



# International Nursing Advanced Competency-based Training for Intensive Care

## Curriculum for Advanced Nursing in Intensive Care

Version 2

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Rigshospitalet



ICUsteps Research



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The competencies were developed in four domains:

1. Knowledge Skills and Clinical Performance
2. Clinical Leadership, Teaching and Supervision
3. Personal effectiveness
4. Safety and Systems Management

This document is presented in 4 sections, one for each Domain. At the beginning of each Section, the Descriptors and Competency Statements are provided. On the following pages the curriculum is mapped against the individual competency statements.

**DOMAIN 1 KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE**

Descriptor	Competency
<p><b>Assessment skills</b></p> <p>The Advanced Practitioner will have the following competencies that distinguish advanced practice from threshold competent performance of the Advanced Practitioner:</p> <ul style="list-style-type: none"> <li>· apply theoretical knowledge to clinical practice,</li> <li>· demonstrate 'critical decision making' in 'complex and rapidly changing circumstances</li> <li>· demonstrate comprehensive knowledge and skills in these areas.</li> </ul>	<p><b>1.1 Undertakes comprehensive and systematic assessment of the patient's</b></p>
	1.1.1 Respiratory status
	1.1.2 Cardiovascular status
	1.1.3 Neurological status
	1.1.4 Renal Function
	1.1.5 Temperature control
	1.1.6 Acid Base Balance
	1.1.7 Skin Integrity
	1.1.8 Wound Care needs
	1.1.9 Comfort and Dignity
<p><b>Decision making based on evidence</b></p> <p>The Advanced Practitioner demonstrates decision making that involves data interpretation following physical assessment and the collation of data from monitoring devices and invasive equipment. Decisions are made in the context of the patient's wellbeing, comfort and safety and involve consultation with family members wherever possible including using the latest evidence.</p>	<p><b>1.2 Uses the latest evidence to inform decision making in relation to phases of</b></p>
	1.2.1 Ventilation
	1.2.2 Weaning
	1.2.3 Dialysis
	1.2.4 Sedation Practice
	1.2.5 Delirium / agitation management
	1.2.6 Pain management
	1.2.7 Patient Nutrition
	1.2.8 Rehabilitation
	1.2.9 Invasive monitoring
1.2.10 Inotropes and catecholamine titration	
<p><b>Decision making in changing or complex circumstances</b></p> <p>The Advanced Practitioner is able to make decisions in uncertainty and rapidly changing circumstances of patients that requires constant vigilance, attention to detail and forward planning. Decisions are made in compliance with resuscitation algorithms, protocols and clinical guidelines. Decisions are taken independently but also in collaboration with colleagues from all disciplines and involve specialists where necessary.</p>	<p><b>1.3 Demonstrates decision making in complex and rapidly changing circumstances</b></p>
	1.3.1 Emergencies
	1.3.2 Patient deterioration
	1.3.3 Altered consciousness
1.3.4 Sepsis	

## Domain 1 Knowledge, Skills and Clinical Performance

Referral to others is a decision. In this context, decisions are made in the patient's best interest, with respect for the patient's cultural and religious preferences and wherever possible involving the family.	1.3.5 Multi system failure
	1.3.6 Withdrawal of active treatment
	1.3.7 End of Life care
	1.3.8 Organ donation
	1.3.9 Rehabilitation
<p><b>Procedural skills</b></p> <p>The Advanced Practitioner follows practical procedures underpinning patient care performed at a level of competence to teach, demonstrate to colleagues, incorporating the latest evidence to inform best practice.</p>	<b>1.4 Demonstrates competence to undertake</b>
	1.4.1 PEG Feeding
	1.4.2 Enteral Nutrition
	1.4.3 Catheter Care
	1.4.4 Understanding ABG results
	1.4.5 Dialysis
	1.4.6 Intravascular temperature control
	1.4.7 Haemodynamic monitoring
	1.4.8 Ventilation
	1.4.9 Weaning
	1.4.10 Preventing ICU complications
	1.4.11 Suctioning
	1.4.12 Tracheostomy Care
	1.4.13 Fundamental Care
<p><b>Leadership of Care</b></p> <p>The Advanced Practitioner demonstrates capability to lead care in collaboration with other members of the multi-disciplinary team (MDT) within and outside the critical care unit when serving on an outreach, or rapid response team. Their interventions are timely, accurate, compliant with policy, protocol and guidelines and show expertise in managing medical devices and technical equipment in support of patient need in the following circumstances. The Advanced Practitioner has a key role in advocacy and promoting the patient's best interests at all times.</p>	<b>1.5 Demonstrates contemporaneous knowledge and shares this with others in the following situations:</b>
	1.5.1 Advanced Life Support
	1.5.2 Patient Transfer
	1.5.3 Patient Rehabilitation
	1.5.4 Preventing error/ complications
	1.5.5 Monitoring complex treatment modalities

## Domain 1 Knowledge, Skills and Clinical Performance

DOMAIN 1	KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE			
Descriptor and Competency	Competency	Knowledge	Skills	Attitudes
<p><b>Assessment skills</b> The Advanced Practitioner will have the following competencies that distinguish advanced practice from threshold competent performance of the Advanced Practitioner:</p> <ul style="list-style-type: none"> <li>· apply theoretical knowledge to clinical practice,</li> <li>· demonstrate 'critical decision making' in complex and rapidly changing circumstances</li> <li>· demonstrate comprehensive knowledge and skills in these areas.</li> </ul>	<p><b>1.1 Undertakes comprehensive and systematic assessment of the patient's</b></p> <ul style="list-style-type: none"> <li>1.1.1 Respiratory status</li> <li>1.1.2 Cardiovascular status</li> <li>1.1.3 Neurological status</li> <li>1.1.4 Renal Function</li> <li>1.1.5 Temperature control</li> <li>1.1.6 Acid Base Balance</li> <li>1.1.7 Skin Integrity</li> <li>1.1.8 Wound Care needs</li> <li>1.1.9 Comfort and Dignity</li> </ul>	<p>Systems anatomy, physiology and pathophysiology:</p> <ul style="list-style-type: none"> <li>· Respiratory</li> <li>· Cardiovascular</li> <li>· Neurological</li> <li>· Renal</li> <li>· Gastro-intestinal</li> <li>· Musculoskeletal</li> <li>· Endocrine</li> <li>· Immune</li> <li>· Dermatology</li> <li>· Blood and coagulation</li> </ul>	Clinical reasoning	Structured
			Ethical reasoning	Patient-centred
			Clinical observation	Compassionate
			Thinking and acting systematically	Respectful
			Correctly interpreting and acting upon assessment results	Meticulous
			Integrating history with clinical assessment	Observative
			Conducting careful systems review	Decisive
			Assessing and minimising risk of pressure injuries	Patient advocating
			Monitoring vital physiological functions	Empathic
			Assessing level of consciousness	Practical
			Assessing and managing pain	Accurate
			Cellular physiology	Reliable
			Systemic Inflammatory Response Syndrome and specific Shock	Patient
			Multiple Organ Dysfunction Syndrome	Calculating and administering medications
			Multisystem Trauma	Interpreting laboratory results
			Homeostasis	Interpreting basic medical images
Burns	Interpreting ECGs			
Symptoms of toxin exposure	Calculating and interpreting fluid balance charts			

## Domain 1 Knowledge, Skills and Clinical Performance

		Organ support therapies	Managing hyper- and hypothermia, incl. therapeutic hypothermia	
		Renal replacement therapies	Correctly and timely calculating and administrating medication	
		Cardiovascular support	Nutrition assessment and feeding techniques	
		Mechanical and non-invasive ventilation	Correctly assigning severity of illness scores	
		Body temperature and regulation techniques	Effective note writing and ward round case presentation techniques	
		Sedation	Communicating effectively with the multidisciplinary team	
		Pharmacology	Effective communication skills:	
		Severity of illness scores	. Verbal communication	
		ABCDE assessment approach	. Nonverbal communication	
		Pain and pain assessment	. Written communication	
		Basics of medical imaging	- Transactional written communication	
		Basics of ECG interpretation	- Informational written communication	
		Interpretation of laboratory results	- Instructional written communication	
		Pressure injury assessment, prevention and management	. Visual communication	
		Wounds assessment and management	Effective reporting (verbal and written reporting)	
		Infection prevention, recognition and management	Active listening	
		Measures of adequacy of tissue oxygenation	Relational skills	
		Weaning	Manage complexity	
		Oral care	Responsible	

## Domain 1 Knowledge, Skills and Clinical Performance

		Nutrition	IT-skills	
		Patients with special needs:		
		. Paediatric patients		
		. Older adults		
		. Bariatric patients		
		. High-risk obstetric patients		
		. Palliative patients		
		. Patients with burn injuries		
		. Immunocompromised patients		
		. Polytrauma patients		
		. Postoperative patients		
		Admission, history taking and assessment, and daily review		
		Impact of occupational and environmental exposures, socio-economic factors, and lifestyle factors on critical illness		
		Confidentiality and data protection - legal and ethical issues		
		Basic ethical principles		
		Legislation		
		Patient safety		
		Knowledge of relevant IT-applications		



## Domain 1 Knowledge, Skills and Clinical Performance

DOMAIN 1	KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Decision making based on evidence</b>                      The Advanced Practitioner demonstrates decision making that involves data interpretation following physical assessment and the collation of data from monitoring devices and invasive equipment. Decisions are made in the context of the patient's wellbeing, comfort and safety and involve consultation with family members wherever possible including using the latest evidence.</p>	<p><b>1.2 Uses latest evidence to inform decision making in relation to phases of:</b></p>	Electronic methods of accessing professional literature	Electronically accessing professional literature	Critical minded
	1.2.1 Ventilation	Methods of identifying sound and relevant professional literature	Identifying sound and relevant professional literature	Life-long learning
	1.2.2 Weaning	Reading and interpreting research reports	Reading and interpreting research reports	Interested in personal development
	1.2.3 Dialysis			
	1.2.4 Sedation Practice	Principles of evidence-based medicine and nursing	Writing research questions	Curious
	1.2.5 Delirium / agitation Management			
	1.2.6 Pain management	Levels of evidence	Interpreting clinical and statistical data	Careful with judgement
	1.2.7 Patient Nutrition			
	1.2.8 Rehabilitation	Principles of appraisal of evidence, research findings, and integrative literature	Appraising evidence, research findings, and integrative literature	Open-minded
	1.2.9 Invasive monitoring			
	1.2.10 Inotrope and catecholamine titration	Principles of applied research and epidemiology: . Research questions . Study designs . Population versus sample and sampling methods . Types and consequences of bias	Integrating research findings in clinical practice	Objective
			Interpreting (clinical practice) guidelines	Rational
			Interpreting and acting upon data resulting from clinical assessment, patient files, and monitoring devices	Structured
			Linking data	Accurate
			Peer reviewing	Reliable
	Basics of statistics and data interpretation	IT-skills		
	Principles of implementation science	Academic writing		
	Referencing			
	Distinction between statistical and clinical relevance			
	Subject-matter knowledge of:			

## Domain 1 Knowledge, Skills and Clinical Performance

		. Ventilation		
		. Weaning		
		. Dialysis		
		. Sedation Practice		
		. Delirium/agitation management		
		. Pain management		
		. Patient Nutrition		
		. Rehabilitation		
		. Invasive monitoring		
		. Inotropes and catecholamine titration		

DOMAIN 1	KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE			
Descriptor	Competency	Knowledge	Skills	Attitudes
<b>Decision making in changing or complex circumstances</b> The Advanced Practitioner is able to make decisions in uncertainty and rapidly changing circumstances of patients that requires constant vigilance, attention to detail and forward planning. Decisions are made in compliance with resuscitation algorithms, protocols and clinical guidelines. Decisions are taken independently but also in collaboration with colleagues from all disciplines and involve specialists where necessary. Referral to others is a decision. In this context, decisions are made in the patient's best interest, with respect for the patient's cultural and religious	<b>1.3 Demonstrates decision making in complex and rapidly changing circumstances</b>	Resuscitation guidelines	Monitoring vital physiological functions and conscious level	Stress-resistant
	1.3.1 Emergencies	Sepsis guidelines	Using emergency monitoring equipment	Able to prioritise
	1.3.2 Patient deterioration	Early warning signs	Recognising and rapidly responding to adverse trends in monitored parameters	Team-oriented
	1.3.3 Altered consciousness			
	1.3.4 Sepsis	Causes of cardio-respiratory arrest, identification of patients at risk and corrective treatment of reversible causes	Resuscitation techniques, incl. using manual and automated defibrillators	Compassionate
	1.3.5 Multi system failure			
	1.3.6 Withdrawal of active treatment			
1.3.7 End of Life care	Clinical signs associated with critical illness, their relative importance and interpretation	Recognising and managing sepsis	Recognising personal limitations	
1.3.8 Organ donation	Clinical severity of illness and indications when organ dysfunctions or failure are an immediate threat to life	Recognising and managing choking / obstructed airway	Willing to accept assistance	
1.3.9 Rehabilitation				

## Domain 1 Knowledge, Skills and Clinical Performance

<p>preferences and wherever possible involving the family.</p>		<p>Recognition of life-threatening changes in physiological parameters</p>	<p>Techniques for effective fluid resuscitation</p>	<p>Resilient</p>
		<p>Causes, recognition and management of:</p> <ul style="list-style-type: none"> <li>. Acute chest pain</li> <li>. Tachypnoea &amp; dyspnoea</li> <li>. Upper and lower airway obstruction</li> <li>. Pulmonary oedema</li> <li>. Pneumothorax (simple &amp; tension)</li> <li>. Hypoxaemia</li> <li>. Hypotension</li> <li>. Shock states</li> <li>. Anaphylactic and anaphylactoid reactions</li> <li>. Hypertensive emergencies</li> <li>. Acute confusional states and altered consciousness</li> <li>. Acute seizures / convulsions</li> <li>. Oliguria &amp; anuria</li> <li>. Burn injuries</li> <li>. Acute disturbances in thermoregulation</li> </ul>	<p>Implementing emergency airway management, oxygen therapy and ventilation:</p> <ul style="list-style-type: none"> <li>. Assisting in tracheostomy tube insertion</li> <li>. Recognising and managing difficulties with airway management</li> <li>. Optimising patient positioning for airway management</li> <li>. Maintaining a clear airway</li> <li>. Supporting ventilation using bag and mask</li> <li>. Inserting and checking correct placement of laryngeal mask airway</li> <li>. Selecting appropriate tracheal tube type, size and length</li> <li>. Assisting in intubation and verifying correct placement of tube</li> </ul>	<p>Decisive Patient -centred Patient advocating Empathic Practical Reliable</p>
		<p>Principles of oxygen therapy</p>	<ul style="list-style-type: none"> <li>. Interpreting a capnograph trace</li> <li>. Assisting in rapid sequence induction of anaesthesia / cricoid pressure</li> <li>. Assisting in extubation</li> <li>. Preparing equipment for difficult or failed intubation</li> <li>. Performing endotracheal suction (via oral / nasal / tracheostomy tube)</li> <li>. Assisting with bronchoscopy</li> </ul>	

## Domain 1 Knowledge, Skills and Clinical Performance

			<ul style="list-style-type: none"> <li>. Assisting with intrapleural chest drain insertion, connections and removal</li> <li>. Assisting in emergency relief of tension pneumothorax</li> </ul>	
		Principles of emergency airway management	Inserting a nasogastric tube in an intubated and non-intubated patient	
		Indications for and methods of ventilatory support	Performing aseptic urinary catheterisation: male and female	
		Patient transport	Obtaining vascular access in emergency circumstances:	
		Blood sampling and culturing techniques and interpretation of results	<ul style="list-style-type: none"> <li>. Inserting peripheral cannulae via different routes</li> <li>. Establishing peripheral venous access appropriate for resuscitation in major haemorrhage</li> </ul>	
		Causes and prognosis of vegetative states	<ul style="list-style-type: none"> <li>. Assisting in inserting central venous catheters by different routes</li> </ul>	
		Causes of and physiological changes associated with brain stem death	<ul style="list-style-type: none"> <li>. Assisting in inserting arterial catheters by different routes</li> </ul>	
		Principles of pain and symptom management	<ul style="list-style-type: none"> <li>. Preparing equipment for intravascular pressure monitoring</li> </ul>	
		Clinical, imaging and electrophysiologic tests to diagnose brain death		
		Basics of organ donation: <ul style="list-style-type: none"> <li>. Principles of management of the organ donor (according to national / local policy)</li> <li>. Role of national organ/tissue procurement authority and procedures for referral</li> <li>. Responsibilities and activities of transplant co-ordinators</li> </ul>	Securing vascular access rapidly	
			Taking arterial blood gases	
			Microbiological sampling	
			Assessing and planning care for the confused patient	
			Assessing and managing shock	

## Domain 1 Knowledge, Skills and Clinical Performance

		. Common investigations and procedures prior to organ retrieval		
		Euthanasia	Assessing and managing pain	
		Decision-making processes for withholding and withdrawing treatment and support	Managing an established epidural infusion	
		The limitations of intensive care medicine	Administering bolus analgesia via an epidural catheter	
		Principles of delivering bad news to patients and families	Minimising complications associated with opioid and non-opioid analgesics	
		Local resources available to support dying patients and their families, and how to access them	Recognising and managing emergencies	
		Bereavement: anticipating and responding to grief	Assessing burn severity	
		Cultural and religious attitudes and beliefs to life threatening illness and death	Wound care	
		Cultural and religious practices of relevance when caring for dying patients and their families	Managing competing priorities and complexity	
		Cultural and religious factors which may influence attitude to brain stem death and organ donation	Seeking assistance timely and appropriately	
		Effective communication	Responding to an emergency in a positive, organised and effective manner	
		Resilience	Calculating and administering medications	
		Ethical and legal issues in decision-making	Transporting patients timely and safely	

## Domain 1 Knowledge, Skills and Clinical Performance

		Psychosocial Aspects of High Acuity and Critical Care	Participating in timely discussion and regular review of 'do not resuscitate' orders and treatment limitation decisions	
		Patient safety	Leading, delegating and supervising others appropriately according to experience and role	
		Relevant IT-applications	Establishing trusting relationships with patients and their relatives	
			Interprofessional communication	
			Teamworking	
			Coping with stressful situations	
			Decision making	
			Dealing with emotions	
			Dealing with obstacles	
			IT skills	
			Effective communication skills:	
			. Verbal communication	
			. Nonverbal communication	
			. Written communication:	
			- Transactional written communication	
			- Informational written communication	
			- Instructional written communication	
			. Visual communication	
			Effectively reporting (verbal and written reporting)	
			Active listening	
			Relational skills	

## Domain 1 Knowledge, Skills and Clinical Performance

DOMAIN 1	KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE			
Descriptor	Competency	Knowledge	Skills	Attitudes
<b>Procedural skills</b> The Advanced Practitioner follows practical procedures underpinning patient care performed at a level of competence to teach, demonstrate to colleagues, incorporating the latest evidence to inform best practice.	<b>1.4 Demonstrates competence to undertake</b>	Indications, contraindications and potential complications of the procedure / intervention	Prioritising tasks and procedures	Interested in personal development
	1.4.1 PEG Feeding	Universal precautions and preventative infection control techniques	Procedural techniques	Flexible
	1.4.2 Enteral Nutrition			
	1.4.3 Catheter Care	Principles of aseptic technique and aseptic handling of invasive medical devices	Obtaining informed consent/assent from the patient where appropriate	Critical thinking
	1.4.4 Understanding ABG results			
	1.4.5 Dialysis	Principles of preventing device-associated infections	Preparing equipment, patient and staff prior to undertaking the procedure	Adaptive
	1.4.6 Intravascular temperature control			
	1.4.7 Haemodynamic monitoring	Knowledge of materials and devices	Positioning patients appropriately	Careful
	1.4.8 Ventilation			
	1.4.9 Weaning	Methods and routes of device insertion, indications and complications	Administrating drugs as prescribed to facilitate the procedure	Caring
	1.4.10 Preventing ICU complications			
	1.4.11 Suctioning	Appropriate use of drugs to facilitate the procedure	Identifying relevant anatomical landmarks	Patient-centered
	1.4.12 Tracheostomy Care			
	1.4.13 Fundamental Care	Detection of potential physiological alterations during the procedure	Selecting appropriate equipment or device and insertion method	Patient advocating
	Indications for specific monitoring to ensure patient safety during an intervention / procedure	Performing the procedure in a manner which minimises the risks of complications	Practical	
	Complications of the technique, how to prevent/recognise them and initiate appropriate treatment	Adapting techniques and procedures to the circumstances and available resources	Compassionate	
	Methods of sterilisation and cleaning or disposal of equipment	Using protective clothing as indicated	Accurate	
	Management and use of the device	Undertaking appropriate action to confirm correct	Reliable	

## Domain 1 Knowledge, Skills and Clinical Performance

			placement of device or exclude complications	
		Indications and technique for device removal	Sterilising, cleaning or disposing of equipment appropriately	Communicative
		Cultural and religious attitudes and beliefs that may influence procedural care	Leading, delegating and supervising others appropriately according to experience and role	Patient
		Subject matter knowledge of . Nutrition and feeding techniques . Intravascular devices . Renal replacement therapies . Temperature control and management . Respiratory support and weaning . Haemodynamics and haemodynamic monitoring . Fundamentals of care Patient safety Patient transport Sedation Pain assessment Communication barriers	Dealing with obstacles	Resourceful
			Dealing with emotions	Creative
			Taking into account the patient's experience and well-being throughout the procedure	
			Self-knowledge	
			Dexterity	
			Effective communication techniques: . Verbal communication . Nonverbal communication . Written communication: - Transactional written communication - Informational written communication - Instructional written communication . Visual communication	
			Active listening	
			Relational skills	

DOMAIN 1	KNOWLEDGE, SKILLS AND CLINICAL PERFORMANCE			
Descriptor	Competency	Knowledge	Skills	Attitudes
<b style="color: blue;">Leadership of Care</b> The Advanced Practitioner demonstrates capability to lead	<b style="color: blue;">1.5 Demonstrates contemporaneous knowledge and shares this</b>	Roles and responsibilities of the multidisciplinary team	Leading, delegating and supervising others	Interested in personal



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<p>care in collaboration with other members of the multi-disciplinary team (MDT) within and outside the critical care unit when serving on an outreach, or rapid response team. Their interventions are timely, accurate, compliant with policy, protocol and guidelines and show expertise in managing medical devices and technical equipment in support of patient need in the following circumstances. The Advanced Practitioner has a key role in advocacy and promoting the patient's best interests at all times.</p>	<p><b>with others in the following situations:</b></p>		appropriately according to experience and role	development and life-long learning
	<p>1.5.1 Advanced Life Support 1.5.2 Patient Transfer 1.5.3 Patient Rehabilitation 1.5.4 Preventing error/ complications 1.5.5 Monitoring complex treatment modalities</p>	Teamwork methods	Relational skills	Patient
		Team communication	Promoting personal development	Long-term thinking
		Team coordination and task delegation	Minimising the physical and psychological consequences of critical illness	Patient- and family centred
		Subject-matter knowledge of: . Advanced Life Support . Patient Transfer . Patient Rehabilitation . Preventing error/ complications . Monitoring complex treatment modalities	Effective communication skills: . Verbal communication . Nonverbal communication . Written communication: - Transactional written communication - Informational written communication - Instructional written communication . Visual communication	Motivating
				Passionate
		Complementary health approaches		
		Long term consequences of critical illness		
Continuing care after ICU discharge	Motivational skills			
Physical and psychological challenges for rehabilitation	Delegation skills			
Significance and relevance of patient follow-up in hospital and following discharge				
Communication barriers				

**DOMAIN 2 CLINICAL LEADERSHIP, TEACHING AND SUPERVISION**

Descriptor	Competency
<p><b>Professional leadership</b>                      The Advanced Practitioner demonstrates leadership through role modelling best practice, advocating for patient and family centred care, introducing and steering innovative approaches to critical care nursing. Leadership is also demonstrated through managing the staffing resource, workload allocation and contributing to the quality of care provided within the intensive care unit and the organisation by ensuring compliance with policy and guidelines. They are recognised by others for their contribution and often sought to lead practice and participate in organisational development. The Advanced Practitioner promotes wellbeing among staff, recognising when colleagues require facilitation, provides constructive feedback to remediate error, demonstrates and encourages others to be reflective and is recognised to demonstrate professional resolve to ensure the best for patients and their families. These distinguishing attributes and behaviours are made evident through professional relationships within and across health care teams, personal governance (mindful attention, noticing, personal insight into continuing professional development needs) and excellent communication skills.</p>	<p><b>2.1 Demonstrates leadership in professional relationships with patients and their families</b></p>
	<p>2.1.1 Supporting transition to end of life care</p>
	<p>2.1.2 Involves families in best interest meetings</p>
	<p>2.1.3 Supervises and encourages families' participation in care</p>
	<p><b>2.2 Demonstrates leadership in professional relationships with colleagues</b></p>
	<p>2.2.1 Supporting colleagues</p>
	<p>2.2.2 Managing critically ill patients outside the intensive care unit</p>
	<p>2.2.3 Undertaking research and research appraisal</p>
	<p>2.2.4 Presenting at conferences and publishing</p>
	<p>2.2.5 Undertaking continuing professional development</p>
	<p><b>2.3 Demonstrates leadership in managing</b></p>
	<p>2.3.1 The staffing resource</p>
	<p>2.3.2 Intensive care resources</p>
	<p>2.3.4 Emergency situations</p>
	<p>2.3.5 Medical Emergency and outreach teams</p>
<p><b>Teaching</b>                      The Advanced Practitioner facilitates others through teaching and supervision and in providing motivation, inspiration and encouragement. They participate in teaching programmes that benefit the multi professional team. They demonstrate the highest standard of ethical deportment and can clearly articulate their reasoning, decision making and rationale while teaching at the bedside or in the classroom.</p>	<p><b>2.4 Teaching others through</b></p>
	<p>2.4.1 Monitoring performance of colleagues</p>
	<p>2.4.2 Providing mentorship</p>
	<p>2.4.3 Assessing the competence of others through direct observation of performance</p>
	<p>2.4.4 Assessing others' written accounts to demonstrate competence</p>
	<p>2.4.5 Demonstration of competence and skills to others</p>
	<p>2.4.6 Teaching patients and families</p>
	<p>2.4.7 Facilitating continuing professional development</p>
	<p>2.4.8 Medical equipment training</p>
	<p>2.4.9 Patient follow-up</p>

## Domain 2 Clinical leadership, Teaching and Supervision

<p><b>Supervision</b></p> <p>The Advanced Practitioner participates in the supervision of all staff including clinical and non-clinical colleagues to enable them to practice effectively and efficiently in the critical care setting. Supervision includes the critical evaluation of performance, contribution of others as well as facilitation of others to enable them to achieve their potential.</p>	<p><b>2.5 Supervises and guides others in the implementation of:</b></p>
	2.5.1 Protocols and guidelines
	2.5.2 Evidence Based Practice
	2.5.3 Safety and Improvement Initiatives (care bundles, error reporting systems)
	2.5.4 Tools to measure aspects of care and patient outcomes
	2.5.5 Prevention strategies

### DOMAIN 2 CLINICAL LEADERSHIP, TEACHING AND SUPERVISION

Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Professional leadership</b></p> <p>The Advanced Practitioner demonstrates leadership through role modelling best practice, advocating for patient and family centred care, introducing and steering innovative approaches to critical care nursing. Leadership is also demonstrated through managing the staffing resource, workload allocation and contributing to the quality of care provided within the intensive care unit and the organisation by ensuring compliance with policy and guidelines. They are recognised by others for their contribution and often sought to lead practice and participate in organisational development. The Advanced Practitioner promotes wellbeing among staff, recognising when colleagues require facilitation, provides</p>	<p><b>2.1 Demonstrates leadership in professional relationships with patients and their families</b></p> <p>2.1.1 Supporting transition to end of life care</p> <p>2.1.2 Involves families in best interest meetings</p> <p>2.1.3 Supervises and encourages families' participation in care</p>	Ethical and legal issues in decision-making for the incompetent patient	Relational skills	Positive
		Principles of delivering bad news to patients and families	<p>Communication skills:</p> <ul style="list-style-type: none"> <li>. Verbal communication</li> <li>. Active listening</li> <li>. Controlling body language</li> <li>. Choosing appropriate wording</li> <li>. Using jargon appropriately</li> <li>. Nonverbal communication</li> <li>. Written communication                             <ul style="list-style-type: none"> <li>- Transactional written communication</li> <li>- Informational written communication</li> <li>- Instructional written communication</li> </ul> </li> <li>. Visual communication</li> </ul>	Empathic
		Principles of patient and family participation		Listening
		Communication techniques		Emotionally intelligent
		Causes of distress in patients and family		Integrity
		Methods of minimising distress in patients and family		Respectful
		The role of relatives and their contribution to care		Intercultural mindset
		Physiological effects of pain and anxiety		Open-minded
		Stress responses		Patient
		Recognition and assessment of anxiety		Discrete
Recognition and methods of assessment of pain	Compassionate			

## Domain 2 Clinical leadership, Teaching and Supervision

<p>constructive feedback to remediate error, demonstrates and encourages others to be reflective and is recognised to demonstrate professional resolve to ensure the best for patients and their families. These distinguishing attributes and behaviours are made evident through professional relationships within and across health care teams, personal governance (mindful attention, noticing, personal insight into continuing professional development needs) and excellent communication skills.</p>		Psychological impact of critical illness on family and family dislocation		Assertive
		Concept, methodology and impact of ICU diaries		Comforting
		Palliative care	Ethical reasoning	
		Euthanasia		
		Decision-making processes for withholding and withdrawing treatment and support		
		The limitations of intensive care medicine		
		Principles of delivering bad news to patients and families		
		Local resources available to support dying patients and their families, and how to access them		
		Bereavement: anticipating and responding to grief		
		Cultural and religious attitudes and beliefs to life threatening illness and death		
		Cultural and religious practices of relevance when caring for dying patients and their families		
		Cultural and religious factors which may influence attitude to brain stem death and organ donation		
		Effective communication		
		Resilience		
		Ethical and legal issues in decision-making		

## Domain 2 Clinical leadership, Teaching and Supervision

		Family and patient participation		
		Visiting policies		
		Dealing with emotions		
	<b>2.2 Demonstrates leadership in professional relationships with colleagues</b>	Team building techniques	Teamworking	
	2.2.1 Supporting colleagues	Teamwork methods and techniques	Relational skills	Assertive
	2.2.2 Managing critically ill patients outside the intensive care unit	Methods to facilitate cooperation	Communication skills . Verbal communication . Active listening . Controlling body language . Choosing appropriate wording . Using jargon appropriately . Nonverbal communication . Written communication - Transactional written communication - Informational written communication - Instructional written communication . Visual communication	Supporting
	2.2.3 Undertaking research and research appraisal	Supervision and mentorship		Compassionate
	2.2.4 Presenting at conferences and publishing	Train the trainer		Interested in personal development and lifelong learning
	2.2.5 Undertaking continuing professional development	Conflict solving		Inspiring
		Presentation techniques		Offering opportunities for personal and career development
		Electronic methods of accessing professional literature		Openminded
		Methods of identifying sound and relevant professional literature		Altruistic
		Reading and interpreting research reports		Enthusiast
		Principles of evidence-based medicine and nursing		Patient
		Levels of evidence		Reliable
		Principles of appraisal of evidence, research findings, and integrative literature	Discrete	
			Valuing	

## Domain 2 Clinical leadership, Teaching and Supervision

		Principles of applied research and epidemiology: <ul style="list-style-type: none"> <li>. Research questions</li> <li>. Study designs</li> <li>. Population versus sample and sampling methods</li> <li>. Types and consequences of bias</li> </ul>	Promoting personal development and life-long learning	Appreciating
			Skills that support intrapersonal and interpersonal engagement	
			Creating a collaborative environment	
			Presentation skills	
		Basics of statistics and data interpretation	Electronically accessing professional literature	
		Principles of implementation science	Identifying sound and relevant professional literature	
		Distinction between statistical and clinical relevance	Reading and interpreting research reports	
			Writing research questions	
			Interpreting clinical and statistical data	
			Appraising evidence, research findings, and integrative literature	
			Integrating research findings in clinical practice	
			Interpreting (clinical practice) guidelines	
			Interpreting and acting upon data resulting from clinical assessment, patient files, and monitoring devices	
			Linking data	
			Peer reviewing	
<b>2.3 Demonstrates leadership in managing</b>	Management methods and styles	Relational skills	Inspiring	
2.3.1 The staffing resource 2.3.2 Intensive care resources	Principles of professional appraisal and constructive feedback	Communication skills:	Interested in and promoting life-long learning and	

## Domain 2 Clinical leadership, Teaching and Supervision

2.3.4 Emergency situations 2.3.5 Medical emergency and outreach teams			personal development
	Principles of interdisciplinary communication	. Verbal communication	Stress-resistant
	Principles of change management	. Active listening	Policy-supporting
	Principles of benchmarking	. Controlling body language	Result oriented
	Purpose and process of quality improvement activities	. Choosing appropriate wording	Flexible
	Methods of audit and quality monitoring	. Using jargon appropriately	Collegial
	Stock and material resources management	. Nonverbal communication	Confiding in others
	Quality management	. Written communication:	Growth-oriented
	Creating and managing work schedules	- Transactional written communication	Committed to team goals
	Management of information	- Informational written communication	Decision-making
	Principles of crisis management, conflict resolution, negotiation and debriefing	- Instructional written communication	Influential
	Human resources management	. Visual communication	Discrete
	Organization and regulation in the health sector	Promoting life-long learning	Empowered
	General policy and strategic management	Organizational awareness	
	Process management	Problem and conflict solving	
	Meeting techniques	Dealing with competing interest	
	Methodology of student guidance	Coordination skills	
	Mentorship	Rostering	
	Give methodical instructions	IT-skills	
	(Self-)reflection and (self-)evaluation		

## Domain 2 Clinical leadership, Teaching and Supervision

		How to give feedback		
		Labour market analysis and job vacancies		
		Indicators for performance		
		Operating results		
		Budgeting and budgeting cycle		
		Goal setting		
		Legal liability		
		General rights and obligations of employee and employer		
		Dealing with competing interests		
		Decision making		
		Hospital protocols		
		Time management		
		Empowerment		
		Rostering models		
		Knowledge of relevant IT-applications		



## Domain 2 Clinical leadership, Teaching and Supervision

DOMAIN 2	CLINICAL LEADERSHIP, TEACHING AND SUPERVISION			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Teaching</b> The Advanced Practitioner facilitates others through teaching and supervision and in providing motivation, inspiration and encouragement. They participate in teaching programmes that benefit the multi professional team. They demonstrate the highest standard of ethical department and can clearly articulate their reasoning, decision making and rationale while teaching at the bedside or in the classroom.</p>	<b>2.4 Teaching others through</b>	Principles of adult education (andragogy)	Teaching skills	Inspiring
	2.4.1 Monitoring performance of colleagues	Methods and factors that promote learning	Providing feedback	Motivating
	2.4.2 Providing mentorship	Adult learning styles	Presentation skills	Encouraging
	2.4.3 Assessing the competence of others through direct observation of performance	Mentorship and mentoring	IT skills	Creative
	2.4.4 Assessing others' written accounts to demonstrate competence	Methods of effective and interdisciplinary communication	Relational skills	Positive
		Methods of student guidance	Communication skills	Authentic
	2.4.5 Demonstration of competence and skills to others	Give methodical instructions	. Verbal communication	Involving
		Self-reflection and self-evaluation	. Active listening	
	2.4.6 Teaching patients and families	How to give feedback	. Controlling body language	
		Presentation techniques	. Choosing appropriate wording	
	2.4.7 Facilitating continuing professional development	Supervision	. Using jargon appropriately	
		Motivational techniques	. Nonverbal communication	
	2.4.8 Medical equipment training	Methods of monitoring performance	. Written communication	
		Indicators of performance	- Transactional written communication	
	2.4.9 Patient follow up	Assessment of competencies	- Informational written communication	
Subject matter knowledge		- Instructional written communication		
		. Visual communication		
		Motivational techniques		

## Domain 2 Clinical leadership, Teaching and Supervision

DOMAIN 2	CLINICAL LEADERSHIP, TEACHING AND SUPERVISION			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Supervision</b> The Advanced Practitioner participates in the supervision of all staff including clinical and non-clinical colleagues to enable them to practice effectively and efficiently in the critical care setting. Supervision includes the critical evaluation of performance, contribution of others as well as facilitation of others to enable them to achieve their potential.</p>	<p><b>2.5 Supervises and guides others in the implementation of:</b></p>	Supervising and guiding	Supervising and mentoring	Positive
	<p>2.5.1 Protocols and guidelines 2.5.2 Evidence-based practice 2.5.3 Safety and improvement initiatives (care bundles, error reporting systems) 2.5.4 Tools to measure aspects of care and patient outcomes 2.5.5 Prevention strategies</p>	Implementation techniques	Relational skills	Empathic
		Measuring compliance	Communication skills	Listening
		Providing feedback	. Verbal communication	Emotionally intelligent
		Mentorship and mentoring	. Active listening	Integer
		Methods of effective and interdisciplinary communication	. Controlling body language	Respectful
		Give methodical instructions	. Choosing appropriate wording	Patient
		How to give feedback	. Using jargon appropriately	Discrete
		Presentation techniques	. Nonverbal communication	Assertive
		Motivational techniques	. Written communication:	Interested in personal development and life-long learning
		Subject matter knowledge	- Transactional written communication	Long-term thinking
		Effective communication techniques	- Informational written communication	Motivating
			- Instructional written communication	Passionate
			. Visual communication	Scrutinous
			Motivational skills	Structured
	Providing feedback			
	Observation skills			

**DOMAIN 3 PERSONAL EFFECTIVENESS**

Descriptor	Competency
<p><b>Communication skills</b> The Advanced Practitioner has specialist expertise and from that the privilege of influence. The following seeks to express the way in which the empathic professional communicates in a clear and precise manner (in writing and verbally), ensures that they are understood and conveys in manner and deed their compassion, thoughtfulness and commitment to critical care nursing practice, their colleagues, their patients and the relatives. This means they are able to exercise personal governance, ethical deportment and self-control in all circumstances and with all colleagues, staff, patients and relatives.</p>	<p><b>3.1 Demonstrates excellent communication skills:</b></p>
	<p>3.1.1 Communicates in a verbally clear, precise manner</p>
	<p>3.1.2 Communicates well through all written media</p>
	<p>3.1.3 Communicates effectively with all staff (clinical and non-clinical, senior and junior colleagues)</p>
	<p>3.1.4 Facilitates difficult conversations with families</p>
<p><b>Personal attributes</b> The Advanced Practitioner demonstrates the following professional and personal qualities that enables others to model their behaviour, be inspired and motivated.</p>	<p>3.1.5 Facilitates difficult conversations with staff</p>
	<p><b>3.2 Demonstrates the following personal attributes</b></p>
	<p>3.2.1 Remains calm under pressure</p>
	<p>3.2.2 Positive and encouraging</p>
	<p>3.2.3 Resourcefulness</p>
	<p>3.2.4 Dedication to lifelong learning</p>
<p><b>Personal and professional influence</b> The Advanced Practitioner is influential. Influence is recognised by others within and outside the critical care unit. The following seeks to describe how the Advanced Practitioner ensures their contribution is respected, valued and sought.</p>	<p>3.2.5 Enacts the values of patient and family centred care</p>
	<p>3.2.6 Self-aware i.e. reflective of personal bias</p>
	<p><b>3.3 Recognised by others for the following qualities</b></p>
	<p>3.3.1 Inspirational</p>
	<p>3.3.2 Demonstrates practice that is consistent and effective</p>
	<p>3.3.3 Serves as a resource of experiential wisdom</p>
	<p>3.3.4 Acts in a timely and efficient manner</p>

## Domain 3 Personal Effectiveness

DOMAIN 3	PERSONAL EFFECTIVENESS			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Communication skills</b> The Advanced Practitioner has specialist expertise and from that the privilege of influence. The following seeks to express the way in which the empathic professional communicates in a clear and precise manner (in writing and verbally), ensures that they are understood and conveys in manner and deed their compassion, thoughtfulness and commitment to critical care nursing practice, their colleagues, their patients and the relatives. This means they are able to exercise personal governance, ethical deportment and self-control in all circumstances and with all colleagues, staff, patients and relatives.</p>	<p><b>3.1 Demonstrates excellent communication skills:</b></p> <p>3.1.1 Communicates in a verbally clear, precise manner</p> <p>3.1.2 Communicates well through all written media</p> <p>3.1.3 Communicates effectively with all staff (clinical and non-clinical, senior and junior colleagues)</p> <p>3.1.4 Facilitates difficult conversations with families</p> <p>3.1.5 Facilitates difficult conversations with staff</p>	Effective communication techniques:	Active listening	Open to communication
		. Verbal communication	Controlling body language	Actively listening
		. Nonverbal communication	Choosing appropriate wording	Punctual
		. Written communication	Using jargon appropriately	Accurate
		- Transactional written communication	Text formatting	Structured
		- Informational written communication	Text editing	Reliable
		- Instructional written communication	Scientific writing	Patient
		. Visual communication	Self-knowledge	Informative
		Language, grammar and punctuation rules		
		Communication barriers		
Relational skills				
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Personal attributes</b> The Advanced Practitioner demonstrates the following professional and personal qualities that enables others to model their behaviour, be inspired and motivated.</p>	<p><b>3.2 Demonstrates the following personal attributes</b></p> <p>3.2.1 Remains calm under pressure</p> <p>3.2.2 Positive and encouraging</p> <p>3.2.3 Resourcefulness</p> <p>3.2.4 Dedication to lifelong learning</p> <p>3.2.5 Enacts the values of patient and family-centred care</p> <p>3.2.6 Self-aware i.e. reflective of personal bias</p>	Self-knowledge	Handling stress	Patient
		Stress handling techniques	Mindfulness	Scrutinous
		Mindfulness	Creative	Patient-centred
		Professionalism	Self-evaluation	Resourceful
		Evidence based practice	Self-efficacy	Dedicated to lifelong learning
		Self-relativism		Patient advocating
				Creative
				Positive
		Inspiring		

## Domain 3 Personal Effectiveness

DOMAIN 3	PERSONAL EFFECTIVENESS			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Personal and professional influence</b></p> <p>The Advanced Practitioner is influential. Influence is recognised by others within and outside the critical care unit. The following seeks to describe how the Advanced Practitioner ensures their contribution is respected, valued and sought.</p>	<p><b>3.3 Recognised by others for the following qualities</b></p> <p>3.3.1 Inspirational</p> <p>3.3.2 Demonstrates practice that is consistent and effective</p> <p>3.3.3 Serves as a resource of experiential wisdom</p> <p>3.3.4 Acts in a timely and efficient manner</p>	Excellent theoretical professional knowledge	Efficiency	Inspiring
		Excellent procedural knowledge	Leadership skills	Skilful
		Evidence based practice	Communication skills	Respecting professional confidentiality
		Clinical reasoning	Relational skills	Scrutinous
		Ethical reasoning		Quality seeking
				Resourceful
				Creative
				Effective
				Thoughtful
				Committed to lifelong learning
				Ethical
				Respectful

**DOMAIN 4 SAFETY AND SYSTEMS MANAGEMENT**

Descriptor	Competency
<p><b>Quality and safety</b>                      The Advanced Practitioner demonstrates competence in quality and safety management. Quality systems are in place to redress error. Systems to improve quality are constantly evolving, developing, under revision and evaluation. The Advanced Practitioner has a significant role to play in leading, critiquing, contributing to processes, undertaking, evaluating (by linking initiatives to patient safety and satisfaction data) to reduce error and enhance performance.</p>	4.1 Undertakes Quality Improvement Projects
	4.2 Reviews Evidence Based Practice for protocols and guidelines
	4.3 Contributes to the production of Care Bundles
<p><b>Workload management</b>                      The Advanced Practitioner assesses the capabilities of staff and then allocates work accordingly. The Advanced Practitioner can plan ahead, organise and prioritise workload and reallocate workload as issues arise.</p>	4.4 Assesses, implements and evaluates workload allocation
	4.5 Uses IT systems to facilitate workload allocation
	4.6 Assesses Staffing Capabilities to deliver care
<p><b>Service development</b>                      The Advanced Practitioner recognises opportunity for development to improve care and the range of services available to patients and their families. Working in teams and drawing on expertise from other disciplines, they recognise opportunity, build practice and expand services.</p>	4.7 Evaluates future service demand
	4.8 Demonstrates business and management capability

## Domain 4 Safety and Systems Management

DOMAIN 4	SAFETY AND SYSTEMS MANAGEMENT			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Quality and safety</b> The Advanced Practitioner demonstrates competence in quality and safety management. Quality systems are in place to redress error. Systems to improve quality are constantly evolving, developing, under revision and evaluation. The Advanced Practitioner has a significant role to play in leading, critiquing, contributing to processes, undertaking, evaluating (by linking initiatives to patient safety and satisfaction data) to reduce error and enhance performance.</p>	<b>4.1 Undertakes Quality Improvement Projects</b>	Quality improvement methods and models	Collaborative and multidisciplinary working	Patient
		SMART framework	Applying a systematic approach	Enthusiast
		Theories of change	Managing complexity	Optimistic
		Methods of collaborative working	Time management	Persevering
		Understanding the complex healthcare environment	Timely seeking appropriate support	Structured
		Real-time measurement methods	Written, verbal, nonverbal and visual communication skills	Aiming for long-term results and sustainability
		Managing complexity	Relational skills	Problem-solving
		Time management	Problem-solving	Scrutinous
		Implementation methods	Measuring baseline and postintervention data	Open
		Patient safety	Analysing and interpreting collected data	Motivating
		Prevention of adverse events	Effective reporting (verbal and written reporting)	Long-term thinking
		Basics of statistics	Motivational skills	
		Theories of change	Develop plans, schedules, and budgets for projects to improve existing processes.	
		Motivational techniques		
		Quality standards		
	Quality regulation bodies			
		<b>4.2 Reviews Evidence Based Practice for protocols and guidelines</b>	Current guidelines related to intensive care nursing	Electronically accessing professional literature
	Electronic methods of accessing professional literature		Identifying sound and relevant professional literature	Life-long learning

## Domain 4 Safety and Systems Management

		Methods of identifying sound and relevant professional literature	Reading and interpreting research reports	Interested in personal development
		Reading and interpreting research reports	Interpreting guidelines	Curious
		Principles of evidence-based medicine and nursing	Interpreting clinical and statistical data	Careful with judgement
		Levels of evidence	Appraising evidence, research findings, and integrative literature	Open-minded
		Principles of appraisal of evidence, research findings, and integrative literature	Integrating research findings in clinical practice	Objective
		Principles of applied research and epidemiology:	Interpreting (clinical practice) guidelines	Rational
		. Research questions	IT-skills	Structured
		. Study designs	Conducting needs assessments	Accurate
		. Population versus sample and sampling methods		Reliable
		. Types and consequences of bias		
		Basics of statistics and data interpretation		
		Distinction between statistical and clinical relevance		
		Methods of assessing clinical practice		
	<b>4.3 Contributes to the production of Care Bundles</b>	Principles and effects of care bundles	Undertaking systematic literature reviews	Scientific integrity
		Conducting needs assessments	Appraising evidence	Critical thinking
		Electronically accessing professional literature	Academic writing	Structured



## Domain 4 Safety and Systems Management

		Conducting systematic literature reviews	Working interdisciplinary	Practical
		Identifying sound and relevant professional literature	Motivation techniques	Motivating
		Interpreting statistical data	Effective reporting (verbal and written reporting)	Collaborating
		Appraising evidence, research findings, and integrative literature		
		Integrating research findings in clinical practice		
		Interpreting (clinical practice) guidelines		
		Compliance:		
		. Methods to increase compliance		
		. Methods to maintain compliance		
		. Methods to assess compliance		
		Principles and methods of quality improvement programs		

DOMAIN 4	SAFETY AND SYSTEMS MANAGEMENT			
Descriptor	Competency	Knowledge	Skills	Attitudes
<b>Workload management</b> The Advanced Practitioner assesses the capabilities of staff and then allocates work accordingly. The Advanced Practitioner can plan ahead, organise and prioritise workload and reallocate workload as issues arise.	<b>4.4 Assesses, implements and evaluates workload allocation</b>	Workload allocation frameworks and management systems	Defending staff interests	Open and approachable
		Organisational staff recruitment and retention strategies	Team management skills	Resourceful
		Workforce requirements, regulations and guidelines	Time management skills	Assertive
		Methods of audit and quality monitoring	Managerial skills	Supporting

## Domain 4 Safety and Systems Management

Quality management and standards of care	Organizational awareness	Patient
Creating and managing work schedules	Problem and conflict solving	Reliable
Measuring and interpreting outcomes in function of staffing capacity and capability:	Dealing with competing interest	Discrete
. Patient safety	Coordination skills	Valuing
. Patient and family satisfaction	Rostering	Appreciating
. Staff satisfaction	Communication skills:	Accurate
Management of information	. Verbal communication	Diligent
Principles of crisis management, conflict resolution, negotiation and debriefing	. Active listening	Empowered
Human resources management	. Controlling body language	Interested in personal development and lifelong learning
Organization and regulation in the health sector	. Choosing appropriate wording	Offering opportunities for personal and career development
General policy and strategic management	. Nonverbal communication	
Process management	. Written communication:	
Labor market analysis and job vacancies	- Transactional written communication	
Indicators for performance	- Informational written communication	
Benchmarking	- Instructional written communication	
Operating results	. Visual communication	
Budgeting and budgeting cycle	Skills that support intrapersonal and interpersonal engagement	

## Domain 4 Safety and Systems Management

	Goal setting	Creating a collaborative environment	
	Legal liability		
	General rights and obligations of employee and employer		
	Dealing with competing interests		
	Decision making		
	Hospital protocols		
	Time management		
	Organisational culture		
	Leadership		
<b>4.5 Uses IT systems to facilitate workload allocation</b>	Workload Allocation Management Software and support technologies	Information technology skills	Accurate
	E-rostering and e-rostering policies	Rostering	Resourceful
<b>4.6 Assesses Staffing Capabilities to deliver care</b>	Determining and evaluating skill mix of staff	Evaluating risks	Trustworthy
		Taking decisive action	Rational
		Using contingency plans	Scrutinous
		Using escalation policies	Accountable
		Evidence-based decision making	Responsible
		Interpreting results of tools	Empowered
		Using professional judgment	Accurate
		Supporting and fostering a professional work environment	Diligent
		Responding in a timely manner to unplanned changes in staffing, changing patient acuity /	Resourceful

## Domain 4 Safety and Systems Management

			dependency or numbers, including the request for and use of temporary staffing where shortages are identified
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DOMAIN 4	SAFETY AND SYSTEMS MANAGEMENT			
Descriptor	Competency	Knowledge	Skills	Attitudes
<p><b>Service development</b> The Advanced Practitioner recognises opportunity for development to improve care and the range of services available to patients and their families. Working in teams and drawing on expertise from other disciplines, they recognise opportunity, build practice and expand services.</p>	<b>4.7 Evaluates future service demand</b>	Organization and regulation in the health sector	Establishing trusting relationships with patients and their relatives	Open and approachable
	<b>4.8 Demonstrates business and management capability</b>	Range and availability of patient services, including outreach	Interprofessional communication	Resourceful
		Principles of benchmarking	Teamworking	Assertive
		Methods of audit and quality monitoring	Coping with stressful situations	Supporting
		Management methods and styles	Decision making	Patient
		Principles of interdisciplinary communication	Dealing with emotions	Reliable
		Management of information	Dealing with obstacles	Discrete
		Principles of crisis management, conflict resolution, negotiation and debriefing	Effective communication skills:	Valuing
		General policy and strategic management	. Verbal communication	Appreciating
		Process management	. Nonverbal communication	Accurate
		Meeting techniques	. Written communication	Diligent
			- Transactional written communication	Empowered
			- Informational written communication	Accurate
			- Instructional written communication	Trustworthy
	. Visual communication	Rational		

## Domain 4 Safety and Systems Management

			Effective reporting (verbal and written reporting)	Scrutinous
			Active listening	Accountable
			Relational skills	Responsible
			Managerial skills	
			Time management	
			IT skills	