

NURS8823 Clinical Practice for Child and Family Health Nursing: Placement Exemption

Dear Student

We are looking forward to working with you in NURS8823 Clinical Practice for Child and Family Health Nursing as you develop and/or advance your knowledge and expertise in child and family health nursing. Students enter this topic with a diversity of past experiences. As such, this topic acknowledges students' past experiences and enables the ongoing development of knowledge and skills that underpin high-quality child and family health nursing practice. Students with appropriate experience working in an area of child and family health nursing in primary health care may be eligible for an exemption for ten (10) of the required twenty (20) placement days.

NURS8823 Clinical Practice for Child and Family Health Nursing entails a total of twenty (20) placement days. Half of these days, ten (10) days involve working in a child and family health environment, conducting checks related to child health and development. The remaining ten (10) days are undertaken in specialist paediatric or child health primary health care setting. The maximum exemption granted is for ten (10) placement days; requests exceeding this limit will not be sanctioned.

Criteria for Exemptions

Exemptions will be considered where candidates who demonstrate substantial employment as a registered nurse working in a child and family health setting in primary health care. Please be aware that we will only consider employment experiences from the last five (5) years.

To qualify for exemption, applicants must showcase active involvement in activities that align with either of the following criteria:

- a) Operating within the capacity of a child and family health nurse (as per MCaFHNA standards), encompassing tasks such as child health assessments and developmental checks.
- OR
- b) Functioning as a registered nurse in a different realm of child and family health nursing within primary health care (referencing relevant specialist standards*).

Possible areas encompassing child and family health nursing could involve roles as a Registered Nurse within primary health care for:

- Children/families experiencing disadvantage or vulnerability (i.e. high-risk);
- Children and/or young people in a school setting.

Applicants seeking exemption are required to provide evidence endorsed by their accountable Nurse Manager confirming their competence and adherence to relevant specialist standards*, indicating that additional placement days are unnecessary to attain proficiency. Your nurse manager must have direct knowledge and observation of your clinical practice within your workplace. The endorsement from your manager (commencing from page 3) and additional supporting evidence can be forwarded via email to aid the exemption process.

If you have any further questions, please do not hesitate to ask.

Kind regards,

NURS8823 Topic Coordinator

* Relevant specialist standards for specialised child and family health nursing (see appendices 1-3) are:

- Appendix 1: National Standards of Practice for Maternal, Child & Family Health Nurses in Australia 2017, *Maternal, Child and Family Health Nurses Australia*.
- Appendix 2: Standards of Practice for Children and Young People's Nurses 2016, *Australian College of Children and Young People's Nurses*.
- Appendix 3: National School Nursing Standards for Practice: Registered Nurse 2019, *Australian Nursing and Midwifery Federation*.

Dear Topic Coordinator,

This letter confirms that

has been employed at

as

from

to

(If applicable), the student has completed the additional training/education program named,

(attach details and evidence of completion)

I believe that the student should be granted an exemption in (select ONLY one below):

☐ Universal early childhood placement (Complete pages 3, 4 and 6), OR

☐ Specialty Services in Child and Family Health (Complete pages 3 and 5, plus page 6, 7 or 8).

Regards,

(Signature)

(date)

(Full name)

Qualifications

Position/role, department and organisation

Only ONE section needs to be completed by your nurse manager – Section One or Section Two.

Complete Section One (p. 4) if applying for universal early childhood placement exemption, or Section Two (p. 5) if applying for specialty services in child and family health exemption.

Section One: Complete this section AND Page 6 for universal early childhood placement exemption:

Please indicate how many (total), or how often (e.g. daily, weekly, for how long?) the student has performed and documented the following checks independently.

- 1–4-week child health and development check.
- 6–8-week child health and development check.
- 6–9-month child health and development check
- 18-month child health and development check
- 4-year child health and development check.

Which child development record is used (e.g. Blue Book, Red Book)

Describe what areas/elements/tools the student independently assesses and documents when undertaking a typical comprehensive child health check in your practice setting. Examples could include specific health concerns (e.g. hip dysplasia) and/or assessment tools (e.g. EPDS, ASQ, Brigance).

Now complete Page 6.

Only ONE section needs to be completed by your nurse manager – Section One or Section Two.

Complete Section One (p. 4) if applying for universal early childhood placement exemption, or Section Two (p. 5) if applying for specialty services in child and family health exemption.

Section Two: Complete this section AND the relevant page (6, 7 or 8) for Specialty Services in Child and Family Health exemption:

Please provide a summary of the typical activities directly applicable to specialty of child and family health nursing that the student performs regularly and independently in your practice setting*.

* Note, acute care practice and generalist settings without a child and family health focus are *not* eligible for consideration.

Now complete page 6, 7 or 8 (as applicable to context).

National Standards of Practice for Maternal, Child & Family Health Nurses in Australia 2017,

See Appendix One or available from:

[https://www.mcafhna.org.au/public/138/files/National%20Standards%20of%20Practice%20for%20MCaFHNA%20\(1\).pdf](https://www.mcafhna.org.au/public/138/files/National%20Standards%20of%20Practice%20for%20MCaFHNA%20(1).pdf)

Maternal Child and Family Health Nursing Australia (MCaFHNA) Standards	
Standard 1: A maternal, child and family health nurse thinks critically, develops and analyses maternal, child and family nursing practice.	
Standard 2: A maternal, child and family health nurse engages in therapeutic and professional relationships.	
Standard 3: A maternal, child and family health nurse maintains capacity for maternal, child and family health nursing practices and engages in lifelong learning.	
Standard 4: A maternal child and family health nurse comprehensively conducts maternal, child and family nursing assessments.	
Standard 5: A maternal, child and family health nurse develops a plan for nursing practice that promotes maternal, child and family health and wellbeing.	
Standard 6: A maternal, child and family health nurse provides safe, appropriate and responsive quality maternal, child and family health nursing practice	
Standard 7: A maternal, child and family health nurse evaluates maternal, child and family outcomes to inform nursing practice.	
I confirm that	is competent and practices in accordance with all the above MCaFHNA Standards.
Name and Signature	Date

Australian College of Children and Young People's Nurses (ACCYPN) Standards	
Domain: Professional practice Standard 1 Functions in accordance with legislation, common law, health standards and policies pertinent to the practice of nursing children and young people Standard 2 Demonstrates ethical practice in nursing children and young people Standard 3 Respects the dignity and integrity of children, young people and their families including their values, spiritual and cultural beliefs	
Domain: Critical Thinking and Analysis Standard 4 Demonstrates a comprehensive knowledge of children and young people's nursing and engages in ongoing professional development and education Standard 5 Utilises a reflective, critical thinking and problem-solving approach to the nursing care of children and young people Standard 6 Supports and contributes to the advancement of the health and wellbeing of children and young people through a commitment to research, evaluation and quality improvement activities	
Domain: Provision and Coordination of Care Standard 7 Provides age and developmentally appropriate nursing care that promotes safety, security and optimal health Standard 8 Effectively coordinates and manages the nursing care of children and young people Standard 9 Demonstrates knowledge of primary health care, health promotion and continuity of care, and incorporates this approach into practice to improves the health and well-being of children and young people Standard 10 Effectively utilises and advocates for adequate resources to provide safe and effective care for the child and young person.	
Domain: Collaborative and Therapeutic Practice Domain Standard 11 Establishes peer networks in the speciality area of Children and Young People's Nursing Standard 12 Communicates effectively with children, young people and their families Standard 13 Advocates for children and young people in health care through a negotiated partnership approach Standard 14 Demonstrates effective participation in interdisciplinary teams combining skills to support children, young people and their caregivers Standard 15 Demonstrates a knowledge of, and skill in, health education and therapeutic relationships	
I confirm that _____ is competent and practices in accordance with all the above ACCYPN Standards	
Name and Signature	Date

National School Nursing Standards for Practice: Registered Nurse	
Domain 1: Professional practice Standard 1 Demonstrates a comprehensive knowledge of nursing practice in the school environment. Standard 2 Practises within a professional and ethical nursing framework in the school environment. Standard 3 Practises in accordance with legislation related to nursing practice in the school environment. Standard 4 Participates in ongoing professional development in the school environment.	
Domain 2: Provision of care Standard 5 Undertakes nursing assessment and plans ongoing care to effectively address healthcare needs of individual students and groups within the school community. Standard 6 Effectively implements evidence-based health promotion and preventive care within the school community. Standard 7 Advocates for the rights of children and young people. Standard 8 Contributes to quality improvement and research activities to monitor and improve health outcomes contextualised to schools.	
Domain 3: Collaborative practice Standard 9 Effectively communicates and works collaboratively within the school community. Standard 10 Builds and maintains professional and therapeutic relationships with students, their families, the school community and other healthcare professionals.	
Domain 4: School practice environment Standard 11 Effectively manages human and physical resources in the school environment. Standard 12 Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students, the school community, and self.	
I confirm that _____ is competent and practices in accordance with all the above School Nursing Standards.	
Name and Signature: _____	Date _____

Appendix 1: National Standards of Practice for Maternal, Child & Family Health Nurses in

Australia 2017 Available from:

[https://www.mcafhna.org.au/public/138/files/National%20Standards%20of%20Practice%20for%20MCaFHNA%20\(1\).pdf](https://www.mcafhna.org.au/public/138/files/National%20Standards%20of%20Practice%20for%20MCaFHNA%20(1).pdf)

Maternal Child and Family Health Nursing Australia (MCaFHNA) Standards

Standard 1 A maternal, child and family health nurse thinks critically, develops and analyses maternal, child and family nursing practice

- 1.1 Enacts internationally recognised children's rights, and practices to ensure the best interests of the child are a primary consideration in all decisions relating to the child.
 - 1.2 Practices to promote health, understood to be "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1948), and recognises individual and family health as both a capacity and resource.
 - 1.3 When practising in Australia acknowledges that Aboriginal and Torres Strait Islander peoples are the traditional custodians of the land and respect that the first Australians perspective of health encompasses physical, social, emotional and cultural well-being of individuals, family, and community across the lifespan including the cyclical concept of life and death (CATSINaM).
 - 1.4 Develops respectful, culturally competent practice tailored to the needs of diverse families, including Indigenous families and families who have members who have migrated or are humanitarian entrants to the country.
 - 1.5 Uses evidence-informed knowledge and skills to support nursing process activities: including advanced systematic, holistic assessments; goal identification; planning, implementation and evaluation of the nursing care of children, mothers, fathers and families.
 - 1.6 Develops practice founded on an advanced understanding of child health and development in the early years and the biological, psychosocial, and ecological influences that shape development and practices to enhance optimal health outcomes for the child.
 - 1.7 Develops practice founded on an understanding of the social determinants of health and how these may impact upon children and families. Seeks to ameliorate disadvantage and vulnerability by addressing a range of social economic and environmental factors in practice.
 - 1.8 Develops practice founded on an understanding of population health and the issues known to affect children, mothers, fathers and families
 - 1.9 Develops evidence-informed nursing practice and provides nursing interventions for issues including but not limited to, feeding and nutrition, sleeping, nurturing, injury prevention, growth, learning, behaviour, discipline, communication, language development, and mental health.
 - 1.10 Develops practice founded on an understanding of health promotion and applies advocacy and empowerment approaches in practice.
 - 1.11 Develops practice founded on an understanding of disease prevention and enacts primary, secondary and tertiary prevention in practice. This includes, but is not limited to health education, immunisation, health surveillance and screening activities.
 - 1.12 Provides individualised family care underpinned by an understanding of family theories, father-inclusive practice and family-centred care. This includes families with blended, single and same-sex structures and a range of functioning.
 - 1.13 Develops practice using partnership approaches to work with families and the community to build capacity and achieve optimal health outcomes for children, mothers, fathers and families.
 - 1.14 Practices maternal, child and family health nursing in accordance with national, jurisdictional, service and organisational legislation, policies and procedures.
 - 1.15 Practices in accordance with relevant professional standards, codes and frameworks, especially those developed for maternal, child and family health nursing practice.
 - 1.16 Produces and maintains accurate clinical documentation according to legislation and organisational policies and procedures and maintains the confidentiality and privacy of client data, particularly related to child protection and child custody matters.
 - 1.17 Completes mandatory reports related to abuse and neglect in accordance with applicable legislation.
- Engages in reflective practice to increase self-awareness of the impact that personal values may have on mothers, children and family members and to analyse and improve maternal, child and family nursing practice.

- 1.18 Develops practice founded on an understanding of the social determinants of health and how these may impact upon children and families. Seeks to ameliorate disadvantage and vulnerability by addressing a range of social economic and environmental factors in practice.
- 1.19 Develops practice founded on an understanding of population health and the issues known to affect children, mothers, fathers and families
- 1.20 Develops evidence-informed nursing practice and provides nursing interventions for issues including but not limited to, feeding and nutrition, sleeping, nurturing, injury prevention, growth, learning, behaviour, discipline, communication, language development, and mental health.
- 1.21 Develops practice founded on an understanding of health promotion and applies advocacy and empowerment approaches in practice.
- 1.22 Develops practice founded on an understanding of disease prevention and enacts primary, secondary and tertiary prevention in practice. This includes, but is not limited to health education, immunisation, health surveillance and screening activities.
- 1.23 Provides individualised family care underpinned by an understanding of family theories, father-inclusive practice and family-centred care. This includes families with blended, single and same-sex structures and a range of functioning.
- 1.24 Develops practice using partnership approaches to work with families and the community to build capacity and achieve optimal health outcomes for children, mothers, fathers and families.
- 1.25 Practices maternal, child and family health nursing in accordance with national, jurisdictional, service and organisational legislation, policies and procedures.
- 1.26 Practices in accordance with relevant professional standards, codes and frameworks, especially those developed for maternal, child and family health nursing practice.
- 1.27 Produces and maintains accurate clinical documentation according to legislation and organisational policies and procedures and maintains the confidentiality and privacy of client data, particularly related to child protection and child custody matters.
- 1.28 Completes mandatory reports related to abuse and neglect in accordance with applicable legislation.
- Engages in reflective practice to increase self-awareness of the impact that personal values may have on mothers, children and family members and to analyse and improve maternal, child and family nursing practice.

Standard 2: A maternal, child and family health nurse engages in therapeutic and professional relationships

- 2.1 Establishes, maintains and concludes interpersonal relationships with children, mothers, fathers and families demonstrating empathy, respect and interest in families.
- 2.2 Communicates effectively with children, mothers, fathers and families using sophisticated communication skills and, where necessary, alternate communication methods including professional interpreters.
- 2.3 Enables families to participate in care and decision-making through a negotiated partnership.
- 2.4 Interacts using effective communication skills to collaboratively plan, implement and evaluate care, including active listening and responding appropriately.
- 2.5 Practices to incorporate the personal beliefs, values, and goals of families where possible.
- 2.6 Establishes therapeutic relationships with children, mothers, fathers and families to support, empower and promote health.
- 2.7 Facilitates groups and engages in group processes and dynamics as part of a therapeutic relationship.
- 2.8 Engages and builds relationships in the community to enhance community participation and capacity.
- 2.9 Networks to identify resources and services, within the community relevant to children, mothers, fathers and families.
- 2.10 Engages in interprofessional practice to assess, plan, and coordinate care for children, mothers, fathers and families, to support them in the community.
- 2.11 Communicates and collaborates effectively with other health professionals to provide continuity of care.
- 2.12 Advocates for resources, services and environments that accommodate the diverse backgrounds, needs, abilities and experiences of children, mothers, fathers and families.

Standard 3 A maternal, child and family health nurse maintain capacity for maternal, child and family health nursing practice and engages in lifelong learning

- 3.1 Engages in professional development relevant to a maternal, child and family health nursing scope of practice. This includes but is not limited to holding relevant tertiary qualifications.
- 3.2 Participates in clinical supervision and/or peer review processes, demonstrating honesty, integrity, respect, and flexibility.

- 3.3 Identifies, enacts and leads decisions that improve systems that support practice and the maternal, child and family health nursing workforce.
- 3.4 Uses and contributes to research and evidence that promotes optimal health outcomes for children, mothers, fathers and families
- 3.5 Uses and contributes to local, state/territory and/or national policies, procedures and guidelines that promote optimal healthy outcomes for children, mothers, fathers and families.
- 3.6 Promotes the development of maternal, child and family health nursing practice through preceptorship and supervision of students, leadership and professional activities.
- 3.7 Joins and engages with Maternal, Child and Family Health Nurses Australia or other professional associations relevant to primary health care nursing or maternal, child and family health nursing specialty practice.
- 3.8 Considers and responds in a timely fashion to the health and wellbeing of self and others in relation to the capacity for maternal, child and family health nursing practice.

Standard 4: A maternal child and family health nurse comprehensively conducts maternal, child and family nursing assessments

- 4.1 Uses various interviewing styles and communication skills that incorporate practice experience for the purpose of gathering health histories from children, mothers, fathers and families.
- 4.2 Uses specialty maternal, child and family health nursing knowledge and skills to undertake systematic, holistic assessments of children, mothers, fathers and families.
- 4.3 Uses evidence-informed tools to assess and explore maternal wellbeing and health issues.
- 4.4 Conducts health surveillance and uses evidence-informed assessment methods and screening tools for the early identification of growth, development and/or family relationship issues which may negatively impact upon child and family health.
- 4.5 Assesses maternal lactation and/or observes breastfeeding to assess maternal lactation and infant feeding.
- 4.6 Undertakes comprehensive primary health care assessments of infants, children and families including physical and psychosocial assessments to identify strengths, risks and vulnerabilities.
- 4.7 Assesses and/or observes relationships and interactions within families including attachment relationships.
- 4.8 Assesses the social determinants of health that impact upon family and community.
- 4.9 Assesses health literacy of family members.
- 4.10 Undertakes environmental risk assessments to determine if the family environment is safe.
- 4.11 Assesses clinical practice environments for professional safety of self and others when conducting visits in the home and community.

Standard 5: A maternal, child and family health nurse develops a plan for nursing practice that promotes maternal, child and family health and wellbeing

- 5.1 Uses expert clinical judgement and critical thinking to analyse and interpret child, mother, father and family health history and assessment results.
- 5.2 Plans nursing care based on core needs that all children, mothers, fathers and families have in common, as well as their unique presenting needs.
- 5.3 Works in partnership and collaboration with families to develop mutually agreed goals and negotiates differences between nurse and family goals.
- 5.4 Uses assessment findings as the basis to develop evidence-informed care plans that aim to improve the health and wellbeing of children, mothers, fathers and families. Makes clinical decisions based on evidence-informed knowledge and clinical experience to plan interventions when the client's decisions contravene safe practice.
- 5.6 Collaborates with colleagues and interdisciplinary professionals to facilitate and coordinate care by developing and planning care in response to assessed needs of the community and population.
- 5.7 Revises goals and care plans based on evaluation of findings.
- 5.8 Demonstrates advanced nursing decision making skills including initiative and autonomy when planning complex care in a broad range of community situations.
- 5.9 Plans and enacts group and community events to build social capital and community capacity.

Standard 6 Provides safe, appropriate and responsive quality maternal, child and family health nursing practice

- 6.1 Delivers appropriate, safe nursing care in a range of environments, including clinic, home, residential and community settings.

- 6.2 Demonstrates awareness, sensitivity and responsiveness to diversity, including an understanding of the impact of the family's culture, environment and community on the child.
- 6.3 Delivers maternal, child and family health nursing care to people from diverse backgrounds in a skilful, therapeutic, and culturally competent manner, using professional interpreters where appropriate.
- 6.4 Uses advanced facilitation, interviewing and health counselling skills for the development and maintenance of therapeutic relationships.
- 6.5 Uses strengths-based approaches to develop and maintain partnership with parents to enable nursing care that is responsive to family and children's needs and circumstances.
- 6.6 Enables families to provide responsive and sensitive parenting, improve parenting capacity, develop protective factors and build resilience.
- 6.7 Assists families to recognise the needs of the child in relation to health, wellness, growth and development. Supports families to provide developmentally enriching experiences for their children in safe and secure environments.
- 6.9 Promotes healthy lifestyle choices for families to enhance self-care and well-being.
- 6.10 Develops and delivers health care messages based on a health literacy assessment of family members.
- 6.11 Promotes the health and wellbeing of children through the provision of developmentally appropriate health education and anticipatory guidance.
- 6.12 Explores and challenges family attitudes and behaviours that are not conducive to healthy outcomes for children or that place a child at risk of harm or neglect.
- 6.13 Addresses identified unsafe situations or situations that place the child at risk of harm or neglect and enacts appropriate interventions, including mandatory reporting.
- 6.14 Facilitates behaviour change in a family context using motivational interviewing and other techniques where appropriate.
- 6.15 Uses an early intervention approach to address the identified health needs of children, mothers, fathers and families.
- 6.16 Provides appropriate referrals for identified needs of children, mothers, fathers and families.
- 6.17 Acts as a resource and advocate for maternal, child and family health and wellbeing.

Standard 7 A maternal, child and family health nurse evaluates maternal, child and family outcomes to inform nursing practice

- 7.1 Reviews and evaluates progress towards planned goals in partnership with children, mothers, fathers and families.
- 7.2 Analyses findings from health surveillance and periodic assessments to evaluate progress toward optimal health outcomes for children, mothers, fathers and families.
- 7.3 Seeks verbal feedback and observes non-verbal feedback from children, mothers, fathers and family members to determine their experiences, satisfaction and cultural safety.
- 7.4 Seeks feedback from interdisciplinary care teams following referral, to review progress toward optimal health outcomes for children, mothers, fathers and families.
- 7.5 Evaluates outcomes from and satisfaction with groups.
- 7.6 Evaluate community capacity building events

Appendix 2: Standards of Practice for Children and Young People's Nurses 2016, Australian College of Children and Young People's Nurses.

Available from: <https://www.accypn.org.au/knowledge-centre/standards-of-practice/>

Professional Practice Domain
<p>For the specialist CYPN this domain encompasses standards related to ethical and legal practice, being accountable for practice, functioning in accordance with legislation affecting children and young people's nursing and protecting individual and group rights (adapted NMBA, 2010).</p> <p>Standard 1 Functions in accordance with legislation, common law, health standards and policies pertinent to the practice of nursing children and young people</p> <ul style="list-style-type: none"> • complies with legislation, policies and procedures related to the protection of children and young people including the mandatory reporting of suspected child abuse or neglect • demonstrates knowledge of where to obtain documents related to legislation, policies, and procedures that govern health care practice for children and young people • recognises and respects the legal rights of children and young people in relation to consent, confidentiality and being involved in decision making • demonstrates an understanding of professional boundaries in working with children, young people and their families (including ethical use of social media) <p>Standard 2 Demonstrates ethical practice in nursing children and young people</p> <ul style="list-style-type: none"> • demonstrates knowledge of and compliance with relevant professional codes of ethics • reflects and seeks review of practice when ethical issues are identified • identifies and reports instances of unsafe practice and professional misconduct in a timely manner • acts to empower children and young people • advocates for the rights of children and young people • informs children, young people and their families of their rights and responsibilities as consumers of health services <p>Standard 3 Respects the dignity and integrity of children, young people and their families including their values, spiritual and cultural beliefs</p> <ul style="list-style-type: none"> • implements care that is centred on the child or young person • provides care that is culturally safe and aligned with the child's or young person's beliefs, values and practices acknowledging that children and young people come from diverse families • promotes and supports parents and caregivers in their parenting role
Critical Thinking and Analysis Domain
<p>For the specialist CYPN this domain encompasses the standards that relate to "self-appraisal, professional development and the value of evidence and research for practice" (NMBA, 2010 p2).</p> <p>Standard 4 Demonstrates a comprehensive knowledge of children and young people's nursing and engages in ongoing professional development and education</p> <ul style="list-style-type: none"> • obtains postgraduate nursing qualifications specific to child and youth health <p>maintain knowledge of contemporary issues relevant to children and young people's nursing practice</p> <ul style="list-style-type: none"> • seeks formal and informal opportunities for educating, networking and publishing in regard to children and young people's nursing • participates in relevant professional organisation(s) • maintains a professional portfolio in accordance with professional requirements relevant to the specialty of children and young people's nursing practice <p>Standard 5 Utilises a reflective, critical thinking and problem-solving approach to the nursing care of children and young people</p> <ul style="list-style-type: none"> • makes clinical decisions based on sound assessment processes, best available evidence, nursing expertise as well as the specific circumstances and the expressed needs of the child and young person • utilises best available evidence to challenge and change existing practice as necessary • appraises and utilises best available evidence in the development of clinical protocols, procedures and policies • evaluates the progress of a child or young person towards expected outcomes and reviews plans in accordance with evaluation data • seeks opportunities to reflect on practice including clinical supervision and peer review

Standard 6 Supports and contributes to the advancement of the health and wellbeing of children and young people through a commitment to research, evaluation and quality improvement activities

- informs children and young people of their potential involvement in research, evaluation or quality improvement activities in developmentally appropriate terms
- supports young people's right to provide their own consent if deemed competent to do so without parental consent
- ensures any research involving children and young people is in their own best interest and that children, young people and families are fully aware of the potential effects of research participation
- actively takes part in research, quality improvement and evaluation activities to improve outcomes for children and young people

Provision and Coordination of Care Domain

For the CYPN, this domain relates to the assessment of children and young people, the planning, implementation, and evaluation of care as well as organisational skills to ensure the provision of care (adapted NMBA, 2010).

Standard 7 Provides age and developmentally appropriate nursing care that promotes safety, security and optimal health

- identifies theoretical concepts and principles that underpin healthy growth and development of children and young people
- demonstrates knowledge and understanding of safe physical, psychosocial and psychocultural environments for children and young people
- provides a supportive environment for children, young people and families that encourages active participation in their own care
- encourages and supports self-care where appropriate
- engages in and supports age and developmentally appropriate play and learning activities for children and young people
- engages in and supports age and developmentally appropriate comfort and security for children and young people

Standard 8 Effectively coordinates and manages the nursing care of children and young people

- develops in partnership with children, young people and families a plan of care directed toward desired goals and health outcomes
- identifies aspects of development likely to affect care or require special attention
- utilises appropriate assessment techniques and tools for physical, developmental and psychosocial assessment
- identifies risks to the health and well-being of children and young people including the potential for rapid changes in the condition of children and young people
- regularly reviews and re-prioritises nursing care in response to changes in the status of the child or young person
- liaises effectively with a range of professionals to ensure appropriate service delivery that meets the child's or young person's needs

Standard 9 Demonstrates knowledge of primary health care, health promotion and continuity of care, and incorporates this approach into practice to improve the health and well-being of children and young people.

- demonstrates knowledge of, and actively incorporates primary health care principles in practice including early detection and intervention
- ensures appropriate communication processes are in place to facilitate continuity of care such as clinical handover, interdisciplinary case conferences
- plans and implements discharge requirements with the child or young person, family and appropriate services
- enables children, young people and their families to be better informed and more engaged in their care to facilitate positive changes within themselves and their lifestyle
- establishes and maintains community resource networks
- works with other agencies such as play groups, child care centres, schools and youth centres to promote accessible health care and build community capacity and collaboration
- advocates for children and young people to ensure appropriate and accessible health care including the transition of children and young people to adult services

Standard 10 Effectively utilises and advocates for adequate resources to provide safe and effective care for the child and young person

- demonstrates a flexible approach to managing workloads with children and young people
- liaises with other health team/professionals to ensure adequate resources for care of children and young people
- utilises financial and environmental resources effectively
- recognises and acts on situations that compromise the safety of children and young people
- ensure children, young people and their families are consulted when service review and/or redesign is considered

Collaborative and Therapeutic Practice Domain

This domain refers to the CYPN establishing, sustaining and concluding professional relationships with individuals/groups. This domain also contains standards that relate to CYPN nurses' understanding of their contribution to the interdisciplinary health care team (NMBA, 2010).

Standard 11 Establishes peer networks in the speciality area of Children and Young People's Nursing

- foster peer and professional networks including membership in a professional group specific to children and young people's nursing
- facilitates mutual sharing of ideas and issues in the provision of care
- consults with colleagues, mentors and others
- fosters community engagement (e.g. culturally safe practice, health workers and other community resources)

Standard 12 Communicates effectively with children, young people and their families

- uses communication techniques and strategies that are culturally, age and developmentally appropriate recognising that children and young people may communicate emotions and needs through behavioural responses
- demonstrates effective two-way communication when working with a child or young person and their family (e.g. use of interpreters, use of communication boards, advocates)
- provides opportunities for the child or young person to express feelings and talk about concerns in a variety of ways

Standard 13 Advocates for children and young people in health care through a negotiated partnership approach

- provides evidence-based information, resources and support to children, young people and their families to support them in decision making
- ensures the voices of children and young people are included in the decision making process
- continuously negotiates and creates shared expectations for care with children, young people and their families

Standard 14 Demonstrates effective participation in interdisciplinary teams combining skills to support children, young people and their caregivers

- demonstrates leadership skills within children and young people's nursing
- consults and works with relevant members of the interdisciplinary team to ensure effective outcomes
- contributes to a children and young people's nursing centred perspective at interdisciplinary meetings

Standard 15 Demonstrates a knowledge of, and skill in, health education and therapeutic relationships

- utilises appropriate educational strategies, approaches and materials to support and promote the health literacy of children, young people and/or families
- assists children and young people to identify needs and concerns and take an active role in developing goals for change
- liaises with the child's or young person's early childhood setting, school or employer to minimise disruption to the child's participation, education or employment
- encourages and fosters the development of community capacity to support children, young people and families (including appropriate community support groups)

Domain 1: Professional Practice
Standard 1: Demonstrates a comprehensive knowledge of nursing practice in the school environment.

1.2 Identifies current nursing theory and models of care to inform nursing practice in the school environment

1.2 Demonstrates knowledge of child and adolescent:

- health, development and wellbeing - physical, cognitive, mental, emotional, social, spiritual, and sexual health
- behaviour, learning and health literacy

1.3 Understands the context of school-based nursing in its role of improving the health and wellbeing of children and adolescents within primary health care and the wider Australian health care system

Standard 2: Practices within a professional ethical nursing framework in the school environment.

2.1 Practises in a way that acknowledges the dignity, integrity, culture, values, beliefs, privacy and rights of individuals and groups within the school community

2.2 Integrates nursing and healthcare knowledge, skills and attitudes to provide safe, effective and quality healthcare in the school community

2.3 Understands and practises within own scope of practice:

- Demonstrates accountability and responsibility for own actions within nursing practice in the school environment
- Consults relevant members of the school staff/student wellbeing team as appropriate
- Manages workload according to a realistic assessment of own abilities and the complexity of student and school community needs
- Seeks clarification from relevant person/s when questions, directions and decisions are unclear or not understood
- Consults with an experienced school nurse, a nurse with specific expertise, or other personnel, when nursing practice requires expertise beyond own scope of practice, or when presented with unfamiliar situations
- Recognises the differences in accountability and responsibility of registered nurses, enrolled nurses, and unregulated workers (for example first aiders, integration aides, teacher aides)

2.4 Contributes to the development and/or review of philosophies, policies, procedures, guidelines and protocols within the school and the relevant education sector, which relate to student health and wellbeing

2.5 Maintains professional nursing standards while considering the school and education sector philosophies, policies, procedures and guidelines

2.6 Identifies gaps between evidence-based school nursing practice and existing protocols and integrates required changes into relevant nursing practice in the school environment

2.7 Practises in the school environment in accordance with agreed role statement/position description and professional nursing standards

2.8 Considers own health and wellbeing in relation to being physically and mentally fit for practice within the school environment.

Standard 3: Practices in accordance with regulatory requirements of the Nursing and Midwifery Board of Australia (NMBA), in the school environment.

3.1 Complies with regulatory requirements of the Nursing and Midwifery Board of Australia (NMBA), in the school environment

3.2 Complies with relevant legislation governing child and adolescent wellbeing

3.3 Complies with state/territory requirements for Working with Children Checks

3.4 Describes and adheres to legislative requirements for medicines management in the school environment

3.5 Identifies and adheres to legislation regarding consent, confidentiality, privacy and release of student information

3.6 Ensures all processes for nursing communication of clinical and personal information within the school community are consistent with relevant state/territory privacy legislation

3.7 Fulfils duty of care requirements:

- Recognises the responsibility to prevent harm through maintaining safety and wellbeing of students
- Clarifies responsibilities for aspects of care, when required, with other members of the school community and/or external health professionals

3.8 Maintains and promotes standards of universal infection control; including emerging infectious/epidemic/pandemic illnesses and antibiotic resistant bacterial infections relevant to the school community

3.9 Adheres to work health and safety legislation within the school environment.

Standard 4: Participates in ongoing professional development in the school environment.

4.1. Undertakes regular evaluation of own nursing practice in the school environment:

- Uses reflective practice to identify professional/personal development needs
- Meets the NMBA continuing professional development requirements for annual registration renewal, through educational activities related to current scope of practice within the school environment
- Seeks and considers feedback from peers and critically reflects on own nursing practice in the school environment

4.2 Participates actively in an annual performance review, contextualised to the school environment, with a registered nurse colleague

4.3 Shares specialist knowledge and skills, contributing to the learning experiences and professional development of others, such as health/education colleagues, students of nursing and midwifery education programs, parents and other members of the school community.

Domain 2: Provisions of care

Standard 5: Undertakes nursing assessment and plans ongoing care to effectively address healthcare needs of individual students and groups within the school community.

5.1 Appropriately and accurately uses accessible validated tools to assess the health status of students. This includes assessing the physical, emotional, mental, cultural, spiritual, social, and sexual health and wellbeing specific to child and adolescent health, growth and development.

5.2 Demonstrates proficiency in a range of data gathering techniques and nursing assessment skills within scope of practice in the school environment

5.3 Formulates and documents a nursing care plan/health management plan in partnership with the student/s and/or family, and health and wellbeing team, or external health professionals, as appropriate

5.4 Implements, coordinates and documents comprehensive, safe and effective evidence-based nursing interventions to achieve planned individualised health and wellbeing outcomes for students

5.5 Incorporates health education at all levels of care to promote independence in managing individual health needs in the school environment

5.6 Delegates to others according to their scope of practice, role and level of competence, providing effective and timely direction and supervision to ensure that delegated care is provided safely and accurately in the school environment

5.7 Evaluates the health and wellbeing care

Standard 6: Effectively implements evidence-based health promotion and preventative care within the school community.

6.1 Integrates an evidence-based approach to underpin health promotion into all aspects of school nursing practice

6.2 Identifies and gathers evidence-based resources to support health promotion and preventive care activities

6.3 Identifies and implements relevant opportunistic health screening activities, where appropriate

6.4 Identifies, prioritises and documents health needs and resources within the school community, taking account of those with special needs

6.5 In collaboration with the school community, creates, implements and plans school health promotion, maximising opportunities to disseminate information to enhance health and wellbeing

6.6 Coordinates, manages, monitors, advises and, where appropriate, refers regarding immunisation and communicable diseases according to school procedures, evidence-based practice, and public health legislation

6.7 Evaluates health promotion activities and uses information to improve future programs in the school environment.

Standard 7 Advocates for the rights of children and young people.

7.1 Advocates for the rights of children and young people within own scope of practice:

- Practices in a way that empowers students and recognises their individual circumstances, needs and values
- Provides education and support to empower students to understand their rights and responsibilities in relation to their health and wellbeing
- Identifies and works with the school to change structures, policies or practices which empower students to exercise their rights regarding health and wellbeing

7.2 Ensures the right to confidentiality and privacy for student/family in all discussions, and advises under what conditions information will be disclosed (for example, in the case of mandatory reporting)

7.3 Acts to protect children and young people from harm: physical, sexual, emotional, psychological, neglect, violence, and the effects of witnessing violence

7.4 Encourages students to be active, involved and informed participants in their own healthcare and wellbeing.

Standard 8: Contributes to quality improvement and research activities to monitor and improve health outcomes contextualized to schools.

8.1 Ensures nursing practice is evidence-based within the school community

8.2 Demonstrates awareness of current research relating to nursing practice in the school environment, and uses research findings and relevant literature to inform and improve practices

8.3 Participates in relevant audits to identify quality of care issues relating to nursing practice within the school community

8.4 Participates in review of policies, procedures and guidelines based on relevant research, and advises of changes in practice for the school community

8.5 Protects the rights of students and school communities involved in research by ensuring ethical considerations and processes are in place.

Domain 3 Collaborative Practice

Standard 9: Effectively communicates and works collaboratively within the school community.

9.1 Uses appropriate communication and interpersonal skills to build collegial relationships within the school community

9.2 Clarifies and promotes the nursing role to the student health and wellbeing team, others within the school community, and external healthcare professionals

9.3 Uses language appropriate to the context, culture, and age/developmental level of student/s

9.4 Uses appropriate strategies to promote self-esteem, dignity, integrity and comfort of student/s

9.5 Applies effective facilitation skills for groups which may include parents, allied health professionals, students, other family support network, and/or staff

9.6 Uses well developed verbal and written communication skills within the school community

9.7 Demonstrates proficiency in the use of information technology to manage information and support decision-making in nursing practice in the school environment

9.8 Shows awareness of the changing digital environment relevant to children and adolescent health and the school community, by promoting the safe use of communication technology and the prevention of its misuse.

Standard 10: Builds and maintains professional and therapeutic relationships with students, their families, the school community and other healthcare professionals.

10.1 Practices in a manner that recognises the importance and maintenance of professional and therapeutic relationships in the school nursing setting

10.2 Uses a range of collaborative approaches to continually build and maintain networks and links within the school community and with relevant local healthcare providers and community services

10.3 Collaborates with the health and wellbeing team to provide comprehensive nursing care, recognising when appropriate to refer to school staff or service providers

10.4 Facilitates coordination of care to achieve agreed health and well-being outcomes within the school community.

Domain 4: School Practice Environment

Standard 11 Effectively manages human and physical resources in the school environment

11.1 Manages and prioritises own workload within the school environment

11.2 Uses human and physical resources effectively and efficiently in providing care in the school environment to promote optimal healthcare

11.3 Identifies appropriate supplies, equipment and resources that must be available within the school environment for nursing care

11.4 Undertakes checks of clinical equipment used in nursing care in the school environment to ensure it is well maintained and serviceable.

Standard 12: Contributes to the maintenance of a healthy work and learning environment that is respectful, safe and supportive of students, the school community, and self.

12.1 Collaborates with the school to maintain an age-specific and developmentally appropriate environment that promotes safety, security and optimal health and wellbeing for students, staff and visitors

12.2 Maintains knowledge and skills in emergency management and crisis response, where applicable within the school community

12.3 Acts as a positive role model for students and the school community in maintaining attributes of caring, empathy, trust, respect, dignity, and compassion

12.4 Acts to maintain the dignity and integrity of the student and school community and their values

12.5 Provides nursing care in a respectful and culturally safe manner for Australia's First Peoples - Aboriginal and Torres Strait Islander peoples, in the school environment

12.6 Demonstrates respect for students and their families regardless of their first language, cultural/ethnic background, sexual orientation, gender identity, socio-economic status, physical or mental capacity, values or beliefs in nursing practice within the school environment.