Scope of Practice
Registered Nurse

Linda Haskins
Institute Director Of Nursing – OR/ CSSD/ED/UCC/ ONSA
Sheikh Khalifa Medical City
Chair of Scope of Practice Committee UAE NMC

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Team SOP Scientific Committee

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Scope of practice is nation-wide and to be adopted by all Nurses and healthcare organizations in the country
Objectives

BY the end of this presentation, you will be able to

1. Have overall understanding of RN/ RM & PN/PM Scope of Practice

2. Understand the framework of competency

3. Explain the three domains of competency
   - Professional, Ethical and Legal Practice
   - Care Provision and Management
   - Professional, Personal & Quality Development
Scope of Practice

Definition

The Scope of Practice is the range of roles, functions, responsibilities, and activities which a nurse is educated for, competent in accountable for and authorized to perform. It defines the accountability and limits or boundaries of professional practice.

Key Concepts

- Competence
- Responsibility
- Accountability
The scope of practice is not limited to specific tasks, functions or responsibilities but includes direct care giving and evaluation of its impact, advocating for patients and for health, supervising and delegating to others, leading, managing, teaching, undertaking research and developing health policy for health care systems.
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Resources

In developing the scope of practice document, national consensus was sought and several resources were utilized including, but not limited to:

- MOH Professional Code of Conduct for Nurses (2001)
- The MOH Scope of Practice for Registered Nurses (2009)
- The MOH Core Practice Standards for Registered Nurse/Midwife (2005)
- ICN publications
- The MOH Midwifery Scope of Practice (2008)
- The HAAD Registered Nurses’ Scope of Practice (2007)
- DHA Registered Nurses Scope of Practice.
Factors which influence Scope of Practice

1. Task shifting
2. Health workforce shortage
3. Workforce planning
4. New Nursing Candidates
5. Technology and health care delivery

Consider how the following may influence nursing’s scope of practice within your country:
- historical/traditional role of the nurse
- role of women in society
- relationship between nursing and other health care professions
- organisational policies
- technology
- disease burden and health needs
- finance

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Scope of Practice and Competency Framework

It can be used to:

- Identify common competencies for nurses by regulatory bodies.
- Align licensing procedures accordingly.
- Develop curriculum and evaluate student competencies by educational institutions.
- Use practice settings as a foundation for nursing roles, professional development and performance appraisal.

By meeting performance criteria, the professional nurse has the knowledge, skills and attitudes to safely and competently provide evidence-based client care.

The scope of practice identifies the competencies expected of a generalist nurse at the point of entry into professional practice.

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Scope of practice is a nation-wide and to be adopted by all Registered Nurses and healthcare organizations in the country.
A nurse who functions at a level below the scope of practice standards in one or more areas is to be considered not competent. A nurse who functions at a level beyond the benchmark is to be recognized as functioning at a higher level.

Competencies should not be regarded as prescriptive

Competencies may

- Need further expansion
- To some extent not applicable
- Need to be further elaborated

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Domain one:
This domain reflects the registered nurse’s professional accountability, ethical and legal practice towards clients, families, community and society, under relevant UAE regulations in relation to professional practice.
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Domain Two:
Care Provision and Management
This domain encompasses the key principles of the registered nurse’s role in health promotion, illness prevention, care provision, leadership and management, as well as therapeutic and interpersonal relationships pertaining to clients, families, community and society utilizing the nursing process.

Promotion of Health
Providing Care
Leadership and Management
Therapeutic and Interpersonal Relationships
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Domain three:
• Professional, Personal & Quality Development
Registered nurses are required to maintain professional standards to provide quality health care. They have a professional obligation to develop themselves, and to support other nursing colleagues and healthcare providers, in their professional development.
Nurses today work in a dynamic health care environment.

- Their roles and functions are constantly evolving and changing to meet patient needs as well as incorporating service needs such as workforce shortages, skill mix issues and budget constraints.
- If nurses are not supported in making scope of practice decisions, this has the potential to impact negatively on both the quality of patient care and the profession of nursing.

The User Guide is part of a learning package that describes the policy framework, relevant concepts, key stakeholders and processes fundamental to any discussion, development and implementation of the scope of nursing practice in any country or jurisdiction.
The User Guide will describe:

- The policy framework, relevant concepts, key stakeholders and processes fundamental to any discussion, development and implementation of the scope of nursing practice in any jurisdiction.
- The key components of decision making frameworks and tools currently in use around the world.
- Examples how to apply Scope in every day setting.
Implementation

It is the implementation phase, when the product is introduced into the practice settings for use by the profession which will determine its success and adoption by the profession.

- Develop Comprehensive and targeted education program
- Articulate relationship between the framework and standards and policies
- Design educational resources
- Develop supporting publications and resources
- Involve stakeholders

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The benefits of a clearly articulated scope of practice and associated decision-making frameworks are that they:

- accommodate existing regulatory structures and at the same time support a flexible and innovative approach to practice;
- assist nurses to articulate their role, accountabilities and responsibilities as well as the contribution they make to safe and competent nursing care;
- identify those decisions with the potential to harm others need to be made by qualified and licensed nurses;
- facilitate the appropriate integration of activities into personal professional practice;
- facilitate the appropriate delegation of activities to others;
- assist in the effective allocation of resources for the development and sustainment of the health professional workforce;
- inform the public about the standard of care they should expect to receive from the nursing profession.
Defining terms used on toolkit:

Examples off

- **Outcomes:**
  Something that follows from an action, dispute, situation etc.; result, consequence

- **Knowledge of:**
  The state of fact of knowing; familiarity, awareness, or understanding gained through experience or study

- **Skills**
  Proficiency, facility, or dexterity that is acquired or developed through training and experience

- **Clinical competencies:**
  A core competency is fundamental knowledge, ability, or expertise in a specific subject area or skill set

- **Education:**
  The delivery of knowledge, skills and information from teachers to students. The process of receiving or giving systematic instructions

Reference
**Scope of Practice User Guide - DRAFT**

**Domain 2: Care Provision and Management**
This domain encompasses the key principles of the Registered Nurse’s/Registered Midwife’s role in health promotion, illness prevention, care provision, leadership and management as well as therapeutic and interpersonal relationships pertaining to clients/patients, families, community and society utilizing the nursing/midwifery process that is supported by evidence-based practice.

**Competency 2.2 Provision of Care**
Provides skilled, safe, holistic and culturally competent nursing and midwifery care to clients/patients, families, community and society, in collaboration with clients and other health care professionals in a variety of healthcare settings.

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Examples of Outcomes</th>
<th>Evidence Guide Examples</th>
<th>Examples Related to Skills, Competences and Education</th>
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</thead>
<tbody>
<tr>
<td>2.2.1 Performs a comprehensive and systematic nursing/midwifery assessment for client/patients.</td>
<td>Client/patient assessment (physical and health) conducted in an organised and systematic way</td>
<td>Knowledge of:</td>
<td>Skills:</td>
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<tr>
<td>• Collects subjective and objective data from interviews, examinations, observations and client records in an accurate, meaningful and timely manner</td>
<td>• Applies relevant up to date research to underpin nursing/midwifery assessment</td>
<td>• Physical assessment</td>
<td>• Physical Assessment</td>
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<tr>
<td>• Shares and documents findings accurately and in a timely manner</td>
<td>• Utilises relevant up to date research relating to health risk factors for patient/family education</td>
<td>• Patient health assessment</td>
<td>• Patient and Family education</td>
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<td>2.2.2 Analyses assessment data to determine health care needs with clients/patients.</td>
<td>• Utilises a range of effective and appropriate communication and engagement skills</td>
<td>• Patient education strategies/resources</td>
<td>• Critical appraisal of evidence</td>
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<td>2.2.3 Identifies client/patient problems that serve as a basis for care planning.</td>
<td>• Consults with patient and clients to identify their need and desire for health promotion advice and education</td>
<td>• Up to date evidence-based practice</td>
<td>• Effective communication</td>
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<td>2.2.4 Implements a prioritized plan of care by:</td>
<td>• Recognises when to negotiate with, or refer to other healthcare or service providers</td>
<td>• Major determinants of health</td>
<td>• Research</td>
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<td>• Providing care</td>
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<td>• Healthy lifestyle behaviours</td>
<td>Clinical Competencies:</td>
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<td>• Assisting with care</td>
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<td>• Positive workplace environment</td>
<td>• Vital signs</td>
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<td>• Assigning, delegating and supervising care</td>
<td></td>
<td>• Physical, mental, social and spiritual health factors</td>
<td>• Physical Assessment</td>
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<td>• Teaching clients/patients, family members and/or significant others</td>
<td></td>
<td>• Healthcare Systems</td>
<td>• Medication Administration</td>
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<td>• Utilizing appropriate resources</td>
<td></td>
<td>• Health promotion strategies</td>
<td>• CTG monitoring</td>
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<td>• Enabling and promoting independent self-care</td>
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<td>• Roles and responsibilities of various models of interdisciplinary health teams</td>
<td>• Abdominal palpation</td>
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<td>• Utilizing a range of effective and appropriate communication and engagement skills.</td>
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<td>• Principles of Infection Control</td>
<td>• Obstetric Emergencies</td>
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<td>• Environmental hazards</td>
<td>• Breast Feeding</td>
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<td>• Disaster planning</td>
<td>Education:</td>
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<td>• Risk management</td>
<td>• Incident reporting systems</td>
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<td>• Relevant Policy, Procedures and Guidelines</td>
<td>• Infection control</td>
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<td>• Nursing and midwifery processes</td>
<td>• Continuing Nurse/Midwife Education</td>
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<td>• Imparting knowledge with colleagues teaching</td>
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<td>• Self professional development</td>
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Questions

Thank you
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References

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