



SA Health Capability Sets for Rural Registered Nurses



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The Nursing and Midwifery Office, SA Health acknowledges the Traditional Custodians of Country on which we live, learn and work.

We recognise their continuing connection to lands, waters and communities, and pay our respect to Elders past and present.

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Foreword

This important piece of work offers a contemporary lens, a navigation tool for growing and enabling South Australia's rural registered nurse workforce.

It captures the essence of rural and remote nursing practice and provides a considered and informed approach to growing capability and ultimately the capacity for the nursing workforce to respond to the many challenges facing rural health care delivery. It has strategic alignment with the SA Rural Nursing and Midwifery Workforce Plan 2021-2026 and meets a fundamental milestone of this plan by providing a springboard for advanced nursing practice through articulating the foundational requirements and providing a pathway to enabling rural registered nurses to practice confidently to their full and authentic scope.

The Capability Sets for Rural Registered Nurses complements the development of the SA Rural Nursing and Midwifery Education Framework and together these documents provide a comprehensive approach for influencing the future in rural nursing practice in South Australia.

I would like to thank all of those who have contributed to the Capability Sets for Rural Registered Nurses; South Australia's rural registered nurses, nursing leaders, educators and contributors from the Australian Nursing and Midwifery Federation (SA Branch)- your experiences, work and voices will shape the future of rural nursing practice in our State.



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Introduction

Regional, rural and remote health services in South Australia are delivered across a dynamic and comprehensive network of government, non-government agencies and the local community. With an ageing population, growing burden of chronic disease and as the largest provider of aged care beds in the state, regional South Australian health services are tailored to many different needs and contexts.

Nurses and midwives working in rural and remote areas provide a vital and unique contribution to patient outcomes. They care for and treat patients with diverse and complicated conditions, through the delivery of timely, quality and tailored health services. They work in partnership with smaller local clinical teams, a transient locum workforce, telehealth enabled specialist networks and the local community.

The rural and remote nursing workforce is strengthened by a diverse range of nursing and midwifery roles which enable and provide person-centred nursing care to rural communities. Assistants in Nursing and Midwifery, Enrolled Nurses, Registered Nurses, Registered Midwives and Nurse Practitioners work alongside their multi-disciplinary colleagues to ensure that rural and remote South Australian communities are provided with responsive and connected care, regardless of geography.

It is widely acknowledged that those working in rural and remote health work with a more generalist scope of practice, with the capacity to provide care across the lifespan and health continuum and the ability to adapt quickly to working in different areas and locations. Those in rural practice work to their full scope of practice, across a range of practice context including (not limited to) acute hospital care, child health, chronic disease management, health promotion, disease prevention and emergency care.



The Capability Sets have been developed to assist those new to rural and remote practice or those wanting to evolve their capabilities to map their professional course from aware, new and learning to becoming confident and accomplished across a variety of practice settings. They provide a navigation tool for rural nursing practice, enabling Registered Nurses to map their professional path in conjunction with their mentors, manager and educators as part of the Performance, Review and Development framework.

The term 'capability' was selected in preference to 'competence' as it acknowledges the important connection and inter-relationship between professionalism, interpersonal interactions, knowledge, and skills in the context of varied and changing situations (image 1).^{1,2,3,4} The combination and interaction of these elements are vital to developing and growing capability in the rural practice setting.

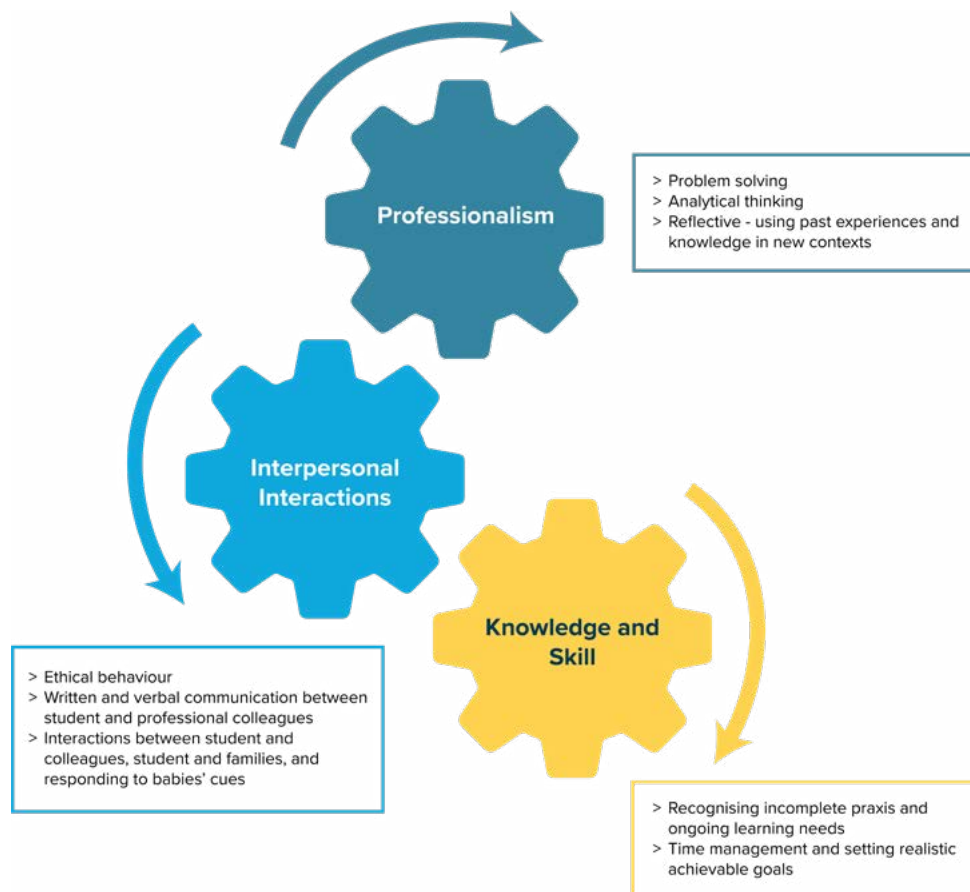


Image 1: The Gears of Capability in the PG Cert NIC student nurse³

Capturing and describing the range of professional and clinical knowledge, skills and characteristics of South Australian rural and remote Registered Nurses has been a thought-provoking and rewarding journey. Whilst this document reflects the capability of rural Registered Nurse practice across four distinct areas of practice (acute care, emergency care, community and primary care and older persons care) it acknowledges the diverse range of specialty nursing practice that complements and supports the delivery of person-centred care.

Methodology

The Capability Sets leverage the work undertaken in the SA Health Rural Midwifery Capability Sets for Regional South Australia, building on the concept of capability, and providing an adaptable framework able to be applied across the continuum of professional practice. A series of focus groups brought together the collective voice of Registered Nurses working in the rural practice across South Australia. Participants came together via a digital platform over a series of sessions to inform the development of the capability sets across four clinical streams (noting that rural practice often requires Registered Nurses to traverse multiple clinical contexts as part of their day-to-day work):

- > older persons care;
- > emergency care;
- > acute care; and,
- > community and primary care.

The focus groups provided rich and diverse information about the uniqueness of rural practice (reflected in image 2), the challenges and the wonderful opportunities offered working as a Registered Nurse in rural South Australia. Through each focus group it became evident what whilst capabilities can generally be aligned to the four clinical streams already identified, that a set of fundamental capabilities underpinned practice as a rural Registered Nurse, regardless of area of practice (image 3).



Image 2: A word cloud capturing the key words and phrases communicated during focus group sessions



Image 3: Rural Registered Nurse Capability in South Australian Context

To ensure the Capability Sets can be easily aligned to a Performance, Review and Development framework, a traffic light confidence rating scale (image 3) assists Registered Nurses to map their progress as they move from aware, new and learning, to more familiar and becoming confident to being confident and accomplished in the rural practice context.⁴ This will support Registered Nurses to identify opportunities for education, professional growth and development, and support them to plan and record evolving capability as part of the usual SA Health Performance Review and Development process.⁵ It is recommended that this document is used in conjunction with national and state legislative frameworks, SA Health Policy and Local Health Network procedures and guidelines.



Confidence ratings

RATING		DESCRIPTION
1	Aware, new and learning	<ul style="list-style-type: none"> > I possess minimal knowledge, understanding and experience in this area of practice > I would prefer supervision and/or prompting to complete the care activity with a more experienced clinician > I have limited problem-solving abilities in relation to this/these care task(s) > I don't have a lot of confidence with this/these skills(s).
2	More familiar and becoming confident	<ul style="list-style-type: none"> > I possess good knowledge of key aspects of this type of care > I still focus more so on the task but am learning to see the bigger picture > I require less supportive prompting to complete the care activity > This/These care task(s) are becoming more familiar > I am starting to feel more confident > I am starting to use critical thinking skills to help solve problems (but still need support) > I am starting to interpret what I am seeing/doing to alter care that I am providing > I feel that I am performing to an acceptable level in accordance with policy guidelines
3	Confident and accomplished	<ul style="list-style-type: none"> > My knowledge and experience around the aspects of this type of care/task(s) > I am very confident and don't require any prompting to complete the care/task(s) > I know what to expect in a given situation and adapt and modify my responses/care seamlessly to these changes > I continually use my critical thinking skills to solve complex problems in regard to this type of care/task(s) > This care is highly familiar, and I could provide this care in a number of different environments > I am often searching for evidence to support my/our practice using a wide range of resources > I routinely recognise and manage complications related to this type of care/task(s) > I am often utilised as a resource to mentor/teach/coach less experienced staff with this type of care/task(s)

■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

DEMONSTRATES THE FUNDAMENTAL CAPABILITIES FOR PRACTICE IN THE RURAL CONTEXT	1	2	3
Understanding and ability to deliver culturally safe nursing practice in partnership with Traditional Custodians of the Country to guide the delivery of health and wellbeing services across SA. Partnering with the Aboriginal community to understand the impact of local customs on care delivery options.			
Acknowledging the diversity of our local communities and integrating adaptable, inclusive, culturally-sensitive and respectful nursing care across the lifespan.			
Capacity to navigate and adapt care delivery approaches, leveraging digital, telehealth platforms and different communication tools to connect and provide reliable, timely person-centred care regardless of geographical location.			
Utilising standardised and evidence-based communication tools (such as ISBAR) to communicate and handover information.			
Commitment to working with a dynamic and evolving scope of practice, supported by lifelong learning, to enable an agile and responsive approach to meeting the health and wellbeing needs of the rural communities.			
Clinical courage, founded in the ability to reflect openly, analyse critically, and collaborate effectively to guide the delivery of safe, person-centred, quality care in the rural context.			
Commitment to a learning and growth mindset, enabled by professional reflection and collaboration supported by evidence informed practice development approaches and professional coaching and mentorship.			
Agility to adapt a generalist skill set to provide timely and appropriate care to meet the unique and broad needs of rural communities. This includes developing the knowledge and skills to move across different clinical streams and models of care, providing reliable and sustainable nursing care across the lifespan.			
Flexibility to work and learn within adaptive and flexible learning environments, supported by innovative accelerated education pathways and professional networks to guide and enable professional growth and knowledge translation.			
Acknowledge the importance of respectful and productive team dynamics which are at the core of providing safe and quality care. This includes the ability to navigate and escalate (where appropriate) interpersonal conflict that may impact the outcomes of care.			
Understanding the impact that geography and distance has on delivering person-centred care, including but not limited to: <ul style="list-style-type: none"> > working in isolation; > travelling great distances to ensure consumers receive the care they need; and, > the impact of weather and natural disasters on communities. 			
Desire and ability to integrate into a rural community: to work where you live, and understand the community, culture, language, limitations and opportunities.			
Recognise the vital partnership with local communities that underpin the delivery of healthcare in regional areas. This may include emergency response provided by South Australian Ambulance Service, State Emergency Services and Country Fire Service Volunteers, and the including the invaluable volunteer network within health services.			



	1	2	3
Understanding pathways for escalation of care which are relevant to the local context. Working in partnership with nursing, multi-disciplinary colleagues, and the community to ensure patients are transferred to the most appropriate place for care, regardless of distance. This includes partnering with: <ul style="list-style-type: none"> > General Practitioners > Nurse Practitioners > Aboriginal Health Practitioners > Allied Health professionals and Scientific Officers > South Australian Virtual Emergency Service (SAVES) > MedSTAR retrieval service > Emergency Mental Health Liaison Triage Service > South Australian Ambulance Service (including community paramedics and volunteers) > South Australian Police > Metropolitan and Country Fire Service > Non-government partners including the Royal Flying Doctor Service, the aged care sector and Aboriginal Community Controlled Health Organisations 			
Awareness of funding schemes available to support South Australia’s rural community to access specialist metropolitan services (including SA Health Patient Assistance Transport Scheme).			
Knowledge and skills to undertake comprehensive physical and risk assessments across the lifespan.			
Awareness of the National Safety and Quality Health Service Standards and the practical application of the safety and quality framework into practice in the rural context.			
Awareness of the Aged Care Quality Standards and the practical application of the safety and quality framework into practice in the rural context.			
Knowledge and skills to connect with rural palliative care specialist services for those nearing or at the end of life. This includes connecting care to ensure person-centred end of life care in the rural setting including Advance Care Directives and Resuscitation Planning - 7 Step Pathway.			
Develop a sixth sense for safety, underpinned by an awareness of the impact of working in isolation and driving long distances to deliver care, sometimes during extremes of weather and natural disasters.			
Acknowledge the context of practice and the availability of community and primary health service to support a safe return for those transferring from metropolitan and regional hospitals to the home or community setting.			
Awareness of the following which may be relevant to the local practice setting: <ul style="list-style-type: none"> > orientation and induction programs and processes > Aboriginal cultural local learnings > emergency procedures and escalation pathways (including consumer and clinician concern and clinical deterioration) > infection prevention and control processes > work health and safety procedures and guidelines (including but not limited to cytotoxic and biomedical waste) > biomedical care equipment, point of care testing and consumables > local record management, administration and business continuity plans 			
Awareness of self-care strategies and their role in building resilience and emotional and physical wellbeing.			
Skills and knowledge to appropriately assess, de-escalate and manage responsive and challenging behaviour in conjunction with local resources.			
Awareness of local health service disaster preparedness and management plans.			

■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

DEMONSTRATES THE CAPABILITIES FOR PRACTICE IN THE RURAL COMMUNITY AND PRIMARY CARE CONTEXT	1	2	3
<p>Awareness of the community and primary healthcare setting, preventative care, health delivery. This includes understanding of:</p> <ul style="list-style-type: none"> > funding streams and impact on care delivery options > Medicare billing and item numbers > National Key Performance Indicators and data capture > Rights of Private Practice > local administration including medical record management (electronic medical record where applicable) > Clinical Information Systems > diversity in data collection systems and adaptation to available technology platform 			
<p>Sound knowledge and skills to rapidly assess (including triage) across the lifespan. This includes recognising and responding to deterioration in the context of local escalation pathways and processes, encompassing the following:</p> <ul style="list-style-type: none"> > physical (including falls, skin, nutrition and delirium risk assessment) > pain > cognition (memory loss, dementia) > mental health > pregnancy > safety and risk (family violence, elder abuse, family safety framework) 			
<p>Capability to undertake extended secondary assessment including the skills and knowledge to manage the following across the lifespan:</p> <ul style="list-style-type: none"> > eyes (including visual acuity, Ishiara, trachoma) > ears, otoscopy, audiology > dental check, (Lift the lip oral assessment) > skin assessments pressure area, skin sores, rashes > continence > foot assessment and associated foot care > well health checks – all ages and stages, including developmental milestones > obstetric pregnancy care support- Hand held pregnancy record > wound assessment and Wound care: chronic wound management, burns, laceration, post-surgical and trauma injury > sexual health assessment, physical examinations and counselling including: <ul style="list-style-type: none"> – cervical screening test – speculum examinations – contraception counselling and insertion of Mirena, implanon – forensic assessments > in-home functional and risk assessment > work health assessments 			
<p>Knowledge and skills to undertake substance dependency assessments including a sound understanding of local alcohol and other drug rehabilitation and counselling resources, services and referral pathways (including Quit Smoking).</p>			

■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

	1	2	3
Knowledge, skills and confidence to proficiently undertake and/or manage: <ul style="list-style-type: none"> > cannulation and venepuncture; > specimen collection (urine/faecal/swabs and scrapings); and, > a range of indwelling devices including: <ul style="list-style-type: none"> – urinary catheters, – colostomy/urostomy bags – PICC and ports – tracheostomy – pigtail, wound and biliary drains. 			
Broad understanding of the process and progression of disease and be able to develop Chronic Disease Care Plans in conjunction with the consumer and other health providers to ensure ongoing nursing management and consumer education. This includes but is not limited to: <ul style="list-style-type: none"> > respiratory/asthma management plans; > epilepsy; > diabetes/endocrine (including gestational); > renal and dialysis; > cardiac/rheumatic heart disease; > cancer; > vascular conditions; > mental health; and, > cognitive decline. 			
Knowledge and skills to confidentially perform ECG, including basic interpretation and pathway for clinical review (iCCnet and/or other local referral arrangements).			
Ability to manage and support consumers utilising virtual monitoring modalities for management of chronic disease, and liaise with acute and emergency service to ensure the patient receives the right care at the right time.			
Competently navigate extended, complex case management and coordination of services in consultation with a specialist/General Practitioner, Aboriginal Community Controlled Health Organisations and multi-disciplinary team (utilising digital platforms where necessary) including but not limited to: <ul style="list-style-type: none"> > post-acute admission from the acute setting including from metropolitan hospitals; > chronic disease; > palliative care; > aged care; > mental health; and, > maternal health.* 			

* SA Health Rural Midwifery Capability Sets for Regional South Australia

1. Aware, new and learning 2. More familiar and becoming confident 3. Confident and accomplished

DEMONSTRATES THE CAPABILITIES FOR PRACTICE IN THE RURAL ACUTE CARE CONTEXT	1	2	3
<p>Awareness of the funding and data collection within the acute care setting. This includes but is not limited to understanding:</p> <ul style="list-style-type: none"> > national Key Performance Indicators relating to length of stay and data capture; > Aboriginal Identification mandate; > local administration including medical record management (electronic medical record where applicable); and. > private insurance. 			
<p>A working understanding of the Fundamentals of Care Framework and impact for practice across the lifespan.</p>			
<p>Comprehensive assessment skills to complete a person-centred nursing management plan within 24 hours of admission to the acute care setting and initiate relevant inpatient referrals to multi-disciplinary teams. This includes the following:</p> <ul style="list-style-type: none"> > falls - SA Health Fall and Fall Injury Prevention and Management Policy Directive > skin - Regional LHN Preventing and Managing Pressure Injuries > nutrition - SA Health Malnutrition Screening in Acute Hospitals > pain - acute and chronic > cognition - memory loss, dementia, delirium > functional and frailty assessments > continence > alcohol and other substances of dependency > mental health > safety and risk (family violence, elder abuse, family safety framework) 			
<p>Ability and knowledge required to confidently assess and provide nursing management across the life span across for the following:</p> <ul style="list-style-type: none"> > Pre-operative and post-operative care pathways for the following surgical specialities: <ul style="list-style-type: none"> – ear, nose and throat; – gynaecological; – gastrointestinal; – ophthalmology; – urology; – orthopaedic; and, – dental > sepsis/febrile neutropenia > HONK/DKA assessment and management > Orthogeriatric: Management of Acute Hip Fracture > stroke management SA Health Rural Stroke Pathway > chest pain > mental health (including care and control) > BloodSafe transfusion protocols > acute, chronic and burns wound management > seizures > chronic obstructive airway disease > anaphylaxis > asthma > renal > end of life care 			
<p>Understand local escalation pathways and processes to ensure timely and optimal healthcare outcomes for the consumer.</p>			

■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

	1	2	3
Knowledge, skills and confidence to proficiently undertake and/or provide ongoing nursing management of: <ul style="list-style-type: none"> > cannulation and venepuncture > PICC and Ports > skin traction > plaster care > specimen collection (urine/ faecal/swabs and scrapings) > indwelling and suprapubic catheters > colostomy/urostomy bags > pigtail, wound and biliary drains > PCA/epidural/regional analgesia > simple and complex dressings (including vacuum dressings) > gastrostomy, nasogastric, orogastric tubes > total parenteral nutrition > telemetry > halter monitor > continuous positive airway pressure (CPAP) > humidified high flow therapy > tracheostomy 			
Ability to confidently perform and interpret ECG's and follow local pathways for clinical specialist review.			
Understanding and knowledge to competently coordinate complex discharge care planning in collaboration with the consumer and pivotal healthcare partners.			



■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

DEMONSTRATES THE CAPABILITIES FOR PRACTICE IN THE RURAL EMERGENCY CARE CONTEXT	1	2	3
Understanding of the emergency care setting including the importance of funding for emergency presentations: <ul style="list-style-type: none"> > application and documentation of International Classification of Disease (ICD) Codes > local administration and clinical documentation (including electronic medical record [EMR]) > key performance indicators including those relating to access to care and emergency length of stay for emergency presentations including those in short stay units 			
Knowledge, experience and ability to competently assess and triage emergency presentation across the life span utilising the Australasian Triage Kit.			
Ability to manage and troubleshoot SAVES digital platform and MedSTAR telehealth service to ensure access to timely medical assessment and review.			
Ability to competently assess, manage and activate an appropriate response to: <ul style="list-style-type: none"> > sepsis in conjunction with Neonatal Sepsis Clinical Practice Guidelines/ Paediatric Sepsis Pathway/ Adult Sepsis Clinical Practice Guideline > febrile neutropenia (Adult) in conjunction with Febrile Neutropenia Management (Adults) Clinical Guideline > stroke in conjunction with the SA Health Rural Stroke Pathway and SA Telestroke Service including: <ul style="list-style-type: none"> – utilising telehealth platform – where appropriate thrombolysis- preparation, administration and associated clinical management – escalation or tertiary stroke intervention unit in metropolitan South Australia > ST-segment elevation myocardial infarction (STEMI) <ul style="list-style-type: none"> – utilising telehealth platform (Integrated Cardiovascular Clinical Network SA for example) – thrombolysis - administration and associated clinical management – escalation or tertiary percutaneous Coronary Intervention in SA > primary and secondary trauma survey care across the life span utilising SA State-wide Trauma Criteria for Adults and SA State-wide Trauma Criteria for Paediatrics > mental health emergencies 			
Demonstrate comprehensive assessment skills: <ul style="list-style-type: none"> > assessment- primary and secondary survey > pain assessment and management > chest pain assessment > mental health assessment including management of patients where capacity has not been established in accordance with SA Mental Health Act 2009- section 56- Care and Control > neurological assessment > neurovascular assessment > clinical and cognitive deterioration (including delirium) > risk assessment including: <ul style="list-style-type: none"> – skin – falls risk – mental health (Mental State Examination or Psychological Distress Scale) – safety across the life span (family safety framework, elder abuse, domestic violence) – substance withdrawal 			
Skills required to perform simple radiography in sites where there is no onsite radiology capability.			
Understanding and ability to participate in a variety of clinical roles to support emergency care of critically unwell patients (such as resuscitation and trauma team).			



■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

	1	2	3
Life support management skills across the lifespan utilising local escalation pathways (MedSTAR telehealth) <ul style="list-style-type: none"> > Basic Life Support (adult and paediatric) > Advanced Life Support (adult and paediatric) > Neonatal Life Support (advanced neonatal life support) 			
Ability to competently undertake and provide ongoing nursing management of: <ul style="list-style-type: none"> > intravenous and subcutaneous cannulation (including venepuncture) > porta-cath/infusaport access > intraosseous access > enteral/nasogastric tube insertion > female/male urethral catheter insertion 			
Assist with preparation, insertion and ongoing nursing management of: <ul style="list-style-type: none"> > intercostal drains (underwater seal and pigtail) > invasive monitoring devices (arterial lines, central venous catheters and PICC) > supra-pubic catheter insertion 			
Assist with the preparation, insertion and ongoing nursing management of: <ul style="list-style-type: none"> > adult and paediatric airway (including rapid sequence induction and surgical airway) > invasive and non-invasive ventilation 			
Knowledge and skills to confidently assess and provide nursing management across the lifespan: <ul style="list-style-type: none"> > anaphylaxis (adult and paediatric) > asthma (adult and paediatric) > acute mental health-including post-natal depression (connecting care to SA Health Mental Health Triage Service) > alcohol and other drugs (including intoxication, withdrawal and Clean Needle Program where applicable) > burns (SA Adult Burns Centre and SA Paediatric Clinical Practice Guidelines) > cardiac presentations > chronic obstructive airway disease > croup (SA Paediatric Clinical Practice Guidelines) > bronchiolitis (SA Paediatric Clinical Practice Guidelines) > diabetes (including associated acute presentation) (SA Paediatric Clinical Practice Guidelines) > ears, nose and throat (eye emergencies, bleeding, Ludwig Angina, quinsy) > forensics- <ul style="list-style-type: none"> – rape and sexual assault – forensic blood alcohol test following, motor vehicle, vessel and rail accidents anyone over 10 years of age > neurological (head injury, meningitis) > obstetric and gynaecology emergencies and treatment pathways (including post-partum haemorrhage, miscarriage, ectopic pregnancy, hyperemesis) > orthopaedic and soft tissue injury (including Orthogeriatric: Acute Hip Fracture Management, plaster care, splinting and slings, pelvic binders, skin traction, c-spine precautions) > seizures > sexual health including: post exposure prophylaxis, medical termination of pregnancy) > surgical presentation (including post-operative complications) > toxin exposure (ingestion, snake and spider bites) 			
Knowledge, skills and ability to confidently: <ul style="list-style-type: none"> > perform and interpret ECGs (including local pathways for clinical review) > prepare and ongoing management of patient cardiac monitoring 			

1. Aware, new and learning 2. More familiar and becoming confident 3. Confident and accomplished

DEMONSTRATES THE CAPABILITIES FOR PRACTICE IN THE RURAL OLDER PERSONS CARE CONTEXT	1	2	3
<p>Comprehensive knowledge of the rural aged care context within Residential Aged Care and/or living independently including:</p> <ul style="list-style-type: none"> > funding streams and the impact on the availability and delivery of programs services (Continance Aids Payment Scheme, myagedcare) > standards for documentation > key performance indicators > available local home care service, resources, service support and capacity (including in home care and community programs) > SA Advance Care Directives Act 2013 > SA Powers of Attorney and Agency Act 1984 > South Australia's Plan for Ageing Well 2020-2025 > SA Health Regional Aged Care Strategy 2021-2025 			
<p>Understand the impact of aging on an individual including working with and advocating for the person to ensure dignity and emotional care are prioritised and maintained (including but not limited to leisure and lifestyle aspects).</p>			
<p>Adaptable skills for communicating with older people to understand their needs guide person-centred care planning. Partnering with the consumer, their family and/or social supports to inform care planning which is consistent with the persons wishes and advocating for the person.</p>			
<p>Demonstrate the ability to assess, manage and plan care in conjunction with the consumer, their family and or/social supports and other complementary service providers.</p>			
<p>Provide person-centred health and wellbeing education which empowers a person and enables them to make informed decisions.</p>			
<p>Recognising that deterioration in the older person can be rapid or more gradual.</p>			
<p>Comprehensive understanding of the physiology of ageing (including healthy ageing and end of life) to inform thorough assessment skills including:</p> <ul style="list-style-type: none"> > physical (including falls, skin, nutrition/malnutrition risk assessment) > pain > cognition (memory loss, dementia, delirium) > mental health > safety and risk (recognising and responding to isolation, mistreatment, neglect or abuse (including financial) in the older person) > fragility > end of life (palliative care approach) > escalation of care in line with plan of care and the person's wishes 			
<p>Knowledge and skills to undertake a secondary assessment and associated nursing management of:</p> <ul style="list-style-type: none"> > skin assessments (pressure area, skin tears, rashes, wound) > continence > foot assessment and associated foot care > wound care (chronic wounds, skin tears) > functional and risk assessment (in RACF and/or home) 			

■ 1. Aware, new and learning
 ■ 2. More familiar and becoming confident
 ■ 3. Confident and accomplished

	1	2	3
Comprehensive understanding of the safety framework of the older person and implications for local clinical practice and decision making, including Safety framework of the older person including Charter of Aged Care Rights Aged Care Quality and Safety Commission			
Understanding the process to support timely and appropriate escalation of care in line with a person's care plans, to facilitate timely discharge and return to RACF or home from acute/ emergency care setting.			
Demonstrate proficiency in the ongoing assessment and management of: <ul style="list-style-type: none"> > dementia and memory related illness > clinical and cognitive deterioration which may be quick or happen over a period of time (including delirium) > chronic diseases > older persons mental health > pain > responsive (challenging) behaviours > activities of daily life management- supports in the home and community > wound care (acute and chronic) > catheterisation both male and female > palliative care approaches including end of life care (including relief of symptoms) > social isolation 			
Working in partnership with non-professional aged care workforce to ensure care needs and outcomes are met including the delegation of care.			
Coordinating services to connect relevant and timely care with General Practitioners, Allied Health and visiting specialists.			
Assessing the older person for risk and suitability for in home monitoring devices (Call Alert, Medic Alert).			
Provisions to undertake home visits, to provide support care in the home at times of need.			
Supervision of non-professional workforce including aged care standards and accreditation.			

References:

1. Bromley, P. (2018) 'Capability in the Postgraduate Certificate neonatal intensive care nurse', Journal of Neonatal Nursing, Vol.24, pp 277-283.
2. O'Connell, J., Gardener, G. & Coyer, F. (2014) 'Beyond competencies: using a capability framework in developing practice standards for advanced practice nursing', Journal of Advanced Nursing, Vol. 70(12), pp 2728-2735
3. [Nursing and Midwifery Board of Australia, Registered nurse standards for practice](#)
4. [SA Health Rural Midwifery Capability Sets for Regional South Australia](#)
5. [SA Health Nursing and Midwifery Capability and Self Development Framework](#)

Resources:

1. [SA Health, SA Rural Nursing and Midwifery Workforce Plan 2021-2026](#)
2. [SA Health, South Australia's Rural Health Workforce Strategy 2018-2022](#)
3. [Australian Government, Department of Health, National Strategic Framework for Rural and Remote Health 2016](#)
4. [SA Rural Aboriginal Health Workforce Plan 2021-2026](#)
5. [SA Health Practitioner Regulation National Law \(South Australia\) \(Remote Area Attendance\) Amendment Act 2017 \(Gayle's Law\)](#)
6. [SA Health Policy Coronial Process and the Coroners Act 2003](#)
7. [SA Births, Deaths and Marriages Registration Act 1996](#)
8. [SA Health 7 Step Resuscitation Pathway](#)
9. [Consent to Medical Treatment and Palliative Care Act 1995](#)
10. [Advance Care Directives Act 2013](#)
11. [Consent to Medical Treatment and Health Care Policy](#)
12. [Restraint and Seclusion Chief Psychiatrist Standard 2021](#)
13. [SA Mental Health Act 2009](#)
14. [South Australia's Plan for Ageing Well 2020-2025](#)
15. [Charter of Aged Care Rights | Aged Care Quality and Safety Commission](#)



For more information

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