

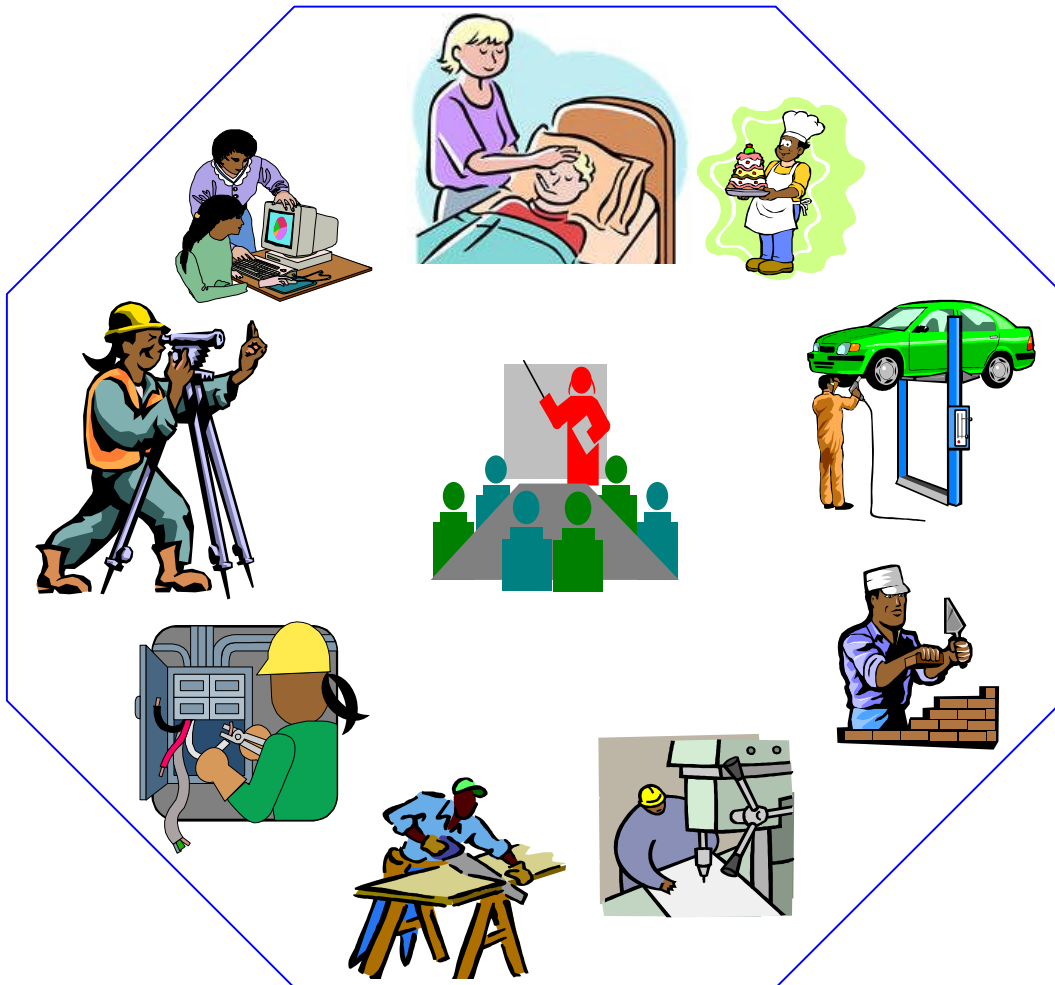
Federal Democratic Republic of Ethiopia
OCCUPATIONAL STANDARD



PSYCHIATRIC NURSING



NTQF Level V



*Ministry of Education
June 2011*

Introduction

Ethiopia has embarked on a process of reforming its TVET-System. Within the policies and strategies of the Ethiopian Government, technology transformation – by using international standards and international best practices as the basis, and, adopting, adapting and verifying them in the Ethiopian context – is a pivotal element. TVET is given an important role with regard to technology transfer. The new paradigm in the outcome-based TVET system is the orientation at the current and anticipated future demand of the economy and the labor market.

The Ethiopia Occupational Standards (EOS) is the core element of the Ethiopian National TVET-Strategy and an important factor within the context of the National TVET-Qualification Framework (NTQF). They are national Ethiopian standards, which define the occupational requirements and expected outcome related to a specific occupation without taking TVET delivery into account.

This document details the mandatory format, sequencing, wording and layout for the Ethiopia Occupational Standard which comprised of Units of Competence.

A Unit of Competence describes a distinct work activity. It is documented in a standard format that comprises:

- Occupational title and NTQF level
- Unit title
- Unit code
- Unit descriptor
- Elements and Performance criteria
- Variables and Range statement
- Evidence guide

Together all the parts of a Unit of Competence guide the assessor in determining whether the candidate is competent.

The ensuing sections of this EOS document comprise a description of the occupation with all the key components of a Unit of Competence:

- Chart with an overview of all Units of Competence for the respective level (Unit of Competence Chart) including the Unit Codes and Unit Titles
- Contents of each Unit of Competence (competence standard)
- Occupational map providing the technical and vocational education and training (TVET) providers with information and important requirements to consider when designing training programs for this standards and for the individual, a career path

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UNIT OF COMPETENCE CHART

Occupational Standard: Psychiatric Nursing		
Occupational Code: HLT PSN		
NTQF Level V		
HLT PED5 01 0611 Plan, Monitor and Manage Mental Health Service	HLT PSN5 02 0611 Practice in Contemporary Mental Health Care	HLT PSN5 03 0611 Assess and Manage Mood Disorders
HLT PSN5 04 0611 Assess and Manage Psychotic Disorders	HLT PSN5 05 0611 Assess and Manage None Psychotic Mental Disorders	HLT PSN5 06 0611 Assess Needs of Clients who Have Alcohol and/or Other Drugs Issues
HLT PSN5 07 0611 Assess and Respond to Individual at Risk of Self Harm or Suicide	HLT PSN5 08 0611 Implement Specialist Access and Egress Procedures	HLT PSN5 09 0611 Conduct clinical mentoring in work environment
HLT PSN5 10 0611 Manage Resource	HLT PSN5 11 0611 Apply Research Skill in Psychiatric Nursing Care	HLT PSN5 12 0611 Facilitate and Capitalize on Change and Innovation
HLT PSN5 13 0611 Manage Quality Systems and Procedures	HLT PSN5 14 0611 Establish and Conduct Business Relationship	HLT PSN5 15 0611 Develop a Disaster Plan
HLT PSN5 16 1012 Develop and Refine Systems for Continuous Improvement in Operations		

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Plan Monitor and Manage Mental Health Service
Unit Code	HLT PSN5 01 0611
Unit Descriptor	This unit describes the skills and knowledge required to plan ,manage and monitor psychiatry nursing care

Element	Performance Criteria
1. Develop plan for psychiatry health program	<p>1.1 Mental health program is planned as part of organizational health care system.</p> <p>1.2 Strategic plans are accessed and priorities/issues are identified for the program.</p> <p>1.3 Psychiatric Nursing priorities are identified in consultation with the family or significant others</p> <p>1.4 Work plan are Prepared to address organizational and Client priorities.</p> <p>1.5 Budget implications are identified and solicited by funding to implement the plan</p>
2. Monitor the program	<p>2.1 Mental health care system is managed as per the guide line of the health industry.</p> <p>2.2 Clients have received psychiatric nursing care as per the standard.</p> <p>2.3 Adequate follow-up is implemented during management.</p> <p>2.4 Resources are utilized efficiently.</p> <p>2.5 Relevant existing resources are identified for the implementation of the program.</p> <p>2.6 Holistic and culturally sensitive health issues are ensured accordingly.</p>
3. Manage the plan	<p>3.1 Ongoing psychiatric nursing care systems are monitored and evaluated periodically as per the institutional guide line.</p> <p>3.2 Health care provision is ensured accordingly.</p> <p>3.3 Resource utilization is monitored as per the plan and organizational policy.</p> <p>3.4 Appropriate and corrective measures are taken to solve the problems encountered.</p>

Variables	Range
Resources may include:	<ul style="list-style-type: none"> • Health facility • Required human resources <ul style="list-style-type: none"> ➢ psychiatrist ➢ nurses, ➢ GP, ➢ Sociologists ➢ Psychologists ➢ Social workers • Medical equipments <ul style="list-style-type: none"> ➢ EGG ➢ ECT ➢ Vital sign equipments(e.g. Bp apparatus) • Recreational and occupational therapy centers • Financial resource
Stake holder	<ul style="list-style-type: none"> • Family ,significant other ,MOH, and other agencies working on psychiatry health • Health strategic or development plans • Government strategic plans • Organizational strategy plans
Strategic plans may include:	<ul style="list-style-type: none"> • Health strategic or development plans • Government strategic plans • Organizational strategy plans
Holistically	<ul style="list-style-type: none"> • Is health service which includes social cultural, spiritual, physical and others?(human, financial and physical)
Resources	<ul style="list-style-type: none"> • (Human, financial and physical)
Client	<ul style="list-style-type: none"> • Mentally ill clients • Family
Plans may include:	<ul style="list-style-type: none"> • Team/ individual plans • Operational plans • Sector plans • Annual plans • Other planning documents

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Develop plan for psychiatry health program • Monitor the program • Manage the plan
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Principles of planning and monitoring mental health care system, including risk assessment • Leadership in psychiatric nursing • Relevant organizational policy and guideline development components and principles.

	<ul style="list-style-type: none"> • Techniques in developing plan of action. • Theories, principles and concepts of psychiatric nursing • Client networking, financing, cost estimation and planning process • Local client Health Plans • Funding guidelines
Underpinning Skills	<ul style="list-style-type: none"> • Demonstrate skills on: Communication skill • Basic psychiatric nursing skill • Research skill • Psychiatric equipments operation skill (ECT, EGG, etc) • Problem solving skills
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Practice in Modern Mental Health Care
Unit Code	HLT PSN5 02 0611
Unit Descriptor	<p>This competency unit describes the skills and knowledge required by the enrolled nurses to perform nursing interventions to assist the person with a mental health condition to maintain or regain optimal function and lifestyle.</p> <p>It focuses on the roles and responsibilities of the enrolled nurse within the mental health team, and on the nursing management of the client with a mental illness.</p>

Elements	Performance Criteria
1. Work as part of the multidisciplinary health care team for the client requiring mental health care	<p>1.1 The role of the multi-disciplinary health care team is supported appropriately in managing the care of the client requiring mental health care.</p> <p>1.2 Effective team work and supportive group dynamics are achieved when working with health care colleagues.</p> <p>1.3 Appropriate relationships are established with other members of the health care team.</p> <p>1.4 Nursing practice is incorporated the philosophical and policy frameworks for managing care for the client requiring mental health services.</p> <p>1.5 Nursing practice is incorporated to the legal framework for managing care for the client requiring mental health services.</p> <p>1.6 The contributions of emergency service personnel, referring agencies, hospital and community team staff and community support groups are recognized to the care needs of the mental health services client.</p> <p>1.7 Interventions involving chemical or physical restraint are done safely with team participation.</p>
2. Clarify the impact of mental health client's treatment and rehabilitation on the client and/or their family	<p>2.1 A holistic assessment of the client is performed in consultation/collaboration with the qualified nurse.</p> <p>2.2 An understanding of anatomy, physiology and mental health disorder classifications into nursing practice is incorporated.</p> <p>2.3 Work is done with the knowledge of various manifestations of clients' areas(s) of mental health problem.</p> <p>2.4 Clients are discussed about the psychosocial impact of</p>

	<p><i>their mental health problem</i> on their activities of daily living.</p> <p>2.5 The client and family are assisted to identify common problems, complications and resources available for the client with a mental health problem.</p> <p>2.6 Clients, family (including children) and health team members are communicated effectively.</p> <p>2.7 The care needs of the client with a mental health problem are clarified in terms of the phases of care required.</p>
3. Contribute to plan appropriate care for the client with mental health problem	<p>3.1 A range of modern assessment tools, including mental state examination and psychiatric assessment are accurately used.</p> <p>3.2 A database of resource personnel is established to assist in care for the client with a mental health disorder.</p> <p>3.3 A range of therapeutic interventions available in planning appropriate nursing management strategies are recognized and understood in consultation/collaboration with the qualified nurse.</p> <p>3.4 In consultation/collaboration with the client and the health care team, develop an individualized <i>plan of care</i> for the client with a mental health problem.</p> <p>3.5 Risk assessment is undertaken in consultation/collaboration with the qualified nurse, and treating team.</p> <p>3.6 Observational category for a client with a mental health problem is determined in consultation/collaboration with the qualified nurse.</p> <p>3.7 The client with a mental health problem is incorporated into own practice in consultation/collaboration with the qualified nurse.</p>
4. Implement nursing care plan for the client with a mental health problem	<p>4.1 A consistent, structured approach to management of client/s behaviors is promoted in consultation/collaboration with client.</p> <p>4.2 The client and family are involved in assessing, planning, implementing and evaluating care and outcomes.</p> <p>4.3 Focus on client/s independent living and social skills are maintained.</p> <p>4.4 Education and awareness about early warning signs and relapse prevention are promoted.</p>

	<p>4.5 A physically and psychologically safe environment is maintained.</p> <p>4.6 Crisis situations are recognized, and emergency management is implemented according to the organizational policy and procedure and within the legal and professional requirements in consultation/collaboration with the qualified nurse.</p> <p>4.7 Nursing interventions are implemented in accordance with the legal, professional, ethical and organizational requirements.</p> <p>4.8 Report and document of client responses to specific types of medication used in mental health care are recognized.</p> <p>4.9 Ethical issues related to the use of psychopharmacological medication are recognized and responded appropriately.</p>
.5 Relate therapeutically to clients with mental health problem	<p>5.1 Clients' behavior is responded in a therapeutic manner by recognizing antecedents for behavior as appropriate.</p> <p>5.2 Individual client experiences in a non-judgmental manner are acknowledged.</p> <p>5.3 An understanding of the stages and philosophy of therapeutic relationships is demonstrated.</p> <p>5.4 Client care issues are prioritized in accordance with client's presentation and behavior.</p> <p>5.5 Professional boundaries are maintained and limits for therapeutic interventions are set with clients.</p> <p>5.6 Own verbal and non-verbal cues that may have impact on clients and others are recognized and addressed.</p> <p>5.7 Interactions are reflected on in order to evaluate their therapeutic impact.</p>
6. Assist to evaluate the outcomes of planned nursing actions for the client with a mental health problem	<p>6.1 Clients' responses to the planned nursing interventions, progress toward planned goals and interventions, and document and report to the appropriate members of the health care team are monitored.</p> <p>6.2 Appropriate first aid/emergency treatment in response to adverse reactions or complications is initiated.</p> <p>6.3 First aid/emergency treatment and client response to the treatment are reported and documented.</p>

variables	Range
Multidisciplinary health care team members could include:	<ul style="list-style-type: none"> • Mental health care client and their significant others • Psychiatrists • Psychologists • Nursing staff • Social workers • Physiotherapists • Occupational therapists • Art therapists • Speech pathologists • Dietician • Recreation officers • Community services • Transitional rehabilitation services • Careers • Drug and alcohol workers • General practitioners • Client advocates • Residential care workers
Health care settings could include:	<ul style="list-style-type: none"> • Hospitals – private or public • Short stay centers • Community living residences • Day centers • Community teams • Aged care services
Specific nursing interventions/clinical skills could include:	<ul style="list-style-type: none"> • Foundation nursing interventions • Complex nursing interventions • Assisting with electro-convulsive therapy • First Aid • Limit setting • Use of assessment tools, including tools for risk assessment • Assistance in direct physical restraint • Group or diversion therapy • Self esteem promoting therapies • Skill building programs • Social normalization programs • Living skills programs • Counseling • Group therapy skills • Cognitive behavior therapy • Behavior modification therapy • Family therapy • Stress management

	<ul style="list-style-type: none"> • Anger management • Assertiveness training • Promotion of trusting relationships • Health teaching in relation to clients needs • Pain management • Manual handling • Rehabilitative care practices
Assessment of impact of mental health problems may include:	<ul style="list-style-type: none"> • Performance of activities of daily living • Loss or limitation to physical, emotional or cognitive function • Impact on sexuality, relationships, self image, body image • Grief and loss • Eating disorders • Coping mechanisms • Personal and community support mechanisms • Level of communication • Maintenance/improvement of quality of life • Maintenance/improvement of lifestyle • Impact of secondary disease processes
Plans of care may include:	<ul style="list-style-type: none"> • Nursing care plans • Social activity plans • Treatment plans • Medical notes • Community referrals • Admission and transfer • Rehabilitation plans
Socially related adjustments and transitions may include:	<ul style="list-style-type: none"> • Role changes • Multiple losses • Social isolation and loneliness • Depression and suicide • Community stereotyping • Changes in body image
Legal and ethical issues include:	<ul style="list-style-type: none"> • Rights and responsibilities of people with mental health problems • Consent • Power of attorney • Medical Power of attorney • Detention orders • Advocacy • Restraint and seclusion • Ethical principles • Legislation affecting the person with mental health problems • Confidentiality and advice to careers • Research and the person with mental health problems

Evaluation of planned care includes:	<ul style="list-style-type: none"> • Level of independence in performance of activities of daily living • Participation in rehabilitation programs • Self management of symptoms
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Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency unit:</p> <ul style="list-style-type: none"> • Observation of performance in a work context is essential for assessment of this unit • Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered mental health nurse • Observations must include: <ul style="list-style-type: none"> ➢ Knowledge of mental health disorders ➢ Principles of mental health assessment, including risk assessment ➢ Nursing management of mental health disorders, specific medications and interventions within the defined scope of practice ➢ Communication skills
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Specialized knowledge in: <ul style="list-style-type: none"> ➢ Depth of anatomy, ➢ Physiology and path physiology of mental health problems ➢ Antecedents and clinical manifestations of mental health disorders ➢ Classification systems for mental health disorders, including DSM IV and ICD-10 • Principles of mental health assessment • Risk assessment • Health – illness continuum • Legislation related to mental health care practice, including: <ul style="list-style-type: none"> ➢ Mental Health Act (1993) ➢ Workplace health and safety legislation • Legal standards for practice • Philosophy underpinning mental health care • Medical terminology • Actions, therapeutic and adverse effects of mental health pharmacology • Ethical issues associated with the use of antipsychotic

	<p>medications</p> <ul style="list-style-type: none"> • Organization policy and procedure • Research strategies and methodologies • Reflective practice • Critical thinking and problem solving • Evidence based practice • Participating as a member of the health care team • Factors influencing growth and development • Factors influencing self esteem • Culturally appropriate health promotion activities for clients with mental health problems • Cultural and spiritual beliefs and practices • Client rights and responsibilities • Diagnostic questions and their meanings • Emergency and first aid management • Admission and transfer between health care environments
Underpinning Skills	<p>Essential skills required are:</p> <ul style="list-style-type: none"> • Use appropriate communication skills (non-verbal, openness, sensitivity, nonjudgmental attitudes): • Use interpersonal skills to work with others, use sensitivity when dealing with people and relate to persons from differing cultural, social and religious backgrounds • Demonstrate accountability for personal outputs and broad client group outcomes • Apply clinical nursing skills, including: <ul style="list-style-type: none"> ➢ Fundamental and complex nursing interventions ➢ Physical and mental assessment ➢ Neurological function ➢ Specimen collection ➢ Medication administration as per jurisdictional and legal requirements ➢ Emergency medications • Assessment, observation and documentation of: <ul style="list-style-type: none"> ➢ Physical assessment ➢ Psychiatric assessment ➢ Assessment of suicidal patients ➢ Assessment of alcohol and drug use • Other risk assessment includes: <ul style="list-style-type: none"> ➢ Aggression assessment ➢ Coping skills ➢ Change to sleep and concentration patterns • Recognize and address the: <ul style="list-style-type: none"> ➢ Needs of client and significant others in relation to grief and loss ➢ religious and cultural needs of client and significant others

	<ul style="list-style-type: none"> • Apply principles of documentation • Apply principles of rehabilitation • Maintain evidence based practice in line with current literature and work of professional bodies associated with mental health clients • Apply professional standards of practice • Scope of nursing practice decision making framework • National Mental Health Strategy
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Assess and Manage Mood disorders
Unit Code	<u>HLT PSN5 o3 0611</u>
Unit Descriptor	This unit covers the knowledge and skill to identify and manage mood disorders.

Element	Performance Criteria
1. Identify mood disorders	1.1 Historical perspectives of mood disorders are discussed. 1.2 Epidemiological perspectives in the development of mood disorders are identified. 1.3 Comprehensive client history has been taken. 1.4 Comprehensive physical examination is performed. 1.5 Psychiatric examination or mental status examination is done. 1.6 Various types of mood disorders and the associated symptoms are described. 1.7 Nursing diagnoses are established. 1.8 Disorder is recorded according to the organizational procedures.
2. Plan for management	2.1 Appropriate nursing interventions are planned. 2.2 Safety measures for the client with suicidal ideations are established. 2.3 Various treatment modalities for the treatment of mood disorders are identified. 2.4 Topics for client and family teaching relevant for mood disorders are identified. 2.5 Relevant outcome criteria for evaluating nursing care of subjective and objective data are collected.
3. .Manage the disorder	3.1 Clinical and nursing management is carried out. 3.2 The clinical and nursing management is recorded.
4. Evaluate the outcome	4.1 Outcome assessment is completed. 4.2 The patient outcome is recorded.

Variables	Range
Mood disorder	There are : <ul style="list-style-type: none"> • Bipolar disorders, • depressive disorders, • Major Depressive Disorder • Dyastemic disorder
Historical perspectives	<ul style="list-style-type: none"> • Traditional and modern concept of mood disorder
Epidemiological perspectives	<ul style="list-style-type: none"> • The distribution of mood disorders in a population. • Etiological or proposed causes of mental illness e.g. Genetic, Psychosocial, nurturing during childhood
Comprehensive client history	<ul style="list-style-type: none"> • Source of information • Identification/Biographic information • Chief complaint /primary reason for seeking care • History of present illness • Past psychiatric and medical history • Family history • Personal history (development consideration) • Social history • History of Substance use
Comprehensive physical examination	<ul style="list-style-type: none"> • General physical examination (more attention to neurological system.)
psychiatric examination (mental status examination)	<ul style="list-style-type: none"> • Mental status examination consist of: <ul style="list-style-type: none"> ➤ General Observation ➤ Mood ➤ Affect ➤ Speech characteristics ➤ Perception ➤ Thought ➤ Sensation ➤ Insight ➤ judgment
Nursing diagnoses	<p>Nursing diagnoses e.g.</p> <ul style="list-style-type: none"> • Altered thought process • Social isolation • Potential for injury Suicidal ideation. • Altered nutrition less than body requirement • Dysrhythmia of sleep rest activity • Alternation in bowel elimination: Constipation • Alteration in self concept • Activity intolerance because of hyperactivity and distractibility • Manipulation • Others

Safety measures	<p>Protective care of the suicidal patient: e.g.</p> <ul style="list-style-type: none"> • Removal of objects that could dangerous to the person • Removal of street cloths • Food is served on paper • Keep medications away from patients
Treatment modalities	<p>Understand the impact of the following contextual factors on the intervention for clients with alterations in mood:</p> <ul style="list-style-type: none"> • understanding of the condition; • response to previous interventions and care; • culture access to care; and • substance use history <p>Treatment modalities:</p> <ul style="list-style-type: none"> • Biogenic • Psychotherapeutic. (e.g. Cognitive , individual/group therapy) • Family education • Holistic nursing care • understands the principles of electroconvulsive therapy • Implements appropriate health promotion, rehabilitation, and relapse prevention and recovery strategies with clients with alterations in mood.

Evidence Guide	
Critical Aspects of Competence	<p>Critical evidence of knowledge and skills include:</p> <ul style="list-style-type: none"> • Identify mood disorders • Plan for management • Manage the disorder • Evaluate the outcome
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • The application of the principles of nursing care and management of acute and chronic mental health disorders and associated pathological processes within a mental health context. • Pharmacology, medication management, neuro-anatomy and physiology as applied to psychiatric nursing practice. • Principles of biochemistry, nutrition, genetics and embryology and their relevance to psychiatric nursing. • Immunology, microbiology and infection control in psychiatric nursing practice • Psychology and its applications
Underpinning Skills	<p>Demonstrated Interpersonal communication skills required include:</p> <ul style="list-style-type: none"> • Ability to working with persons from different cultural, social backgrounds • Empathy towards patient and relatives, • Developing trust with patient.

	<ul style="list-style-type: none"> • Problem solving skills require an ability to use tools and techniques to solve problems, analyze and interpret information and make decisions.
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Assess and Manage Psychotic Disorders
Unit Code	HLT PSN5 04 0611
Unit Descriptor	This unit covers the knowledge and skill to identify and manage psychotic illness.

Element	Performance Criteria
1. Identify psychotic disorders	<p>1.1 Historical perspectives of psychotic disorders are discussed.</p> <p>1.2 Epidemiological perspectives in the development of psychotic disorders are identified.</p> <p>1.3 Comprehensive client histories have been taken.</p> <p>1.4 Comprehensive physical examination is performed.</p> <p>1.5 Psychiatric examination (mental status examination) is done.</p> <p>1.6 Psychosis is identified according to the criteria.</p> <p>1.7 Various types of psychotic disorders and the associated symptoms are described.</p> <p>1.8 Nursing diagnoses are established.</p> <p>1.9 Diagnoses is recorded according to the organizational procedures.</p>
2. Plan for management	<p>2.1 Appropriate nursing interventions are planned.</p> <p>2.2 Safety measures for the client with suicidal ideations are established.</p> <p>2.3 Various treatment modalities for the treatment of psychotic disorders are identified.</p> <p>2.4 Topics for client and family teaching relevant for psychotic disorders are identified.</p> <p>2.5 Relevant outcome criteria for evaluating nursing care are established.</p>
3. .Manage the disorder	<p>3.1 Standardized clinical and nursing management is carried out.</p> <p>3.2 The clinical and nursing management is recorded.</p>
4. Evaluate the outcome	<p>4.1 Outcome assessment is completed.</p> <p>4.2 The patient outcome is recorded.</p>

Variables	Range
Psychotic disorder	<ul style="list-style-type: none"> • Drug-induced psychosis • Medical induced psychosis • Schizoaffective disorder • Schizophrenia • Bipolar disorder • Brief(reactive) psychotic disorder
Historical perspectives	<ul style="list-style-type: none"> • Traditional and modern concept of psychotic illness
Epidemiological perspectives	<ul style="list-style-type: none"> • The distribution of psychotic disorders in a population. • Etiological or proposed causes of mental illness e.g. genetic, Psychosocial, developmental
Comprehensive client history	<ul style="list-style-type: none"> • Source of information • Identification/Biographic information • Chief complaint /primary reason for seeking care • History of present illness • Past psychiatric and medical history • Family history • Personal history (development consideration) • Social history • History of Substance use
Comprehensive physical examination	<ul style="list-style-type: none"> • General physical examination (more attention to neurological system.)
psychiatric examination (mental status examination)	<ul style="list-style-type: none"> • Mental status examination consist of: <ul style="list-style-type: none"> ➤ General Observation ➤ Mood ➤ Affect ➤ Speech characteristics ➤ Perception ➤ Thought ➤ Sensation ➤ Insight ➤ judgment
Nursing diagnoses	<ul style="list-style-type: none"> • Nursing diagnoses e.gs. <ul style="list-style-type: none"> ➤ Altered thought process result in out of contact with reality (denies reality) ➤ Exhibits perceptual disturbance e.g. delusions, hallucinations, ➤ Demonstrates bizarre behavior ➤ Creates their own new world and develop Social isolation ➤ Potential for self injury or Suicidal ideation. ➤ Alteration in self concept ➤ Activity intolerance because of hyperactivity and distractibility

	<ul style="list-style-type: none"> ➤ Manipulation ➤ ineffective, Coping mechanisms
Safety measures	<ul style="list-style-type: none"> • Recognizes significant safety risk factors with a vulnerable population • Identifies changes in the client's mental status that indicate safety risk factors to client, nurse and others. • Recognizes the impact of aggressive and abusive behaviors (e.g., on client, nurse, family, community). • Selects the appropriate safety measures with clients experiencing the following: <ul style="list-style-type: none"> ➤ Suicidal ideation or behavior; ➤ Self-harm; ➤ Homicidal ideation or behavior; ➤ Aggressive behavior (e.g., toward objects or others) ➤ Abuse (sexual, physical, emotional, verbal, neglect ➤ Assault (sexual, physical); and ➤ Protective care of the suicidal patient ➤ Removal of objects that could dangerous to the person ➤ Removal of street cloths ➤ Food is served on paper ➤ Keep medications away from patients

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Critical evidence of knowledge and skills include: <ul style="list-style-type: none"> ➤ Identify psychotic disorders ➤ plan for management ➤ Manage the disorder ➤ Evaluate the outcome
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Demonstrate knowledge on: <ul style="list-style-type: none"> ➤ The application of the principles of nursing care and management of acute and chronic mental health disorder and associated pathological processes within a mental health context. ➤ Pharmacology, medication management, neuro-anatomy and physiology as applied to psychiatric nursing practice. ➤ Principles of biochemistry, nutrition, genetics and embryology and their relevance to psychiatric nursing. ➤ Immunology, microbiology and infection control in psychiatric nursing practice ➤ Psychology and its applications(Theoretical knowledge and its application)
Underpinning Skills	<ul style="list-style-type: none"> • Required demonstrate interpersonal communication skills: <ul style="list-style-type: none"> ➤ Ability to relate and work with people from different cultural and social backgrounds. ➤ Empathy with patient and relatives,

	<ul style="list-style-type: none"> ➤ Developing trust with patient. ➤ Problem solving skills ➤ Ability to analyze information and make decisions that require judgment and confidentiality
Resources Implication	<ul style="list-style-type: none"> • The following resources MUST be provided: <ul style="list-style-type: none"> ➤ Access is required to real or appropriately simulated situations, including work areas, materials and equipment, ➤ Documentation and information on workplace practices and OHS practices. ➤ specifications and work instructions
Methods of Assessment	<ul style="list-style-type: none"> • Competence may be assessed through: <ul style="list-style-type: none"> ➤ Practical assessment by direct observation of tasks through simulation/roll-plays ➤ Written exam/test on understanding knowledge ➤ Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Assess and Manage Non Psychotic Mental Disorders
Unit Code	<u>HLT PSN5 05 0611</u>
Unit Descriptor	This unit covers the theoretical knowledge and skill to identify and manages non psychotic disorders.

Element	Performance Criteria
1. Identify non-psychotic disorder	<p>1.1 Epidemiological perspectives and non-psychotic disorders are identified.</p> <p>1.2 Comprehensive client history has been taken.</p> <p>1.3 Comprehensive physical examination is performed.</p> <p>1.4 Psychiatric examination (mental status examination) is done.</p> <p>1.5 Various types of non-psychotic disorders and the associated symptoms are described.</p> <p>1.6 Nursing diagnoses is established.</p> <p>1.7 Diagnoses is recorded according to organizational procedures</p>
2. Plan for management	<p>2.1 Appropriate nursing interventions are planned.</p> <p>2.2 Various treatment modalities for the treatment of identified non-psychotic disorders are discussed.</p> <p>2.3 Topics for client and family teaching relevant for. non-psychotic disorders are discussed</p> <p>2.4 Relevant outcome criteria for evaluating nursing care of Subjective and objective data is collected.</p> <p>2.5 The psychiatric/mental health nurse, in collaboration with client:</p> <ul style="list-style-type: none"> • Identifies the characteristics of clients with different types of emotional disturbances. • Selects consistent and appropriate nursing interventions for clients who have difficulties in: • Recognizes manifestations of misuse of defense mechanisms. relationships and boundaries; self-concept; affective stability; cognition; • Vocational/educational functioning • Implements milieu management (e.g., limit setting, environmental modifications). and

	2.6 Implements appropriate health promotion, rehabilitation, and relapse prevention and recovery strategies with clients with emotional disturbances.
3. .Manage the disorder	3.1 Clinical and nursing management is carried out. 3.2 The clinical and nursing management is recorded.
4. Evaluate the outcome	4.1 Outcome assessment is completed. 4.2 The patient outcome is recorded.

Variables	Range
Types of Non psychotic disorder	<ul style="list-style-type: none"> • Personality disorder • Anxiety disorder • Dissociative disorder • Sexual disorder • Organic disorder • Eating disorder • Altered Physiological condition due to Anxiety. • Mental retardation
Historical perspectives	<ul style="list-style-type: none"> • Traditional and modern concept of psychotic illness
Epidemiological perspectives	<ul style="list-style-type: none"> • The distribution of psychotic disorders in a population. • Etiological or proposed causes of mental illness e.g. genetic, Psychosocial, developmental
Comprehensive client history	<ul style="list-style-type: none"> • Source of information • Identification/Biographic information • Chief complaint /primary reason for seeking care • History of present illness • Past psychiatric and medical history • Family history • Personal history (development consideration) • Social history • History of Substance use
Comprehensive physical examination	<ul style="list-style-type: none"> • General physical examination (more attention to neurological system.)
psychiatric examination (mental status examination)	<ul style="list-style-type: none"> • Mental status examination consist of: <ul style="list-style-type: none"> ➤ General Observation ➤ Mood ➤ Affect ➤ Speech characteristics ➤ Perception ➤ Thought ➤ Sensation ➤ Insight ➤ judgment

Evidence Guide	
Critical Aspects of Competence	<ul style="list-style-type: none"> • Critical evidence of knowledge and skills include: <ul style="list-style-type: none"> ➢ Identify psychotic disorder ➢ Plan for management. ➢ Manage the disorder ➢ Evaluate out come
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Demonstrate knowledge on: <ul style="list-style-type: none"> ➢ The application of the principles of nursing care and management of acute and chronic mental health disorder and associated pathological processes. ➢ Pharmacology, medication management, neuro-anatomy and physiology. ➢ Principles of biochemistry, nutrition, genetics and embryology and their relevance. ➢ Immunology, microbiology and infection control. ➢ Psychology and its applications.
Underpinning Skills	<ul style="list-style-type: none"> • Demonstrate skills on: interpersonal communication skills required include: <ul style="list-style-type: none"> ➢ Working with others, ➢ Empathy with patient and relatives, ➢ Developing trust with patient. ➢ Using sensitivity when dealing with people, ➢ An ability to relate to persons from differing cultural, social and religious backgrounds ➢ Problem solving skills an ability to use tools and techniques to solve problems, analyze information and make decisions.
Resources Implication	<ul style="list-style-type: none"> • The following resources MUST be provided: <ul style="list-style-type: none"> ➢ Access is required to real or appropriately simulated situations, including work areas, materials and equipment, ➢ Documentation and information on workplace practices and OHS practices. ➢ Specifications and work instructions ➢ Approved assessment tools ➢ Certified assessor /Assessor's panel
Methods of Assessment	<ul style="list-style-type: none"> • Competence may be assessed through: <ul style="list-style-type: none"> ➢ Practical assessment by direct observation of tasks through simulation/roll-plays ➢ Written test/Oral Questioning on understanding knowledge <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or a simulated work place setting.

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Assess the Needs of Clients Who Have Alcohol and/or Other Drugs Issues
Unit Code	<u>HLT PSN5 06 0611</u>
Unit Descriptor	This unit covers the knowledge and skill needed to assess and manage the clients with alcohol and /or other drug use.

Elements	Performance Criteria
1. Identify client with alcohol or substance abuse	1.1 Types of substance abused are identified. 1.2 Predisposing factors and precipitating stressors of dependency behaviors are identified. 1.3 The impact of addictive behaviors is recognized.
2. Manage client with alcohol or substance abuse	2.1 Intervention modality is developed. 2.2 Curative intervention is established. 2.3 Appropriate health promotion, harm reduction, rehabilitation, relapse prevention and recovery strategies with clients with addictive behaviors are implemented.

Variables	Range
Types of alcohol/substance abuse	<ul style="list-style-type: none"> Alcohol, khat, Amphetamine, cannabis, cocaine, halocinogin, nicotine, opioids Phencyclidine, sedatives etc.
Predisposing factors and precipitating	<ul style="list-style-type: none"> Developmental theory (fixation in the oral stage) Learning behavior(pear group influence) Scio-cultural issues Mass media influence
Dependence behavior	<ul style="list-style-type: none"> Developing physical and psychological dependency resulting tolerance and. withdrawal symptom ,

Evidence Guide	
Critical Aspects of Competence	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> Identify client with alcohol or substance abuse Manage client with alcohol or substance abuse
Underpinning Knowledge and Attitudes	Demonstrate knowledge on: <ul style="list-style-type: none"> The application of the principles of nursing care and management of acute and chronic during mental health

	<p>conditions and disorders and associated pathological processes within a mental health context.</p> <ul style="list-style-type: none"> • Pharmacology, medication management, neuro-anatomy and physiology as applied to psychiatric nursing practice. • Principles of biochemistry, nutrition, genetics and embryology and their relevance to psychiatric nursing. • Immunology, microbiology and infection control in psychiatric nursing practice • Psychology and its application
Underpinning Skills	<p>Demonstrate skills required of:</p> <ul style="list-style-type: none"> • Identify client with alcohol or substance abuse • Manage client with alcohol or substance abuse • Assessment procedures • Writing reports and diagnosis
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Assess and Respond to Individuals at Risk of Self Harm or Suicide
Unit Code	<u>HLT PSN5 07 0611</u>
Unit Descriptor	This unit covers the knowledge and practice needed to manage risk of self harm or suicidal patient.

Element	Performance Criteria
1. Identify patient with self harm or suicidal ideation.	1.1 Patients at risk are identified. 1.2 Patient body is checked for symptoms and physical signs of self harm 1.3 Degree of self ham is determined
2. Suicide prevention	2.1 Safety measures are implemented primary, secondary and tertiary prevention.

Variables	Range
patients at risk	Patient most at risk : <ul style="list-style-type: none"> • Mood disorder • Anxiety disorder • Substance induced disorder • Antisocial and border line personality • Chronic medical conditions and • High psychosocial stress identified.
safety measures	<ul style="list-style-type: none"> • Primary-focuses on elimination of factors causing or contributing to development e.g. substance abuse • Secondary-is described as an attempt to identify and treat physical or emotional disorders in the early stage before they become disturbing to an individual. e.g. early treatment • Tertiary-Intervention aimed of reducing residual disability after an illness. e.g. rehabilitation

Evidence Guide	
Critical Aspects of Competence	<p>Critical evidence of knowledge and skills include:</p> <ul style="list-style-type: none"> • Identify patient with self harm or suicidal ideation • suicide prevention
Underpinning Knowledge And Attitudes	<p>Demonstrate knowledge on:</p> <ul style="list-style-type: none"> • The application of the principles of nursing care and management of acute and chronic mental health conditions and disorders associated pathological processes within a mental health context. • Pharmacology, medication management, neuro-anatomy and physiology as applied to psychiatric nursing practice. • Principles of biochemistry, nutrition, genetics and embryology and their relevance to psychiatric nursing. • Immunology, microbiology and infection control in psychiatric nursing practice • Psychology and its application
Underpinning Skills	<p>Demonstrate skills required of:</p> <ul style="list-style-type: none"> • Working with others, • Empathy with patient and relatives, • Developing trust with patient. • Using sensitivity when dealing with people, • An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include an ability to use tools and techniques to solve problems, analyze information and make decisions that require discretion and confidentiality
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatric Nursing Level V	
Unit Title	Implement Specialist Access and Egress Procedures
Unit Code	HLT PSN5 08 0611
Unit Descriptor	This unit involves implementing specialized procedures necessary to overcome major obstacles to safe access and egress at the scene of an incident. This unit may or may not require the use of specialized equipment. It refers to situations that stretch the resources and ingenuity of personnel involved to a limit beyond the requirements of routine procedures.

Element	Performance Criteria
1. Assess the situation/incident	<p>1.1 Situation/incident is assessed by taking into account all factors, geographical features and physical/atmospheric obstacles impacting on safe access/egress.</p> <p>1.2 Situation is assessed by taking into account the need for specialized knowledge, personnel and/or equipment.</p> <p>1.3 The type of specialized knowledge, personnel and/or equipment is determined in line with the needs of the situation/incident.</p> <p>1.4 The type of specialized knowledge, personnel and/or equipment is determined based on the patient care and welfare.</p>
2. Implement necessary procedures to overcome major obstacles and enable safe access and egress	<p>2.1 Specialized knowledge, personnel and/or equipment are requested or arranged according to the assessed need.</p> <p>2.2 Access/egress plan is implemented using specialized equipment, personnel and/or knowledge necessary to complete the task and ensure patient welfare.</p> <p>2.3 Means of safe access and egress are negotiated and maintained according to State and Territory OHS Acts, as well as Service policies and procedures.</p> <p>2.4 Actions are undertaken in accordance with modes of transport/local ambulance standard operation procedure.</p> <p>2.5 Available resources are utilized in any appropriate manner to achieve safe access/egress and patient welfare.</p>
3. Monitor specialized access and egress procedure	<p>3.1 Access/egress procedure is monitored constantly to ensure welfare of patient and safety of personnel.</p> <p>3.2 Condition of patient is monitored constantly.</p> <p>3.3 All factors, which might have impact on the effectiveness</p>

	<p>and safety of the procedure, are monitored constantly.</p> <p>3.4 All reasonable steps are taken and resources used to ensure continued safety and patient welfare.</p> <p>3.5 Access/egress plan are modified as necessary.</p> <p>3.6 Additional resources are identified and arranged as necessary to complete procedure.</p>
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Variables	Range
Geographical features such as:	<ul style="list-style-type: none"> • Cliff (Rock face) • Gully (Gorge) • Mountains
Physical obstacles:	<ul style="list-style-type: none"> • Stairway • Debris • Wreckage • Live power • Water • Difficult house layout • Confined space • Traffic or other vehicles
Atmospheric obstacles:	<ul style="list-style-type: none"> • Weather – aircraft/helicopter evacuation • Gaseous or toxic environment
Equipment to enable safe access and egress may include, but are not limited to:	<ul style="list-style-type: none"> • Spine board • Stretcher • Carry sheet • Lifting equipment • Rescue equipment • Ropes, cutting, climbing equipment
Modes of transport may include, but is not limited to:	<ul style="list-style-type: none"> • Road ambulances • Clinic cars • Buses
Procedures necessary to overcome obstacles may include, but are not limited to:	<ul style="list-style-type: none"> • Removal of wreckage, debris • Use of ropes, pulleys, abseiling • Bush survival techniques

Evidence Guide	
Critical Aspects of Assessment	<p>Critical aspects of assessment must include:</p> <ul style="list-style-type: none"> • Observation of performance in the work environment or a simulated situation • Development and implementation of access/egress plans under a variety of conditions requiring specialist equipment and/or procedures • Proper use of various types of access/egress equipment including specialist equipment, in a variety of situations • Recognition that patient welfare is paramount in access and egress procedures • Recognition and observance of OHS requirements • Ingenuity in overcoming difficult access/egress situations
Underpinning Knowledge and Attitudes	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Dangers associated with various hazardous situations • State/Territory and local policies and procedures related to access and egress • OHS policies and procedures relevant to access and egress • Patient care under these circumstances • Relevant specialist equipment and its uses • Factors which may affect safe access/egress and patient welfare
Underpinning Skills	<p>Essential skills required include:</p> <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service. Oral communication skills include: <ul style="list-style-type: none"> ➤ Asking questions, ➤ Active listening, ➤ Asking for clarification from patient or other persons at the scene, ➤ Negotiating solutions, ➤ Acknowledging and responding to a range of views • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from: <ul style="list-style-type: none"> ➤ Reading and understanding incident reports ➤ Case management materials to preparing handover reports for receiving agency staff • Interpersonal skills required include: <ul style="list-style-type: none"> ➤ Working with others, ➤ Empathy with patient and relatives ➤ An ability to relate to persons from differing cultural, social and religious backgrounds • Problem solving skills required include:

	<ul style="list-style-type: none"> ➤ An ability to use available resources, ➤ Analyze information ➤ Make decisions that ensure patient welfare and their safe access/egress using specialized procedures
Resource Implications	<p>The following resource MUST be provided:</p> <ul style="list-style-type: none"> • Accesses to real or appropriately simulated situations including work areas ,materials and equipment • Documentation and information on work place practices and OHS practices, • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Conduct Clinical Mentoring in the Work Environment
Unit Code	<u>HLT PSN5 09 0611</u>
Unit Descriptor	This unit describes the clinical mentoring of patients' care in the work environment to ensure optimal delivery of patient care by another person. Competency involved in this unit relates to clinical supervision of care rather than to level of care.

Elements	Performance Criteria
1. Facilitate and mentor the delivery of appropriate patient care	1.1 Appropriate advice is provided and/or supported to treating officer or other person. 1.2 Clinical discussions are facilitated about the case. 1.3 Opportunities are encouraged for self-audit of clinical care and identification of further training needs. 1.4 Feedback is directly documented and communicated to treat officer or other person.
2. Oversee welfare of ambulance personnel	2.1 Adequate measures are taken to protect the physical and psychological well being of personnel. 2.2 Appropriate rostering of junior officers and adequate educational follow-up is made available to ensure the future delivery of the required competencies.

Variables	Range
On-job mentoring may include, but is not limited to:	<ul style="list-style-type: none"> • Clinical leadership • Post-case debrief • Planned continuing education programs • Ongoing welfare surveillance of officers

Evidence Guide	
Critical Aspects of Competence	A person who demonstrates competence in this standard must be able to: <ul style="list-style-type: none"> • Facilitate and mentor the delivery of appropriate patient care • Oversee welfare of ambulance personnel
Underpinning Knowledge and Attitudes	Essential knowledge: <ul style="list-style-type: none"> • Basic nursing care • Mentoring and coaching techniques
Underpinning Skills	Essential skills required include: <ul style="list-style-type: none"> • Oral communication skills (language competence) required to fulfill job roles as specified by the organization/service.

	<ul style="list-style-type: none"> • Oral communication skills include asking questions, active listening, mentoring and coaching, seeking clarification of information, negotiating solutions, acknowledging and responding to a range of views. • Written communication skills (literacy competence) required to fulfill job roles as specified by organization/service. The level of skill may range from reading and understanding incident reports and case management materials to preparing feedback reports. • Interpersonal skills required include working with others, empathy with ambulance personnel and an ability to relate to persons from differing cultural, social and religious backgrounds
Resource Implications	<p>The following resource MUST be provided:</p> <ul style="list-style-type: none"> • Accesses to real or appropriately simulated situations including work areas ,materials and equipment • Documentation and information on work place practices and OHS practices, • Specifications and work instructions • Approved assessment tools • Certified assessors/assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Manage Resources
Unit Code	HLT PSN5 10 0611
Unit Descriptor	This unit describes the knowledge and skills required to manage resources in accordance with the planned business strategies. It includes analyzing resource requirements, developing resource plans, allocating resources, and reviewing and reporting on resource usage.

Element	Performance Criteria
1. Analyze resource requirements	<p>1.1 Required resource is identified based on the business plans.</p> <p>1.2 Key stakeholders are consulted in determining the nature and level of <i>resources</i> required.</p> <p>1.3 Analysis of resource requirements is used to identify the proposed costs and benefits</p> <p>1.4 Opportunities to share resources across business units within the organization are identified.</p>
2. Develop resource plans to support the achievement of business unit objectives	<p>2.1 Resource plans are developed that detail the acquisition and allocation of resources.</p> <p>2.2 Internal resourcing capabilities and external resourcing requirements are identified.</p> <p>2.3 Procedures for the evaluation of resource allocation are identified in resource plans.</p> <p>2.4 Processes for managing changing government priorities are included in resource plans.</p> <p>2.5 Approval for resource plans is obtained from senior management.</p>
3. Allocate resources to achieve the stated business objectives	<p>3.1 Resources are allocated in accordance with the relevant <i>organizational policy and practices</i>.</p> <p>3.2 Resource allocation is managed to enable the achievement of business unit objectives.</p> <p>3.3 Resources are negotiated and obtained within the required timeframe to enable the achievement of business unit objectives.</p> <p>3.4 Systems are developed and implemented to enable timely and accurate monitoring and review of resource usage.</p> <p>3.5 Efficient use of technology is incorporated into work practices.</p>

4. Review and report on resource usage	<p>4.1 Procedures to review resource allocation against business unit objectives are developed and implemented.</p> <p>4.2 Compliance with program and project budgets is monitored and corrective action is recommended and taken where necessary</p> <p>4.3 Reports are prepared that clearly indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards</p>
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Variables	Range
Stakeholders may include	<ul style="list-style-type: none"> • Nurses • Community • Non-governmental organizations • Other sectors
Resources may include:	<ul style="list-style-type: none"> • human • physical • financial • technological and information resources

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects of assessment includes:</p> <ul style="list-style-type: none"> • Resource Planning and management • Effective consultation and negotiation with stakeholders • Applying budgeting and financial management • Reasoning and precision of expression
Underpinning Knowledge	<p>Essential knowledge required includes:</p> <ul style="list-style-type: none"> • Resource planning and management • Financial management • Business strategies • Concepts of risk management • Organizational goals, policies and procedures • Human resource management
Underpinning Skills	<p>Essential skills required includes:</p> <ul style="list-style-type: none"> • Using effective consultation and negotiation with stakeholders • Writing reports requiring reasoning and precision of

	<p>expression</p> <ul style="list-style-type: none"> • Responding to diversity, including gender and disability • Applying budgeting and financial management
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • specifications and work instructions • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Apply Research Skills in Psychiatric Nursing Care
Unit Code	<u>HLT PSN5 11 0611</u>
Unit Descriptor	This unit of competency describes the skills and knowledge required to demonstrate nursing practice in a contemporary health environment using research skills.

Elements	Performance Criteria
1. Identify need for research into health issues	<p>1.1 Issues are monitored in nursing practice to identify potential areas for research.</p> <p>1.2 Issues are identified relating to principles of best.</p> <p>1.3 Quality management is practiced as potential areas for research.</p> <p>1.4 Awareness is developed for factors that influence that health care and may benefit from research.</p>
2. Identify client-related issues in participating in research	<p>2.1 Physical and emotional support needs of clients are identified to be involved in the research.</p> <p>2.2 Individual client values and perceptions are identified in relation to the participating in the research.</p> <p>2.3 The emotional and physical needs of family and significant others are identified in supporting the client to participate in the research.</p>
3. Undertake a critical analysis of the planned research	<p>3.1 Ethical and cultural considerations are identified when planning nursing research.</p> <p>3.2 Appropriate <i>research methodology</i> is identified to address the research topic, type of data collection and analysis to be undertaken and potential uses of the data.</p> <p>3.3 Implications of the research in relation to validity, efficacy and cost effectiveness are analyzed.</p>
4. Develop a research proposal in consultation/ collaboration with others	<p>4.1 Literature review is conducted, and results are analyzed.</p> <p>4.2 An appropriate methodology and data collection process are selected.</p> <p>4.3 Ethics approval for research is obtained as required.</p> <p>4.4 Schedule of events and funding required is developed validation and evaluation strategies are outlined.</p> <p>4.5 Data analysis rationale and methods are described.</p> <p>4.6 Response to possible barriers to the research is developed.</p>

	4.8 Method of dissemination of research finding is described.
5. Participate in nursing research	<p>5.1 An appropriate research approach is applied to nursing practice within the scope.</p> <p>5.2 Appropriate ethical principles and practices are applied in relation to consent and confidentiality of research information.</p> <p>5.3 Nursing research methodologies and resources are used appropriately.</p> <p>5.4 Participated in data collection for nursing research.</p> <p>5.5 Contributed to research toward continuous improvement programs.</p>

Variables	Range
Research methodologies may include:	<ul style="list-style-type: none"> • Qualitative • Quantitative • Evidence-based practice
Nursing research may include:	<ul style="list-style-type: none"> • Nursing interventions • Client perceptions of the provision of care • Models of nursing care • Political issues confronting nursing practice and health care provision
Examples of nursing research resources may include:	<ul style="list-style-type: none"> • Scope of Nursing Practice Decision-Making Framework • Evidence based practice • Currency of knowledge • Best practice
Research issues may include:	<ul style="list-style-type: none"> • Euthanasia • Abortion • IVF • Cloning • Stem cell research • Embryonic research • Mandatory detention

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competence in this standard must be able to provide evidence that they are able to</p> <ul style="list-style-type: none"> • Identify a need for research into health issues • Identify client-related issues in participating in research • Undertake a critical analysis of planned research

	<ul style="list-style-type: none"> • Develop a research proposal in consultation/ collaboration with others • Participate in nursing research
Underpinning Knowledge and Attitudes	<p>Essential knowledge:</p> <ul style="list-style-type: none"> • The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role • This includes the knowledge of: <ul style="list-style-type: none"> • Age and gender issues for nursing practice • Cultural and religious considerations for nursing practice • Ethical guidelines including confidentiality, duty of care and public liability • Organization policies and procedures and protocols • Role of evidence based practice • Role of the health care team members • Social and personal wellbeing • Socio-economic, physiological, emotional and physical variables • Statutory requirements for data collection and documentation in relation to research
Underpinning Skills	<p>Essential skills:</p> <ul style="list-style-type: none"> • Apply Professional Standards of Practice: <ul style="list-style-type: none"> ➢ ENA code of conduct ➢ ENA code of ethics ➢ State/territory Nurse Regulatory Nurses Act ➢ Scope of nursing practice decision making framework • Use appropriate communication skills(non-verbal, openness, sensitivity, nonjudgmental attitudes): <ul style="list-style-type: none"> ➢ Consultation/collaboration methods ➢ Team negotiation and networking ➢ Analysis and interpretation of evidence ➢ Decision making techniques ➢ Written and oral presentations
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays

	<ul style="list-style-type: none"> • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Facilitate and Capitalize on Change and Innovation
Unit Code	HLT PSN5 12 0611
Unit Descriptor	This unit specifies the outcomes required to plan and manage the introduction and facilitation of change; particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Elements	Performance Criteria
1. Participate in planning the introduction and facilitation of change	<p>1.1 Manager contributes effectively to the organization's planning processes to introduce and facilitate change.</p> <p>1.2 Plans to introduce change are made in consultation with appropriate stakeholders.</p> <p>1.3 Organization's objectives and plans to introduce change are communicated effectively to the individuals and teams.</p>
2. Develop creative and flexible approaches and solutions	<p>2.1 Variety of approaches to manage workplace issues and problems are identified and analyzed.</p> <p>2.2 Risks are identified and assessed, and action initiated to manage these to achieve a recognized benefit or advantage to the organization.</p> <p>2.3 Workplace is managed in a way which promotes the development of innovative approaches and outcomes.</p> <p>2.4 Productivity and services, and/or reduce costs are improved by creative and responsive approaches to resource management.</p>
3. Manage emerging challenges and opportunities	<p>3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organization's goals, plans and priorities</p> <p>3.2 Competencies are developed to handle change efficiently and effectively by coaching and mentoring</p> <p>3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organization</p> <p>3.4 Information needs of individuals and teams are anticipated and facilitated as part of change implementation and management.</p> <p>3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated</p>

	and negotiated with the appropriate individuals and groups.
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Variables	Range
Manager	A person with frontline management roles and responsibilities, regardless of the title of their position
Appropriate stakeholders may refer to:	<p>Those individuals and organizations who have a stake in the change and innovation being planned, including:</p> <ul style="list-style-type: none"> • Organization directors and other relevant managers • Teams and individual employees who are both directly and indirectly involved in the proposed change • Union/employee representatives or groups • OHS committees • Other people with specialist responsibilities • External stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies
Risks may refer to:	<ul style="list-style-type: none"> • Any event, process or action that may result in goals and objectives of the organization not being met • Any adverse impact on individuals or the organization • Various risks identified in a risk management process
Information needs may include:	<ul style="list-style-type: none"> • New and emerging workplace issues • Implications for current work roles and practices including training and development • Changes relative to workplace legislation, such as OHS, workplace data such as productivity, inputs/outputs and future projections • Planning documents • Reports • Market trend data • Scenario plans • Customer/competitor data

Evidence Guide	
Critical Aspects of Competence	<p>Assessment must show evidence that the candidate:</p> <ul style="list-style-type: none"> • Planning the introduction and facilitation of change • Developing creative and flexible approaches and solutions • Managing emerging challenges and opportunities
Underpinning Knowledge and Attitudes	<ul style="list-style-type: none"> • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety and environmental issues,

	<p>equal opportunity, industrial relations and anti-discrimination</p> <ul style="list-style-type: none"> • The principles and techniques involved in: <ul style="list-style-type: none"> ➤ Change and innovation management ➤ Development of strategies and procedures to implement and facilitate change and innovation ➤ Use of risk management strategies: identifying hazards, • Assessing risks and implementing risk control measures <ul style="list-style-type: none"> ➤ Problem identification and resolution ➤ Leadership and mentoring techniques ➤ Management of quality customer service delivery ➤ Consultation and communication techniques ➤ Record keeping and management methods ➤ The sources of change and how they impact • Factors which lead/cause resistance to change • Approaches to managing workplace issues
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Communication skills • Planning work • Managing risk
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions • Approved assessment tools • Certified assessor /Assessor's panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <ul style="list-style-type: none"> ➤ Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Manage Quality Systems and Procedures
Unit Code	HLT PSN5 13 0611
Unit Descriptor	This unit specifies the outcomes required to manage quality within projects. It covers determining quality requirements, implementing quality assurance processes, and using review and evaluation to make quality improvements in current and future projects.

Elements	Performance Criteria
1. Determine quality requirements	<p>1.1 <i>Quality objectives</i>, standards and levels are determined, with input from stakeholders and guidance of a higher project authority to establish the basis for quality outcomes and a quality management plan</p> <p>1.2 Established quality management methods, techniques and tools are selected and used to determine preferred mix of quality, capability, cost and time.</p> <p>1.3 Quality criteria is identified, agreed with a higher project authority, and communicated to stakeholders to ensure the clarity of understanding, achievement of quality and overall project objectives.</p> <p>1.4 Agreed quality requirements are included in the project plan and implemented as basis for performance measurement.</p>
2. Implement quality assurance	<p>2.1 Results of project activities and product performance are measured and documented throughout the project life cycle to determine compliance with the agreed quality standards.</p> <p>2.2 Causes of unsatisfactory results are identified in consultation with the client, and appropriate actions are recommended to a higher project authority to enable continuous improvement in quality outcomes.</p> <p>2.3 Inspections of quality processes and quality control results are conducted to determine compliance of quality standards to overall quality objectives.</p> <p>2.4 A quality management system is maintained to enable effective recording and communication of quality issues and outcomes to a higher project authority and stakeholders.</p>
3. Implement project quality	<p>3.1 Processes are reviewed and agreed changes implemented continually throughout the project life cycle to ensure</p>

improvements	<p>continuous improvement to quality.</p> <p>3.2 Project outcomes are reviewed against the performance criteria to determine the effectiveness of quality management processes and procedures.</p> <p>3.3 Lessons learned and recommended. Improvements are identified, documented and passed on to a higher project authority for application in future projects.</p>
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Variable	Range
Quality objectives may include:	<ul style="list-style-type: none"> • Requirements from the client and other stakeholders • Requirements from a higher project authority • Negotiated trade-offs between cost, schedule and performance • Those quality aspects which may impact on customer satisfaction
quality management plan may include:	<ul style="list-style-type: none"> • Established processes • Authorizations and responsibilities for quality control • Quality assurance • Continuous improvement
Quality management methods, techniques and tools may include:	<ul style="list-style-type: none"> • Brainstorming • Benchmarking • Charting processes • Ranking candidates • Defining control • Undertaking benefit/cost analysis • Processes that limit and/or indicate variation • Control charts • Flowcharts • Histograms • Pareto charts • Scatter gram • Run charts
Quality control may include:	<ul style="list-style-type: none"> • Monitoring conformance with specifications • Recommending ways to eliminate causes of unsatisfactory • Performance of products or processes • Monitoring of regular inspections by internal or external agents
Improvements may include:	<ul style="list-style-type: none"> • Formal practices, such as total quality management or continuous improvement • Improvement by less formal processes which enhance both the product quality and processes of the project, for example client surveys to determine client satisfaction with project team performance

Evidence Guide	
Critical Aspects of Competence	<p>A person must be able to demonstrates the following –</p> <ul style="list-style-type: none"> • determine quality requirements

	<ul style="list-style-type: none"> • implement quality assurance • implement project quality improvement
Underpinning Knowledge and Attitudes	<p>Knowledge required include :</p> <ul style="list-style-type: none"> • The principles of project quality management and their application • Acceptance of responsibilities for project quality management • Use of quality management systems and standards • The place of quality management in the context of the project life cycle • Appropriate project quality management methodologies; and their capabilities, limitations, applicability and contribution to project outcomes • Attributes: <ul style="list-style-type: none"> ➢ Analytical ➢ Attention to detail ➢ Able to maintain an overview ➢ Communicative ➢ Positive leadership
Underpinning Skills	<p>Ability to:</p> <ul style="list-style-type: none"> • Relate to people from a range of social, cultural and ethnic backgrounds, and physical and mental abilities • Project management • Quality management • Planning and organizing • Communication and negotiation • Problem-solving • Leadership and personnel management • Monitoring and review skills
Resources Implication	<p>The following resources must be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Establish and Conduct Business Relationships
Unit Code	HLT PSN5 14
Unit Descriptor	This unit covers the skills, attitudes and knowledge required to manage business relationship with customers within the constructions industry context.

Elements	Performance Criteria
1. Establish contact with customer	<p>1.1 Welcoming customer environment is maintained.</p> <p>1.2 Customer is greeted warmly according to the enterprise policies and procedures.</p> <p>1.3 Effective service environment is created through verbal and non-verbal presentation according to the enterprise policies and procedures.</p> <p>1.4 Customer data is maintained to ensure the database relevance and currency.</p> <p>1.5 Information on customers and service history is gathered for analysis.</p> <p>1.6 Opportunities to maintain regular contact with customers are identified and taken up.</p>
2. Clarify the needs of customer	<p>2.1 Customer needs are determined through questioning and active listening.</p> <p>2.2 Customer needs are accurately assessed against the products/services of the enterprise.</p> <p>2.3 Customer details are documented clearly and accurately in the required format.</p> <p>2.4 Negotiations are conducted in a business-like and professional manner.</p> <p>2.5 Benefits are maximized for all parties in the negotiation through the use of established techniques and in the context of establishing long term relationships.</p> <p>2.6 The results of negotiations are communicated to the appropriate colleagues and stakeholders within the appropriate timeframes.</p>
3. Provide information and advice	<p>3.1 Features and benefits of products/services provided by the enterprise are described/recommended to meet customer needs.</p> <p>3.2 Information to satisfy customer needs is provided.</p>

	3.3 Alternative sources of information/advice are discussed with the customer.
4. Foster and maintain business relationships	<p>4.1 Pro-actively seek; review and act upon information are needed to maintain the sound business relationships.</p> <p>4.2 Agreements are honored within the scope of the individual responsibility.</p> <p>4.3 Adjustments are made to the agreements in consultation with the customer, and information is shared with appropriate colleagues.</p> <p>4.4 Relationships are nurtured through regular contact and use of effective interpersonal and communication styles.</p>

Variables	Range
Opportunities to maintain regular contact with customers may include:	<ul style="list-style-type: none"> • Informal social occasions • Industry functions • Association membership • Co-operative promotions • Program of regular telephone contact
Negotiation techniques are:	<ul style="list-style-type: none"> • Identification of goals, limits • Clarification of needs of all parties • Identifying points of agreement and points of difference • Preparatory research of facts • Active listening and questioning • Non-verbal communication techniques • Appropriate language • Bargaining • Developing options • Confirming agreements • Appropriate cultural behavior

Evidence Guide	
Critical Aspects of Competence	<p>It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • Consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service • Providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure • Using effective questioning/active listening and observation skills to identify customer needs • Communicating effectively with others involved in or

	<p>affected by the work</p> <ul style="list-style-type: none"> • Maintaining relevant and current customer databases in accordance with enterprise policies and procedures • Ability to build and maintain relationships to achieve successful business outcomes
Underpinning Knowledge and Attitudes	<p>Demonstrate knowledge and attitudes on:</p> <ul style="list-style-type: none"> • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> ➢ Customer service, dealing with difficult customers ➢ Maintenance of customer databases ➢ Allocated duties/responsibilities ➢ General knowledge of the range of enterprise merchandise and services, location of telephone extensions and departments/sections • Basic operational knowledge of legislation and statutory requirements, including consumer law, trade practices and fair trading legislation • Basic operational knowledge of industry/workplace codes of practice in relation to customer service • Negotiation and communication techniques appropriate to negotiations that may be of significant commercial value
Underpinning Skills	<p>Demonstrate skills on:</p> <ul style="list-style-type: none"> • Use workplace technology related to use of customer database • Collect, organize and understand information related to collating and analyzing customer information to identify needs • Communicate ideas and information • Plan and organize activities concerning information for database entries • Use mathematical ideas and techniques to plan database cells and size • Establish diagnostic processes which identify and recommend improvements to customer service
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require

	evidence of process) Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.
Context of Assessment	Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Develop Disaster Plan
Unit Code	HLT PSN5 15 0611
Unit Descriptor	This unit describes the competencies required to develop in consultation with other agencies and key people, which sets out the roles and responsibilities of workers and others in the community for responding to a disaster.

Elements	Performance Criteria
1. Liaise with the relevant government agencies	1.1 Government policies which affect the organization are identified and documented. 1.2 Government agencies are consulted with in relation to different roles in the local disaster plan.
2. Identify and liaise with the appropriate community organizations	1.1 Community organization is identified, and an information database is developed. 1.2 Contact is established through a variety of communication strategies. 1.3 Restrictions to effective liaison are identified, and processes are developed to promote communication with other agencies.
3. Incorporate legislative requirements for disaster planning and relief into a plan	3.1 Information on legislative requirements and resources is collected from the key people and organizations. 3.2 Roles and responsibilities of other organizations are clarified. 3.3 Plan is written. 3.4 A promotion strategy is established and implemented.
4. Coordinate volunteer support	4.1 Volunteers are sought for disaster plan designated roles, via identified organizations and public processes. 4.2 Roles and responsibilities are clarified. 4.3 Team leaders are identified by discussing with organizations. 4.4 Meetings are held to discuss disaster plan and personnel requirements.
5. Ensure training for volunteers and staff	5.1 Training requirements for volunteers and staff are established. 5.2 Training programs are developed. 5.3 Promotion of training is undertaken.

	<p>5.4 Training schedule is developed and promoted.</p> <p>5.5 Training is provided.</p> <p>5.6 Training is evaluated and modified as required.</p>
6. Evaluate and modify disaster plan	<p>6.1 Key people are consulted about effectiveness of the disaster plan.</p> <p>6.2 The disaster plan is adapted to meet community needs.</p> <p>6.3 The amended disaster plan is distributed to key people.</p> <p>6.4 Additional training is provided as required.</p>

Variables	Range
Government agencies may include:	<ul style="list-style-type: none"> • State /Territory Health Department • Police • Social Security • Local Government • Emergency Services
Disasters may include:	<ul style="list-style-type: none"> • Floods • Cyclones • Fires • Earth quakes • Nuclear accidents • Riots, raids
Community organizations may include:	<ul style="list-style-type: none"> • Government and non-government agencies • Health care service providers • Other service providers • Trades people • Community groups who provide care to the community
Legislative requirements:	<ul style="list-style-type: none"> • Clinical practice may be governed by Federal, State or Territory legislation, which defines workers' roles and responsibilities. • Implementation of the competency standards must reflect the legislative framework in which a health worker operates. This may reduce the Range of Variables in practice and assessment. • Lack of resources, remote locations and community needs often require health workers to operate in situations which do not constitute "usual practice". Because of this, health workers may need to possess more competencies than described by "usual practice circumstances". • Lack of resources or the environment in which the health worker works does not negate the requirement for the worker to work within a legislative framework, and be enabled by the employer to do so.

Resources may include:	<ul style="list-style-type: none"> • Premises • Grounds • Accommodation • Workplace equipment • Materials • Plant vehicles • Exclusive use • Occupation
Key people will include:	<ul style="list-style-type: none"> • Those within and external to organization • Community leaders and representatives • Agencies /service representatives • Trade and professional services
A disaster plan(s) is/are:	<ul style="list-style-type: none"> • Guidelines and/or plans for responding to various types of disaster, detailing the roles and responsibilities of workers, resource needs and sources and situation management strategies

Evidence Guide	
Critical Aspects of Competence	<p>Critical aspects for assessment and evidence required to demonstrate this competency requires to:</p> <ul style="list-style-type: none"> • Liaise with relevant government agencies • Identify and liaise with appropriate community organizations • Incorporate legislative requirements for disaster planning and relief into a plan • Coordinate volunteer support • Ensure training for volunteers and staff • Evaluate and modify disaster plan
Underpinning Knowledge and Attitudes	<p>Essential knowledge includes:</p> <ul style="list-style-type: none"> • Relevant policies, protocols and procedures of the organization • Relevant Federal, State and Local government policies, guidelines and legislation relating to disaster management • Relevant equipment and technology • Local resources, suppliers and trades people • Existing disaster plans (developed by other organizations who service the Community) • Project development • Local disaster planning processes and networks • Community networks • Community views on disaster management
Underpinning Skills	<p>Essential skills includes:</p> <ul style="list-style-type: none"> • Communication and liaison • Networking

	<ul style="list-style-type: none"> • Human Resource Management • Negotiation • Small group facilitation • Planning • Training
Resources Implication	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> • Access is required to real or appropriately simulated situations, including work areas, materials and equipment, • Documentation and information on workplace practices and OHS practices. • Specifications and work instructions • Approved assessment tools • Certified assessor /Assessor’s panel
Methods of Assessment	<p>Competence may be assessed through:</p> <ul style="list-style-type: none"> • Practical assessment by direct observation of tasks through simulation/roll-plays • Written exam/test on understanding knowledge • Project –related conditions(real or simulated and require evidence of process) <p>Assessment methods must confirm the ability to access and correctly interpret and apply the essential under pinning knowledge.</p>
Context of Assessment	<p>Competence may be assessed in the work place or a simulated work place setting. This competence standard could be assessed on its own or in completion with other competences relevant to the job function.</p>

Occupational Standard: Psychiatry Nursing Level V	
Unit Title	Develop and Refine Systems for Continuous Improvement in Operations
Unit Code	HLT PSN5 16 1012
Unit Descriptor	This unit of competency covers the skills, knowledge and processes required to ensure that continuous improvement systems do not stultify and continue to improve along with other operational systems in an organization. This unit is about improving the process yield/unit of effort or cost, reducing process variation and increasing process reliability, upgrading, enhancing or refining process outputs, and includes developing a culture of reviewing and sustaining change ensuring improvements are maintained and built on.

Elements	Performance Criteria
1. Establish parameters of current internal improvement systems	1.1 Describe organization systems that impact on continuous improvement 1.2 Identify current relevant metrics and their values 1.3 Check that metrics are collected for all improvements 1.4 Determine yield of current improvement processes 1.5 Review results of improvements
2. Distinguish breakthrough improvement processes	2.1 Identify all improvements which have occurred over an agreed period of time 2.2 Distinguish between breakthrough improvements and continuous improvements 2.3 Determine the timing of breakthrough improvement processes 2.4 Analyze factors controlling the timing and selection of breakthrough improvements 2.5 Analyze continuous improvements to identify cases where breakthrough improvements were required 2.6 Validate findings with process/system owners and obtain required approvals 2.7 Improve timing/selection of breakthrough improvements 2.8 Improve other factors limiting the gains from breakthrough improvements
3. Develop continuous improvement	3.1 Check that levels of delegated authority and responsibility are appropriate for continuous improvement from the shop floor

<p>practice</p>	<p>3.2 Ensure all personnel have appropriate capabilities for continuous improvement processes</p> <p>3.3 Ensure personnel and systems recognize potential breakthrough improvement projects</p> <p>3.4 Ensure sufficient resources are available for the operation of continuous and breakthrough improvement processes</p> <p>3.5 Check that relevant information flows from improvement changes to all required areas and stakeholders</p> <p>3.6 Check data collection and metrics analysis capture changes which result from improvement actions</p> <p>3.7 Check that improvement changes are standardized and sustained</p> <p>3.8 Check review processes for routine continuous improvements</p> <p>3.9 Remove or change factors limiting gains from improvements</p> <p>3.10 Modify systems to ensure appropriate possible changes are referred to other improvement processes</p> <p>3.11 Institutionalize breakthrough</p>
<p>4. Establish parameters of current external improvement system</p>	<p>4.1 Review value stream systems that impact on improvement</p> <p>4.2 Review procedures for deciding improvement methodologies Identify current relevant metrics and their values, as appropriate</p> <p>4.3 Determine yield of current improvement processes</p> <p>4.4 Review results of improvements</p>
<p>5. Explore opportunities for further development of value stream improvement processes</p>	<p>5.1 Review mechanisms for consultation with value stream members</p> <p>5.2 Develop mechanisms for further improving joint problem solving</p> <p>5.3 Develop mechanisms for increased sharing of organizational knowledge</p> <p>5.4 Obtain support and necessary authorizations from process/system owners</p> <p>5.5 Capture and standardize improvements</p> <p>5.6 Improve factors limiting gains from continuous improvements</p>

6. Review systems for compatibility with improvement strategy	<p>6.1 Review all systems which impact or are impacted on improvements and the improvement system</p> <p>6.2 Analyze relationships between improvement systems and other relevant systems</p> <p>6.3 Analyze practices caused by and results from the systems</p> <p>6.4 Negotiate changes to the systems to improve the outcomes from improvement systems</p> <p>6.5 Obtain necessary approvals to implement changes</p> <p>6.6 Monitor the implementation of the changes</p>
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Variable	Range
Competitive systems and practices	<p>Competitive systems and practices may include, but are not limited to:</p> <ul style="list-style-type: none"> • lean operations • agile operations • preventative and predictive maintenance approaches • monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems • statistical process control systems, including six sigma and three sigma • JIT, kanban and other pull-related operations control systems • supply, value, and demand chain monitoring and analysis • 5S • continuous improvement (kaizen) • breakthrough improvement (kaizen blitz) • cause/effect diagrams • overall equipment effectiveness (OEE) • takt time • process mapping • problem solving • run charts • standard procedures • current reality tree • Competitive systems and practices should be interpreted so as to take into account: <ul style="list-style-type: none"> – stage of implementation of competitive systems and practices – the size of the enterprise

	<ul style="list-style-type: none"> – the work organization, culture, regulatory environment and the industry sector
Code of practice and standards	Where reference is made to industry codes of practice, and/or Ethiopian/international standards, the latest version must be used
Organization systems	<p>Organization systems may include:</p> <ul style="list-style-type: none"> • problem recognition and solving • operational/process improvement • improvement projects • product/process design and development • processes for making incremental improvements
Relevant metrics	<p>Relevant metrics include all those measures which might be used to determine the performance of the improvement system and may include:</p> <ul style="list-style-type: none"> • hurdle rates for new investments • KPIs for existing processes • quality statistics • delivery timing and quantity statistics • process/equipment reliability ('uptime') • incident and non-conformance reports • complaints, returns and rejects
Process improvement yield	<p>Improvement process yield may be regarded as:</p> <ul style="list-style-type: none"> • the benefit achieved for the effort invested
Breakthrough improvements	<p>Breakthrough improvements include:</p> <ul style="list-style-type: none"> • those which result from a kaizen blitz or other improvement project or event and are a subset of all improvements
Timing of breakthrough improvements	<p>Timing of breakthrough improvements includes:</p> <ul style="list-style-type: none"> • frequency (which should be maximized) and duration (which should be minimized) of events/projects
Continuous improvement	Continuous improvement is part of normal work and does not require a special event to occur (although may still require authorizations) and contrasts with breakthrough improvement/kaizen blitz which occurs by way of an event or project
Resources for improvement	<p>Resources for improvements include:</p> <ul style="list-style-type: none"> • improvement budget • guidelines for trialing of possible improvements • mechanism for approvals for possible improvements • business case guidelines for proposed improvements • indicators of success of proposed improvement • mechanisms for tracking and evaluation of changes • forum for the open discussion of the results of the implementation • mechanisms for the examination of the improvement for additional improvements

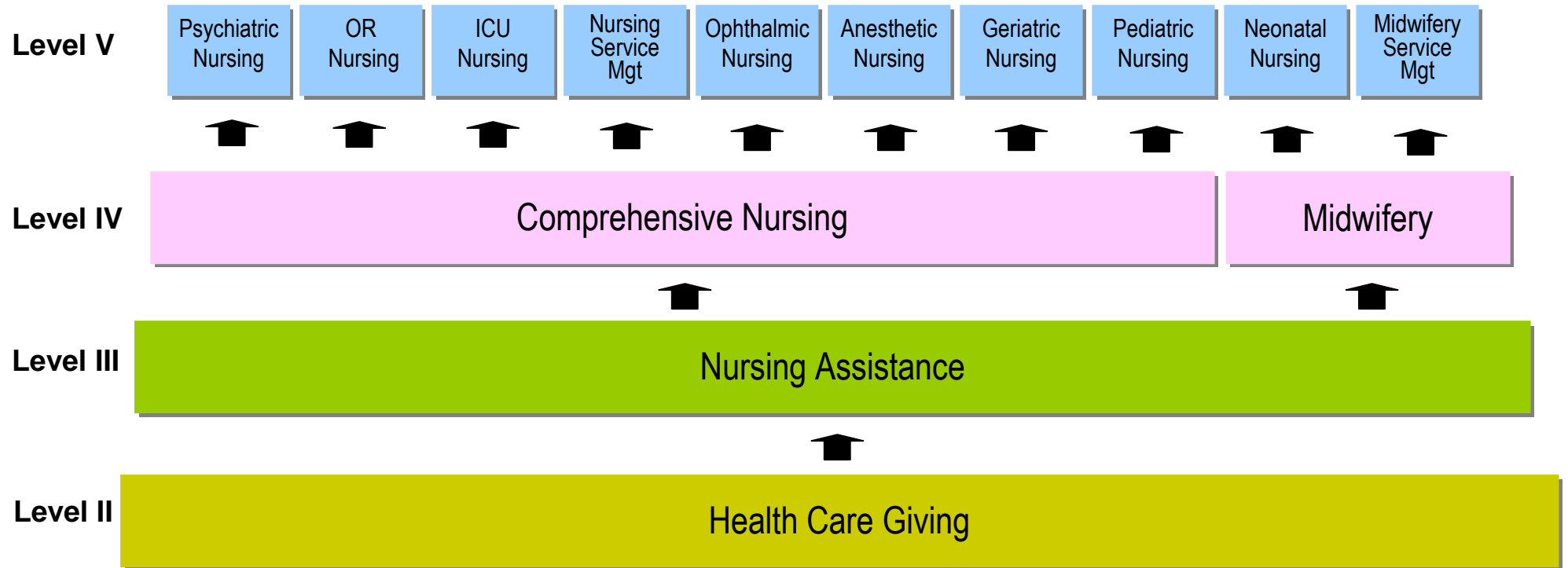
	<ul style="list-style-type: none"> • organization systems to sustain beneficial changes
Capturing value stream improvements	<p>Capturing value stream improvements includes:</p> <ul style="list-style-type: none"> • revised contractual arrangements • revised specifications • signed agreements • other documented arrangements which formalize the raised base line
Systems impacting improvements	<p>Systems which impact/are impacted on improvements and the improvement system include:</p> <ul style="list-style-type: none"> • office • purchasing • rewards (individual or team at all levels) • sales • marketing • maintenance • process/product • transport and logistics
Organizational knowledge	<p>Organizational knowledge should:</p> <ul style="list-style-type: none"> • be able to be quantified or otherwise modified to make its outcomes measurable or observable • be able to be expressed in an accessible and distributable form appropriate to the organization operations and stakeholders
Improvements	<p>Improvements may:</p> <ul style="list-style-type: none"> • be to process, plant, procedures or practice • include changes to ensure positive benefits to stakeholders are maintained
Manager	<p>Manager may include:</p> <ul style="list-style-type: none"> • any person who may have either a permanent or an ad hoc role in facilitating the function of multiple teams in a workplace, departments or entire organizations

Evidence Guide	
Critical Aspects of Competence	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> • critically review current continuous improvement processes • establish ongoing review of continuous improvement processes • implement improvements in the practice of continuous improvement • better align internal and external systems • gather data through interviews with stakeholders • review existing data • obtain additional data through a variety of techniques

	<ul style="list-style-type: none"> • communicate and negotiate at all levels within the organization
Underpinning Knowledge and Attitudes	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> • competitive systems and practices tools, including: • value stream mapping • 5S • Just in Time (JIT) • mistake proofing • process mapping • establishing customer pull • kaizen and kaizen blitz • setting of KPIs/metrics • identification and elimination of waste (muda) • continuous improvement processes including implementation, monitoring and evaluation strategies for a whole organization and its value stream • difference between breakthrough improvement and continuous improvement • organizational goals, processes and structure • approval processes within organization • cost/benefit analysis methods • methods of determining the impact of a change • advantages and disadvantages of communication media, methods and formats for different messages and audiences • customer perception of value • define, measure, analyze, improve, and control and sustain (DMAIC) process
Underpinning Skills	<p>Demonstrates skills to:</p> <ul style="list-style-type: none"> • undertaking self-directed problem solving and decision-making on issues of a broad and/or highly specialized nature and in highly varied and/or highly specialized contexts • communicating at all levels in the organization and value stream and to audiences of different levels of literacy and numeracy • analyzing current state/situation of the organization and value stream • determining and implementing the most appropriate method for capturing value stream improvements • collecting and interpreting data and qualitative information from a variety of sources • analyzing individually and collectively the implementation of competitive systems and practices tools in the organization and determining strategies for improved implementation • relating implementation and use of competitive systems and practices and continuous improvement to customer benefit

	<ul style="list-style-type: none"> • solving highly varied and highly specialized problems related to competitive systems and practices implementation and continuous improvement to root cause • negotiating with stakeholders, where required, to obtain information required for implementation and refinement of continuous improvements, including management, unions, value stream members, employees and members of the community • reviewing relevant metrics, including all those measures which might be used to determine the performance of the improvement system, including: <ul style="list-style-type: none"> – key performance indicators (KPIs) for existing processes – quality statistics – delivery timing and quantity statistics – process/equipment reliability ('uptime') – incident and non-conformance reports – implementing continuous improvement to support systems and areas, including maintenance, office, training and human resources
Resources Implication	<p>Access may be required to:</p> <ul style="list-style-type: none"> • workplace procedures and plans relevant to work area • specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee • documentation and information in relation to production, waste, overheads and hazard control/management • reports from supervisors/managers • case studies and scenarios to assess responses to contingencies
Methods of Assessment	<p>Competence in this unit may be assessed by using a combination of the following to generate evidence:</p> <ul style="list-style-type: none"> • demonstration in the workplace • suitable simulation • oral or written questioning to assess knowledge of principles and techniques associated with change management <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge</p>
Context of Assessment	<p>Assessment of performance must be undertaken in a workplace using or implementing one or more competitive systems and practices.</p>

Sector: Health
Sub-Sector: Nursing Care



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