and conducts educational programmes to enhance the use of rehabilitation and case management by healthcare providers, managers and clients |
| Management and clinical leadership | <ul style="list-style-type: none"> • Orientation to organisation services and personnel • Attends corporate orientation • Ability to work within the organisation • Ability to manage own time effectively | <ul style="list-style-type: none"> • Identifies the organisational structure, culture and climate • Collaborates with multi-disciplinary team to foster the provision of effective OSH programmes and services • Uses an ethical decision making framework in all activities • Participates in formulating plans and goals regarding service development | <ul style="list-style-type: none"> • Participates in the learning culture of the organisation • Takes a leadership role, providing coaching and support • Participates in decisions for the acquisition of the resources for services. • Demonstrates effective communication and interpersonal skills within the organisation • Participation in learning and development to understand best practice and evidence-based practice. | <ul style="list-style-type: none"> • Involvement in strategic planning for OSH for the organisation, plus services specific areas • Provides advice on scope and focus of OSH programmes for the organisation • Practices 'best practice' in human resource management i.e. coaching, change, professional development, advanced communication and interpersonal skills |
| Health promotion and disease prevention | <ul style="list-style-type: none"> • Orientation to the needs of the health promotion and disease prevention in the healthcare environment | <ul style="list-style-type: none"> • Identify the needs for health promotion and disease prevention of workers within the healthcare environment • Collaborate with other professionals to target and plan services | <ul style="list-style-type: none"> • Develops health promotion and disease prevention programmes for services by critically evaluating and applying research findings into the programme design | <ul style="list-style-type: none"> • Provides advice on OSH promotion within the organisation • Provides operational direction for health promotion by developing policies/procedures |

| Areas of competencies | Beginner (<i>not included on K&SF</i>) | Level 1 Competent | Level 2- Proficient | Level 3- Expert |
|---|---|---|--|---|
| | | <ul style="list-style-type: none"> Promotes OSH programmes and services | <ul style="list-style-type: none"> Collaborate with management for the implementation of identified programmes Conducts trend analysis targeting health promotion and disease prevention Assists and advises management to develop health promotion programmes which have been identified through trend analysis and research | <ul style="list-style-type: none"> Liaison with other healthcare and affiliated industries |
| OSH education and training | <ul style="list-style-type: none"> Orientation to OSH services existing education programmes | <ul style="list-style-type: none"> Implements OSH training for groups, individual. Able to review and evaluate Uses adult learning concepts Maintains records | <ul style="list-style-type: none"> Develops and evaluates OSH education and training programmes and services Communicates with organisation regarding needs, then reviews outcomes and effectiveness | <ul style="list-style-type: none"> Serves as an expert with ability to advise regarding specific healthcare training to other affiliated organisations Mentor/preceptor Identifies and reviews programme's effectiveness Involved in appropriate policy development |
| Teamwork | <ul style="list-style-type: none"> Is learning to interrelate effectively with the various multi-disciplinary team members Receives guidance about making referrals and knows when to seek assistance Is collaborative and cooperative | <ul style="list-style-type: none"> Interrelates effectively with the various multi-disciplinary team members Makes referrals and knows when to seek assistance | <ul style="list-style-type: none"> Helps identify need for team input to meet the needs of the client Is effective, positive team member Assists others with their work as appropriate | <ul style="list-style-type: none"> Calm, confident manner Good working relationships Coordinates the team input confidently Good defusing skills |
| Quality and research | <ul style="list-style-type: none"> Uses 'best practice' essential to improving quality of service | <p>Able to:</p> <ul style="list-style-type: none"> Identify resources that describe relevant research findings and able to apply them to practice i.e. journal club/conference/ other education. Identify researchable problems | <p>Able to:</p> <ul style="list-style-type: none"> Identify needs for research of practice issues Enhance research skills Assist or conduct research communicate research findings | <p>Able to:</p> <ul style="list-style-type: none"> Initiate participation in research related to field as appropriate Liaise with appropriate agencies Build and validate the scientific knowledge base |
| Professionalism and professional development | <ul style="list-style-type: none"> Registered nurse with current practicing certificate and up-to-date portfolio Supports a research based discipline Knowledge of organisational | <ul style="list-style-type: none"> Develops and implements a lifelong learning plan, including strategies for academic education, continuing professional education and certificates as appropriate Maintains up to date professional | <ul style="list-style-type: none"> Assumes leadership role within the work environment Act as role model, mentor, and educator. Involved in policy development and review | <ul style="list-style-type: none"> Advances profession and collaborates with other professionals Keeps practice of OSH services up to date, keeping within the framework Assumes leadership role Works alongside relevant agencies to |

| Areas of competencies | Beginner (<i>not included on K&SF</i>) | Level 1 Competent | Level 2- Proficient | Level 3- Expert |
|------------------------------|---|--|---|---|
| | values <ul style="list-style-type: none"> • Belongs to professional .association • Practices within an ethical framework | knowledge of specific industry <ul style="list-style-type: none"> • Regular performance appraisals with agreed goals • Practice reflects organisational values | | address specific industry OSH nursing <ul style="list-style-type: none"> • Undertakes post registration education an advanced practice |
| <i>Technology management</i> | Has reasonable knowledge and understanding of computer technology, including: <ul style="list-style-type: none"> • Outlook • Windows • Internet • Basic word processing | <ul style="list-style-type: none"> • Intermediate word processing skills | <ul style="list-style-type: none"> • Word processing • Excel as required • Power point as required | <ul style="list-style-type: none"> • Resources for staff |