

Role Profiles for Nursing Staff Working in Emergency Care Settings in Ireland

Version 2
August 2018

Staff Nurse

Clinical Facilitator

Shift Leader

GP Liaison

Nurse Manager

Clinical Nurse Manager 1



Foreword

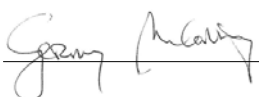
This document presents a suite of role profiles for various grades of nursing staff working within the Emergency Care setting in Ireland which are complementary to the HSE nationally agreed job descriptions for nursing staff grades. It replaces the previous version published by the National Emergency Medicine Programme (EMP) in January 2014. This version now presents the role profiles realigned to the new six Domains of Competence which have been recently introduced by the Nursing and Midwifery Board of Ireland (NMBI) as well as including three additional role profiles. The six roles outlined in this document represent 94% of the total nursing workforce employed in HSE Emergency settings in Ireland.

The role profiles support the requirement outlined in all HSE job descriptions which indicate that nurses must 'demonstrate practitioner competence and professionalism in order to carry out the duties and responsibilities of the role'. The National EMP Emergency Nursing Interest Group (ENIG) have developed these role profiles in order to provide additional and specific role details with regard to nurses practicing in Emergency Care environments across the country.

Each role profile outlines a role specific competency framework intended to guide various grades of emergency nurses towards achieving predetermined practice competencies to meet patients' needs in the challenging clinical environment of the emergency setting. It has been envisaged that the use of these role profiles will also support standardisation of emergency nursing competencies nationally, support professional development planning (PDP) and assist management in recruitment processes. The feedback and response to the three role profiles launched in January 2014 has been extremely positive and indicates that they are useful in meeting these predetermined objectives.

The role profiles were prepared by ENIG and co-ordinated by Ms Susanna Byrne, Service Planner for the EMP and Director, Nursing and Midwifery Planning and Development Unit, HSE Dublin South, Kildare & Wicklow. The EMP and the Office of the Nursing and Midwifery Services Director (ONMSD) are pleased to endorse these role profiles which have undergone extensive stakeholder consultation, and anticipate that nursing staff working within the emergency setting find them beneficial in their roles.

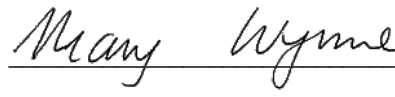
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Introduction

This document presents a suite of role profiles for the grades of Staff Nurse, Clinical Nurse Manager 1, Shift Leader, Clinical Facilitator, GP Liaison Nurse and Nurse Manager working within the Emergency Care setting. The role profiles are complementary to the HSE nationally agreed job descriptions for staff nurse (Grade code 2135); CNM 1 (Grade code 2127); CNM2 (Grade code 2119) and CNM 3 (Grade code 233X). These six nursing roles account for 94% of the total nursing workforce within the Emergency Care setting (Emergency Departments and Injury Units). Advanced Nurse Practitioners account for 5% of the total nursing workforce in emergency settings and guidance in relation to role profiles for these posts are addressed in the Emergency Medicine Programme (EMP) [Guide to Enhancing Advanced Nurse Practitioners across Emergency Care Networks in Ireland](#) (EMP 2013). The remaining nursing roles which are currently small in number include Clinical Nurse Specialist and Liaison nurses. These roles are based in the Emergency Care environment in some organisations and work outwards to inpatient areas. It is also acknowledged that many Clinical Nurse Specialist and Advanced Nurse Practitioner roles working within the hospital also can have a significant input to patient care within the Emergency Care environment.

It is recognised that there are nursing roles that will develop in response to the evolving model of emergency healthcare delivery such as roles to support integrated care across acute and community services as well as roles that work across the organisation from the emergency setting to the acute inpatient areas. The EMP is committed to developing this vision in terms of potential future nursing roles in Emergency Care settings. It is envisaged at this point in time that the [Department of Health Taskforce on Staffing and Skill Mix Phase II](#) (Emergency Care setting) will inform some of these developments. This document will be revised and updated in time to reflect these developments.

Background

The National EMP was established by the Health Service Executive's Clinical Strategy and Programmes Division in 2010 to develop a model of care to improve safety, quality, access and value in Emergency Medicine in Ireland. [The Report of the National Emergency Medicine Programme - A strategy to improve safety, quality, access and value](#) was subsequently published in 2012.

The EMP advocates a co-ordinated system of care within the Emergency Care setting which will facilitate the provision of high-quality patient care that is standardised and easily accessible with high levels of effectiveness and efficiency, accountability, sustainability, good staff morale and strong system resilience. An experienced and competent emergency nursing team is required to ensure the delivery of the highest quality of care for patients as described in the EMP Report.

The HSE nationally agreed job descriptions outline that nurses must 'demonstrate practitioner competence and professionalism in order to carry out the duties and responsibilities of the role'. In support of this, the Nursing work stream of the EMP - the Emergency Nursing Interest Group (ENIG) have developed role profiles that provide additional or specific role details with regard to nurses practicing in the Emergency Care environment. The EMP has also developed a

[framework to support the delivery and recording of Nursing Care in Emergency Care Networks in Ireland](#) to guide nursing practice.

The development of the role profiles involved wide consultation with key stakeholders working in the Emergency Care setting through ENIG as well as HSE HR department and the Hospital Group Directors of Nursing. It is envisaged that these role profiles will assist by:

- ✓ Providing clarity for the emergency nursing staff and supporting the standardisation of competencies required by nurses working in Emergency Care settings nationally
- ✓ Ensuring provision of standard and quality care
- ✓ Supporting the enhancement of patient safety
- ✓ Supporting implementation of performance management in the future
- ✓ Supporting future recruitment processes (built into professional knowledge identification at interview)

The role profiles present a specific competency framework intended to guide each staff grade towards achieving predetermined practice competencies to meet patients' needs in the challenging clinical environment of the Emergency Care setting. The Nursing and Midwifery Board of Ireland (NMBI) have recently refined the required domains of competence for registration and have now defined six domains of competence which each nurse and midwife must demonstrate in order to be registered to practice. These six domains of competence are used in each role profile as the building blocks for competence development.

- Domain 1: Professional values and conduct of the nurse competences**
- Domain 2: Nursing practice and clinical decision-making competences**
- Domain 3: Knowledge and cognitive competences**
- Domain 4: Communication and interpersonal competences**
- Domain 5: Management and team competences**
- Domain 6: Leadership potential and professional scholarship competences**

Each domain of competence consists of **performance criteria** and their relevant **behavioural indicators**. A behavioural indicator is a statement of the behaviour that would be observed when effective competence is demonstrated. The indicators are not intended to be complete or all-inclusive but should be interpreted in the context of the specific practice setting (in this case the Emergency Care setting) and may be further developed to address specific contexts of practice and required competencies.

High level descriptor of Nursing Roles in the Emergency Care setting

The competencies outlined within each role profile reflect both the common and role specific competencies for nurses working in various roles within the Emergency Care setting.

Staff Nurse	The Staff Nurse represents the largest group of nursing staff working in the Emergency Care setting and is responsible for providing 24/7 nursing care which involves assessment, planning, implementation and evaluation of nursing care to an increasingly complex cohort of undifferentiated undiagnosed patients.
	The Clinical Nurse Manager 1 is responsible for providing clinical and professional leadership to the nursing/midwifery team. This role is responsible for ensuring that high standards for healthcare is implemented and monitored in the provision of nursing care within the Emergency Care setting.
CNM 1	The Shift Leader in the Emergency Care setting has a pivotal role in co-ordination and management of activity and resources within the clinical area on a day-to-day basis. The main responsibilities are ensuring delivery of safe quality patient care, resource management, service provision, staffing and staff development, facilitating communication and providing professional and clinical leadership. The competencies of the shift leader overlap with many of those included in the EMP Role Profile for an ED Nurse Manager as many of the elements of the ED Nurse Manager role are also performed or supported by the ED Shift Leader in the course of their daily work.
CNM 2	The Clinical Facilitator role is at CNM 2 grade with the purpose of providing clinical support to nurses and the wider Emergency Care team to ensure that they are competent skilled and professional members of the multi-disciplinary team. The role focuses on supporting nurses to develop clinical skills and competencies, in order to fulfil their roles and responsibilities in a continuously evolving health service.
	The GP Liaison role is at CNM 2 grade and provides an opportunity to develop and strengthen links with personnel providing primary health and social care. The role provides a vital link between the Emergency Care setting, GP's/ Community Liaison and community care services. The role supports the provision of high quality care and follow up for patients and families through good communication links with the community care services.
CNM 3	The ED Nurse Manager applies specially focused knowledge and skills to manage and lead a high quality service for emergency patients. The role encompasses key result areas including service planning in terms of needs analysis, activities, targets and priorities, ensuring delivery of safe quality patient care and deployment of resources to include budgeting and workforce planning. The ED nurse manager acts as a focal service contact point and primary liaison person with other disciplines and service collaborators and provides direction, support and supervision to frontline staff in the discharge of their roles and promotion of evidence-based clinical decision making.

ROLE PROFILE **STAFF NURSE** in the Emergency Setting (Grade code 2135 Staff Nurse)

Domain 1: Professional Values and conduct of the nurse competences

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Practices within the legislation, professional regulation and guidelines relevant to his/her Scope of Practice in the Emergency Care setting. b) Understands and adheres to the role of the HSE in safeguarding children and vulnerable adults who present to the Emergency Care setting. c) Partakes in the assessment of the individual who presents for Emergency Care, and plans safe, effective care from this assessment, based on best evidence-based practice. d) Understands limitation of own professional practice, the hazards of common nursing interventions, including medication and seeks advice when unsure. e) Understands and adheres to the principles of safe practice in health and social care and can recognise and respond appropriately. f) Utilises both local and national Protocols, Policy, Procedures and Guidelines (PPPGs) that are relevant to his/her area of practice when providing patient care. g) Adheres to best practice in the management of patient safety, risk assessment, risk minimisation and risk management.
Performance Criteria	Behavioural Indicators
1.2 Practice Compassionately	a) Advocates with and on the behalf of the patient to protect their rights and wishes. b) Practices with cognisance and respect for diversity, equality, tolerance and accessibility to healthcare. c) Exhibits virtues of kindness, empathy and compassion when carrying out day to day duties within the Emergency Care setting. d) Demonstrates integrity and ethical stance when delivering care to patients and interacting with family/next of kin. e) Respects and understands the patient's care needs across their life continuum and acts proactively to meet these needs. f) Promotes patient empowerment and partnership through consultation, information sharing, right to choice and informed consent.
Performance Criteria	Behavioural Indicators
1.3 Practice Professionally, responsibly and accountably	a) Possesses personal and professional responsibility, level of authority and lines of accountability when carrying out patient care. b) Demonstrates knowledge of, and implements the philosophies, policies, protocols and clinical guidelines of the healthcare institution and those specific to the Emergency Care setting. c) Determines own Scope of Practice using the principles in the Scope of Nursing and Midwifery Practice Framework document (Nursing & Midwifery Board of Ireland 2015) and works collaboratively with their Line Manager to further develop personal scope of practice to meet identified personal and service needs. d) Possesses comprehensive knowledge of ethical principles and the Code of Professional Conduct within the Scope of Professional Practice in the delivery of care within the Emergency Care setting. e) Participates in the teaching and preceptorship of nursing students on the placement within the Emergency Care setting. f) If required to delegate tasks to other healthcare personnel, the Staff Nurse abides by the principles of delegation and supervision when assigning duties to others as per scope of practice. g) Assists in the maintaining of necessary clinical and administrative records and ensures compliance with legal requirements within the Emergency Care setting including completion of risk assessments and incident reports as appropriate. h) Seeks advice and consultation from other colleagues and professionals when required and likewise returns advice and consultation to colleagues. i) Accepts accountability and responsibility for consequences of own actions, or omissions in caring for the patient within the Emergency Care setting.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Identifies and addresses the specific needs of the patients allocated to their care that present to the Emergency Care setting with empathy and respect. b) Carries out a holistic assessment of the patient and their needs taking into consideration the lifelong continuum. c) Performs a holistic assessment based on agreed models of care and using validated assessment tools e.g. Manchester Triage Systems, Early Warning System tools as appropriate to the demographic, Glasgow Coma Score and Pain assessment tools. d) Performs patient assessment procedures within own Scope of Practice and clinical judgement as required to gain a better insight into the patient's condition e.g. venepuncture, MSU, ECGs and documents and report's findings as appropriate. e) Integrates and applies knowledge of acute life and/or limb threatening conditions into holistic patient assessment. f) Respects the person's ability to maintain their own concordance and compliance with treatments prescribed.
Performance Criteria	Behavioural Indicators
2.2 Plan and Prioritise person centred nursing care	a) Performs holistic, person centred care and supports this care in the use of validated assessment tools in order to gain a full picture of the patient. b) Interprets data accurately and comprehensively to aid in the patient's diagnosis and treatment plan. c) Prioritises care of the emergency patient based on the immediate needs and best/evidence-based practice and escalates patient care within appropriate time frame. d) Plans for appropriate and timely consultation by members of the multidisciplinary team (MDT) with reference to patient acuity, dependency and predicted clinical outcome. e) Documents a clear plan of the patients' care. f) Involves the patient and where appropriate family/next of kin in formulating the plan of care. g) Refers to protocols governing receipt of patients from pre-hospital ambulance service, the length of stay within the Emergency Care setting, transfer of the patient to the ward or discharge home. h) Abides by the principles of patient autonomy, seeing the patient as an individual, with unique care needs and acts in the individual's best interests when planning person centred care and is a role model to staff in promoting this approach to care provision.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Delivers and promotes the use of person centred care through the principles of using the nursing process framework and Informed Consent. b) Provides person centred nursing care by actively communicating the results of any interventions carried out on the patient to enhance collaboration, decision-making and planning of care. c) Provides appropriate interventions for persons attending the Emergency Care setting within his/her own Scope of practice. d) Adheres to professional practice guidelines in the management and administration of all medications. e) Adheres to best practice and PPPGs for infection prevention and control when delivering patient care. f) Is knowledgeable and competent in delivering care for patients on different pathways/protocols e.g. stroke, MI, head injury and manages care as per National/Hospital guidelines. g) Uses opportunities to promote good health and wellbeing when interacting with the patient as appropriate. h) Creates and maintains a safe and comfortable environment that provides for the holistic care needs of the patient and the family/next of kin including end of life care when required.

Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Assesses, reassesses and evaluates the care that is delivered to the patient, as well as the practices and clinical standards within the Emergency Care setting and isn't afraid to alter or change direction to best meet the patient's needs and wishes. b) Continually evaluates the effectiveness of the interventions carried out and compares actual with anticipated outcomes using assessment tools and clinical judgement as appropriate. c) Proactively partakes in safe, efficient and timely discharge planning and patient flow within the organisation as appropriate.
Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Demonstrates evidence-based clinical judgement and decision-making skills while delivering care in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Acts within the best interest of the patient, bearing in mind hazards, risks, capacity, and vulnerability and addresses these needs within available resources/networks/Scope of Practice. c) Uses critical thinking and logic when considering a patient's individual needs within the Emergency Care setting, generates a solution and is able to anticipate the impact of that solution. d) Partakes in the decision-making process in a timely and effectively manner taking into account the information available within the context of a challenging environment. e) Provides evidence-based rationale to modify and individualise the care plan according to evaluation findings. f) Knows own limitations and seeks guidance where appropriate.

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Possesses knowledge of the core concepts of health and wellbeing, altered health disease and disability and is able to relate this knowledge in a meaningful way to the patient in the Emergency Care setting. b) Possess sound knowledge of the legislation and health policies underpinning the care and patient pathways within the Emergency Care setting. c) Has a good understanding of their patient demographic and epidemiology and plans care with this knowledge. d) Has a good understanding of the sociology of the family and how this will impact on care provision. e) Possesses sound knowledge of local procedures and protocols and displays this knowledge when rendering patient care. f) Possesses good knowledge in relation to medication administered within the Emergency Care setting, their mode of action, side effects and contra-indications. g) Is aware of the principles of quality and safety and works within these principles to provide good quality safe patient care. h) Is aware of and forges links with various members of the Emergency Care team to ensure seamless care provision.

Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Practices with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Is able to critically think and weigh up decisions bearing in mind safety, autonomy, patient and family/Next of Kin wishes. c) Demonstrates the ability to recognise and report practice that is unsafe or unethical. d) Acknowledges mistakes and implements proactive measures to prevent reoccurrence. e) Is aware of, and takes an interest in, the various audits and measurement that are carried out within the Emergency Care setting and can relate these results in a meaningful way to the care that is provided within the department.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Communicates in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Articulates and advocates for the patient who may not be able to voice their needs due to communication barriers e.g. deafness, language barrier, aphasia, critical condition, cognitive impairment, and does so in a manner that maintains patient dignity, respect and autonomy. c) Safeguards and ensures confidentiality, privacy and informed consent for the Emergency Care patient. d) Demonstrates strong listening and sensing skills and possesses the ability to read and respond to emotional situations and resolve conflict at an early stage in a safe manner. e) Possesses emotional intelligence to respond in situations where empathy is required for the patient and their family/carer, in times of end of life care or devastating diagnosis. f) Is aware of the principles of Open Disclosure and supports the practice of these principles.
Performance Criteria	Behavioural Indicators
4.2 Communicate effectively with the health care team	a) Practices within the principles of effective communication with other health and social care professionals within the Emergency Care setting. b) Understands the interdependence of nursing with other professionals required to deliver the best patient service. c) Upholds the principles of advocacy and negotiation with other health care professions to ensure the rights, beliefs and wishes of the patient are respected and upheld. d) Establishes a good working relationship with MDT members in consultation with the patient to allow for collaboration on decision-making concerning patient care. e) Can articulate a compelling case to positively influence the thinking of others. f) Ensure accurate and timely transfer of information in relation to pre-hospital Emergency Care/ambulance staff using policies and guidelines promoted by the National Emergency Medicine Programme (EMP) and Pre Hospital Emergency Care Council (PHECC). g) Maintains accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for Healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0). h) Adheres to the principles of reporting, recording and documenting episodes of patient care and interaction within the relevant health care record.

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Conducts work in the ethos of collaborative practice, team work, and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the Emergency Care setting and within the outside agencies linked to the provision of that patients care. b) Contributes to the overall mission and goal of the Emergency Care setting. c) Respects everyone's role and the expertise that they bring to patient care and understands the importance of culture and good working relationships. d) Aids in the creation of a positive working environment which is respectful of the interdisciplinary, interdepartmental and inter-organisational relationships. e) In conjunction with the patient, seeks to determine individual choices and preferences regarding the personal care plan. f) Liaises and works with agencies providing care for the emergency patient e.g. Liaison Psychiatry, Crisis Intervention Team (CIT), primary care teams, pre-hospital emergency services support agencies. g) Educates the patient regarding relevant focus groups/networks that they can avail of.
Performance Criteria	Behavioural Indicators
5.2 Manage team, others and self safely	a) Displays a culture of person centeredness within the ED in identifying and meeting patient's needs. b) Is a positive team member, builds relationships and strengths with their colleagues and works to improve the team process. c) Assumes responsibility for effectively managing and supporting more junior staff, nursing students and nursing support staff delegated to their supervision. d) Possesses skills to de-escalate tension using a respectful, neutral and calm approach and deals with unexpected events in a logical supportive manner. e) Maintains a disciplined and professional level of performance under sustained situational pressure and demonstrates resilience and composure in stressful, high tension situations. f) Upholds the principles for working within a safe environment, identifies risks and reports adverse incidents as per local policy. g) Follows and adheres to Hygiene; Health and Safety; Infection Prevention and Control standards and guidelines.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Demonstrates self-awareness, resilience, composure and openness to change within the Emergency Care setting. b) Is a role model to others in relation to patient safety, dignity and person-centeredness and recognises the requirement for team work with other disciplines in the Emergency Care setting in the provision person centred care. c) Responds in an organised and calm manner to unexpected events and prioritises actions and resources in consultation with the Emergency Care team. d) Looks ahead and anticipates service pressures and potential care needs. e) Helps develop and articulate the vision and objectives of the Emergency Care setting. f) Holds an appropriate and effective set of managerial values and beliefs and behaves in line with those beliefs. g) Develops professional links and networking with other professionals practicing in the Emergency Care setting. h) Ensures that learning is a normal part of the working day and contribute to the learning opportunities both formal and informal within the Emergency Care setting. i) Provides supervision and assistance in the development of knowledge, skills and attitudes of staff and assigned students. j) Demonstrates the ability to embrace the evolving role of the Staff Nurse in the Emergency Care setting and objectively evaluates emergency nursing practice.

Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Acknowledges the need for personal and professional development and demonstrates a commitment to continuous professional development. b) Participates in and accepts personal responsibility for on-going professional development. c) Actively undertakes reflective practice from experience within the Emergency Care setting and learns as part of their own professional development. d) Demonstrates high standards of practice in own work areas and acts as a professional role model for staff. e) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. f) Actively addresses gaps in their own knowledge to improve patient experience and quality of care provision. g) Participates in quality improvement initiatives and audits and uses the knowledge gained to enhance the nursing care of the emergency patient. h) Contributes to the learning experience of colleagues through a supportive and collaborative framework. i) Collaborates with other multi-disciplinary team members who have expert knowledge in providing best practice and establishing a forum for delivery of education.

ROLE PROFILE **CLINICAL NURSE MANAGER 1** in the Emergency Setting

(Grade code 2127 CNM 1)

Domain 1: Professional values and conduct of the nurse competences.

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Practices within the legislation, professional regulation and guidelines relevant to his/her scope of practice in the Emergency Care setting. b) Understands and adheres to the role of the HSE in Safe Guarding the Vulnerable Person and actively engages with agencies that aid in this safe guarding such as, the Social Care Division, TUSLA, Public Health, GP, HIQA, An Garda Siochana and other community based services. c) Partakes in the assessment of the individual, especially those who present with complex needs and plans safe, effective care from this assessment. d) Understands limitation of own professional practice, the hazards of common nursing interventions, including medication and seeks advice when unsure. e) Is cognisant of the limitations of other professional practice and supports caring within staff's own Scope of Practice. f) Understands and adheres to the principles of safe practice in health and social care and can recognise and respond appropriately. g) Ensures that the patient care environment and equipment is maintained to the appropriate standard. h) Supports, advises on and implements Protocols, Policy, Procedures and Guidelines (PPPGs) that are relevant to his/her area of practices.
Performance Criteria	Behavioural Indicators
1.2 Practice Compassionately	a) Advocates with and on the behalf of the patient to protect their rights and wishes. b) Practices with cognisance and respect for diversity, equality, tolerance and accessibility to healthcare. c) Promotes virtues of kindness, empathy and compassion when carrying out their day to day duties within the Emergency Care setting. d) Demonstrates integrity and ethical stance and expects and supports the same from staff within the Emergency Care setting. e) Respects and understands the patient's care needs across their life continuum and acts proactively to meet these needs. f) Promotes patient empowerment and partnership through consultation, information sharing, right to choice and informed consent.
Performance Criteria	Behavioural Indicators
1.3 Practice Professionally, responsibly and accountably	a) Possesses personal and professional responsibility, level of authority and lines of accountability when carrying out patient care. b) Is proactive and flexible in problem solving staff shortages, skill mix and demands when required within the context of the Emergency Care setting. c) Seeks advice and consultation from other colleagues and professionals when required and likewise returns advice and consultation to colleagues. d) Integrates accurate and comprehensive knowledge of ethical principles and the Code of Professional Conduct within the Scope of Professional Practice in the delivery of care within the Emergency Care setting. e) Abides by the principles of delegation and supervision when required, assigning duties to others within the Emergency Care setting taking into account strengths, weakness and development needs of staff. f) Participates actively in the nursing management process in the provision of safe patient care when 'acting up' as the senior decision maker and promotes high standards in the operational running of the Unit. g) Assists in the maintaining of necessary clinical and administrative records and ensures compliance with legal requirements within the Emergency Care setting including completion of risk assessments and incident reports as appropriate.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Identifies and addresses the specific needs of the patients that present to the Emergency Care setting with empathy and respect. b) Carries out a holistic assessment of the patient and their needs and links with the relevant professionals to address these needs. c) Endorses and encourages colleagues in performing holistic, person centred care and supports them in the use of validated assessment tools in order to gain a full picture of the patient. d) Manages own caseload in accordance with the needs of the department/unit and the service and can anticipate clinical problems or issues and takes proactive action. e) Promotes health and well being and secondary prevention prior to patient discharge and links the patient to services if required/desired. f) Respects the person's ability to maintain their own concordance and compliance with treatments prescribed. Ensures that learning is a normal part of the working day and contribute to the learning opportunities within the Emergency Care setting. g) Offers feedback, advice and supervision when required to enhance the learning environment.
Performance Criteria	Behavioural Indicators
2.2 Plan and Prioritise person centred nursing care	a) Skilfully manages patients with complex care needs with knowledge and expertise to achieve the best patient outcomes using a person centred approach to care. b) Plans and deliver care in partnership with the patient and their families/Next of Kin, members of the multidisciplinary team and community colleagues. c) Abides by the principles of patient autonomy seeing the patient as an individual, with unique care needs and acts in the individual's best interests when planning person centred care and is a role model to staff in promoting this approach to care provision.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Delivers and promotes the use of person centred care through the principles of using the nursing process framework and Informed Consent. b) Actively communicates the results of any interventions carried out on the patient to enhance collaboration, decision-making and planning of care. c) Takes in to account and manages factors that may affect safe discharge planning in persons deemed vulnerable and acts within the legislation to support this patient cohort.
Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Participates in the co-ordination, assessment, planning, implementation and review of care for service users according to service standards. b) Assesses, reassesses and evaluates the care that is delivered to the patient, as well as the practices and clinical standards within the Emergency Care setting and isn't afraid to alter or change direction to best meet the patient's needs and wishes. c) Proactively partakes in safe, efficient and timely discharge planning and patient flow within the organisation. d) Follows up on care where required and puts in place the appropriate process to enable this follow up. Regularly reviews service user's satisfaction with the service and aids in addressing issues that arise proactively. e) Aids in the creation of structures, links and forums with external health care professionals to allow for evaluation of services provided.

Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Demonstrates evidence-based clinical judgement and decision-making skills while delivering care in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Acts within the best interest of the patient, bearing in mind hazards, risks, capacity, and vulnerability and addresses these needs within available resources/networks. c) Uses critical thinking and logic when considering a patient's individual needs within the Emergency Care setting, generates a solution and is able to anticipate the impact of that solution. d) Makes decisions in a timely and effectively manner taking into account the information available within the context of a challenging environment. e) Monitors workload pressures on staff, skill mix and intervenes and makes changes in consultation with the CNM2 as appropriate. f) Utilises sound clinical judgement skills when delegating duties within the Emergency Care setting ensuring maximum resource utilisation

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Possesses knowledge of the core concepts of health and wellbeing, altered health disease and disability and is able to relate this knowledge in a meaningful way to the patient in the Emergency Care setting. b) Has a good understanding of their patient demographic and epidemiology and plans care with this knowledge. Has a good understanding of the sociology of the family and how this will impact on care provision. c) Acts as a preceptor, mentor for junior staff d) Facilitates the learning needs of junior staff, Health Care Assistants and students and supports a learning environment for all staff within the Emergency Care setting
Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Practices with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Is able to critically think and weigh up decisions bearing in mind safety, autonomy, patient and family/Next of Kin wishes. c) Ensures that their actions and behaviours are reflected within the ethos of the Emergency Care environment. d) Is able to recognise and take action when poor professional practice is observed. e) Assesses and monitors trends through collection and analysis of activity and data keeping CNM2, CNM3, other team members and Senior Management team up to date on identified trends in order to positively influence care provision. f) Acknowledges mistakes and implements proactive measures to prevent reoccurrence. g) Provides the necessary co-ordination and deployment of staff and resources taking into account fluctuations in activity and skill mix within the service at that time as part of the Nursing Management team.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Communicates in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Articulates and advocates for the patient and junior staff members who may not be able to voice their needs. c) Safeguards and ensures confidentiality, privacy and informed consent for the Emergency Care patient. d) Assists patients in a professional manner and promotes this practice amongst staff within the Emergency Care setting. e) Welcomes feedback from the service users and their family's perspective, communicates this information back to staff and encourages identified areas of good practice and care whilst collaborating to implement suggested improvements. f) Is aware of and practices the principles of Open Disclosure when necessary.
Performance Criteria	Behavioural Indicators
4.2 Communicate effectively with the health care team	a) Practices within the principles of effective communication with other health and social care professionals within the Emergency Care setting, the organisation and the community. b) Upholds the principles of advocacy and negotiation with other health care professions to ensure the rights, beliefs and wishes of the patient are respected and upheld. c) Maintains communication and collaboration networks on a proactive basis to support patient flow, early supported safe discharge and social care needs. d) Collaborates with the CNM2, CNM3 and other team members and Senior Nursing Management team in preparing, implementing and evaluating service plans for the clinical area. e) Participates at regular interdepartmental meetings for staff communication and is receptive and respectful of contributions made to improve the Emergency Care environment. f) Adheres to the principles of reporting, recording and documenting episodes of patient care and interaction within the relevant health care record. g) Maintains accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0).

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Conducts work in the ethos of collaborative practice, team work, and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the Emergency Care setting and within the outside agencies linked to the provision of that patients' care. b) Works collaboratively within the Emergency Care setting, hospital and with other health care workers in the community to provide expert seamless patient care. c) Respects everyone's role and the expertise that they bring to patient care and understands the importance of culture and good working relationships. d) Aids in the creation of a positive working environment which is respectful of the interdisciplinary, interdepartmental and inter-organisational relationships. e) Nurtures and supports an environment conducive to learning and safety for all staff in the Emergency Care setting.

Performance Criteria	Behavioural Indicators
5.2 Manage team, others and self safely	a) Encourages a culture of person-centeredness within the ED in identifying and meeting patient's needs. b) Is a positive team member, builds relationships and strengths with their colleagues and deliberately monitors and works to improve the team process. c) Serves as a role model in their work practices to others in the Emergency Care setting. d) Identifies areas of improvement and works collaboratively with the interdisciplinary team to improve standards. e) Maintains an objective position when encountering differences of opinion or conflict. f) Possesses skills to de-escalate tension using a respectful and calm approach and deals with unexpected events in a logical supportive manner. g) Works independently within the team, managing risk safely and proactively as it arises. h) Coordinates, delegates and supervises others within the team as appropriate, bearing in mind the task and the person's Scope of Practice and is able to take charge when no Shift leader is available and for short periods during each shift. i) Collaborates with team members and CNM 2 to evaluate care provided within the Emergency Care setting and encourages staff initiatives, recognises positive performance and intervenes if standards fall. j) Upholds and instils the principles for working within a safe environment.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Demonstrates self-awareness, resilience, composure and openness to change within the Emergency Care setting. b) Develops staff to their full potential by developing authority and responsibility within professional limits thus improving staff morale and development. c) Is a role model to others when it comes to patient safety, dignity, competency in clinical practice and person-centeredness. d) Exhibits a good level of professional and clinical leadership capabilities and is aware of the impact these capabilities have within the Emergency Care setting. e) Responds in an organised and calm manner to unexpected events and prioritises actions and resources in consultation with CNM 2 and/or Nursing Management. f) Provides supervision and assistance in the development of knowledge, skills and attitudes of staff and assigned students. g) Ensures that learning is a normal part of the working day and contributes to the learning opportunities both formal and informal within the Emergency Care setting. h) Provide feedback and participates at local, national and international forums as an expert in their field. i) Encourages reflective practice and learning and actively participates in performance review. j) Supports the Clinical Care Programmes and the EMP model of care to enhance patient experience. k) Helps develop and articulate the vision and objectives of the Emergency Care setting. l) Offers feedback, advice and supervision when required to enhance the learning environment.
Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Stimulates and supports clinical and research initiatives to improve care. b) Acknowledges the need for personal and professional development and demonstrates a commitment to Continuing Professional Development (CPD). c) Participates in and accepts personal responsibility for on-going professional development. d) Actively undertakes reflective practice and learning as part of their own professional development. e) Demonstrates high standards of practice in own work areas and acts as a professional role model for staff. f) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. g) Actively addresses gaps in one's own knowledge to improve patient experience and quality of care provision.

ROLE PROFILE **Shift Leader** in the Emergency Setting

(Grade code CNM 1/CNM2 – 2127/2119)

Domain 1: Professional Values and conduct of the nurse competences

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Practices within the legislation, professional regulation and guidelines relevant to his/her scope of practice in the Emergency Care setting. b) Understands and adheres to the role of the HSE in Safe Guarding the Vulnerable Person and actively engages with agencies that aid in this safe guarding such as, the Social Care Division, TUSLA, Public Health, GP, HIQA, An Garda Siochana and other community based services. c) Integrates accurate and comprehensive knowledge of ethical principles and the Code of Professional Conduct within the Scope of Professional Practice in the delivery of emergency nursing care. d) Understands limitation of own Profession Practice, the hazards of common nursing interventions, including medication and seeks advice when unsure. e) Understands the limitations of others professional practice and supports caring within staff's own Scope of Practice. f) Understands and adheres to the principles of safe practice in health and social care and can recognise and responds appropriately. g) Promotes and supports the utilisation of evidence-based Emergency Care to improve patient outcomes, reduce variation in practice and informs and improves quality of clinical decisions. h) Adheres to and promotes best practice in the management of patient safety, risk assessment, infection prevention and control, risk minimisation and risk management and promotes safety at all times. i) Monitors, responds to and manages and/or reports all incidences, unsafe or unprofessional practices within the Emergency Care setting.
Performance Criteria	Behavioural Indicators
1.2 Practice Compassionately	a) Advocates with and on the behalf of the patient to protect their rights and wishes and has respect for diversity, equality, tolerance and accessibility to healthcare. b) Holds an appropriate set of professional values and beliefs and behaves in line with these values, guided by the Code of Professional Conduct for each Nurse and Midwife (NMBI 2014). c) Promotes virtues of kindness, empathy and compassion when carrying out their day to day duties within the Emergency Care setting. d) Demonstrates integrity and ethical stance and expects and supports the same from staff within the Emergency Care setting, taking prompt action in the management of unethical or unprofessional practices. e) Respects and understands the patient's care needs across their life continuum and acts proactively to meet these needs. f) Promotes patient empowerment and partnership through consultation, information sharing, right to choice and informed consent.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Endorses and encourages colleagues in performing holistic, person centred care and supports them in the use of validated assessment tools in order to gain a full picture of the patient. b) Supports clinical nursing staff in the use of validated assessment tools, e.g. Manchester Triage System, Glasgow Coma Score, pain assessment tools, Early Warning Scores, Sepsis Screening, EMP clinical tools etc. c) Acts as a role model at all times, provides support and monitors clinical staff in performing assessment of the emergency patient, interpretation of data and integration of knowledge. d) Assists junior nursing staff in planning for appropriate and timely consultation by members of the Multidisciplinary Team (MDT) with reference to patient acuity, based on expected outcomes for clinical condition and outlines the requirement for timely management of patient care. e) Manages the workload of the department by assisting staff in the implementation of plan of care for the emergency patients and highlights the importance of reassessment of the patient to ensure goals set and Emergency Care targets are met. f) Actively and efficiently recognises and addresses staff issues as they emerge. g) Ensures adherence to professional practice guidelines in the management of patients who present as a result of violence or abuse or in the case of a child has child protection issues. h) Promotes health and well being and secondary prevention prior to patient discharge and links the patient to services if required/desired.
Performance Criteria	Behavioural Indicators
2.2 Plan and Prioritise person centred nursing care	a) Supports the emergency nurse in prioritising care of the emergency patient based on their immediate needs and best/evidence-based practice advocating a person centred approach to care provision. b) Skilfully manages patient caseload and staff skill mix with knowledge and expertise to achieve the best patient outcomes using a person centred approach to care c) Takes an overview of complex problems before generating a solution and anticipates the impact of different solutions within the Emergency Care setting, making decisions in a timely manner despite the constraints of a pressurised environment. d) Abides by the principles of patient autonomy seeing the patient as an individual, with unique care needs and acts in the individuals' best interests when planning person centred care and is a role model to staff in promoting this approach to care provision.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Delivers and promotes the use of person centred care through the principles of using the nursing process framework b) Actively communicates the results of any interventions carried out to the patient to enhance collaboration, decision-making and planning of care. c) Ensures nursing staff provide appropriate interventions for patients within the Emergency Care setting e.g. IV cannulation, application of casts, medication administration guided by medication protocols, male catheterisation etc. d) Uses opportunities and guidance from the Emergency Medicine Programme and other relevant National Clinical Programmes to promote the use of evidence-based practice and best practice standards for the emergency patient by all staff. e) Monitors the environment to ensure nursing staff create and maintain a safe and comfortable environment that provides for the holistic needs of the emergency patient (in a family centred care manner where appropriate). This includes care of the dying patient and end of life patient care. f) Advocates the promotion of health and wellbeing to all emergency patients g) Advocates patient involvement in their plan of care, or in the situation of the child, promoting a family centred care approach.

Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Participates in the co-ordination, assessment, planning, implementation and review of care for service users according to service. b) Assesses, reassesses and evaluates the care that is delivered to the patient, as well as the practices and clinical standards within the Emergency Care setting and isn't afraid to alter or change direction to best meet the patient's needs and wishes. c) Ensures nurses are assessing the effectiveness of their emergency nursing care in achieving planned outcomes and continually evaluating the outcomes of the care they deliver against the expected outcomes anticipated. d) Follows up on care where required and puts in place the appropriate process to enable this follow up. e) Monitors /audits and ensures adherence to professional practice guidelines, local policies and standards by qualified staff that are authorised to prescribe medicinal products and ionising radiation. f) Monitors and audits care planning documentation for the emergency patient ensuring the provision of evidence-based rationale is used to modify and individualise care plans according to evaluation findings.
Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Demonstrates evidence-based clinical judgement and decision-making skills while delivering care in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Acts within the best interest of the patient, bearing in mind hazards, risks, capacity, vulnerability and addresses these needs within available resources/networks. c) Uses analysis and logic in considering problems and issues that present to the Emergency Care setting and generates a solution to meet the needs of the service user and the staff in the department. d) Makes decisions in a timely and effective manner taking into account the information available within the context of a challenging environment. e) Monitors workload pressures on staff, skill mix and intervenes and makes changes in consultation with the CNM2 as appropriate. f) Utilises sound clinical judgement skills when delegating duties within the Emergency Care setting ensuring maximum resource utilisation.

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Possesses knowledge of the core concepts of health and wellbeing, altered health disease and disability and is able to relate this knowledge in a meaningful way to the patient in the Emergency Care setting. b) Has a good understanding of their patient demographic and epidemiology and plans care within the Emergency Care setting with this knowledge. c) Has a good understanding of the sociology of the family and how this will impact on care provision. d) Demonstrates good problem solving skills enhanced by previous experiences within the Emergency Care setting. e) Monitors and scans the environment non-invasively, making sure everything is running smoothly in conjunction with the CNM2.

Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Practices with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Is able to critically think and weigh up decisions bearing in mind safety, autonomy, patient and family/Next of Kin wishes. c) Ensures that their actions and behaviours are reflected within the ethos of the Emergency Care environment. d) Is able to recognise and take action when poor professional practice is observed. e) Values, promotes and establishes reflective practice as an integral part of nursing. f) Acknowledges mistakes and implements proactive measures to prevent reoccurrence. g) Provides the necessary co-ordination and deployment of staff and resources taking into account fluctuations in activity and skill mix within the service at that time.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Communicates in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Articulates and advocates for the patient who may not be able to voice their needs and encourages this advocacy amongst staff. c) Safeguards and ensures confidentiality, privacy and informed consent for the emergency care patient. d) Assists patients in a professional manner and promotes this practice amongst staff within the Emergency Care setting. e) Welcomes feedback from the service users and their families' perspective, communicates this information back to staff and encourages identified areas of good practice and care whilst collaborating to implement suggested improvements. f) Promotes the education of emergency patients regarding relevant focus groups/networks that they can avail of. g) Is aware of; and practices the principles of Open Disclosure and informed consent when necessary and upholds the principles of privacy, dignity and shared decision making in all patient interactions.
Performance Criteria	Behavioural Indicators
4.2 Communicate effectively with the health care team	a) Practices within the principles of effective communication with other health and social care professionals within the Emergency Care setting, the organisation and the community. b) Upholds the principles of advocacy and negotiation with other health care professions to ensure the rights, beliefs and wishes of the patient are respected and upheld. c) Maintains communication and collaboration networks on a proactive basis to support patient flow, early supported safe discharge and social care needs. d) Constructs effective written and oral communications that are appropriate to the target audience. e) Provides a regular forum for staff communication e.g. Conduction regular meetings and facilitating 'huddle' sessions to problem solve and improve quality and patient safety. f) Adheres to the principles of reporting, recording and documenting episodes of patient care and interaction within the relevant health care record. g) Maintains accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0).

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Conducts work in the ethos of collaborative practice, team work, and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the Emergency Care setting and within the outside agencies linked to the provision of that patients care. b) Works collaboratively within the Emergency Care setting, hospital and with health care workers in the community to provide expert seamless patient care, effective patient flow and care that is in line with National Standards for Better, Safer Healthcare (HIQA 2012). c) Advocates learning to work in a multidisciplinary manner to design and provide patient care. d) Advocates the provision of emotional and social support by relevant ED team members to the emergency patient and their families/carers. e) Respects everyone's' role and the expertise that they bring to patient care and understands the importance of culture and good working relationships.
5.2 Manage team, others and self safely	a) Is a positive team member, builds relationships and strengths with their colleagues and deliberately monitors and works to improve the team process. b) Serves as a role model in their work practices to others in the Emergency Care setting. c) Identifies areas of improvement and works collaboratively with the interdisciplinary team to improve standards d) Maintains an objective position when encountering differences of opinion or conflict and creates a positive, respectful working environment. e) Possesses skills to de-escalate tension using a respectful and calm approach and deals with unexpected events in a logical supportive manner. f) Coordinates, delegates and provides supervision to others within the team as appropriate, bearing in mind the task and the person's Scope of Practice. g) Contributes to, and leads on, the overall purpose and objectives of the Emergency Care setting and the organisation as a whole. h) Upholds and instils the principles for working within a safe environment. i) Plans and maintains staff rotas and ensures alignment of available resources to match demand and is resourceful in resolving staff shortages or skill mix concerns. j) Identifies, reports and manages risks proactively to reduce the risk of harm or injury.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Demonstrates self-awareness, resilience, composure and openness to change within the Emergency Care setting. Encourages a culture of finding better ways to meet patient's needs within the Emergency Care setting and resources available. b) Is a role model to others when it comes to patient safety, dignity and person-centeredness. c) Exhibits a good level of professional and clinical leadership capabilities and is aware of the impact these capabilities have within the Emergency Care setting. d) Responds in an organised and calm manner to unexpected events and practises actions and resources in consultation with CNM 2 and/or Nursing Management. e) Provides supervision and assistance in the development of knowledge, skills and attitudes of direct report staff and assigned students. f) Ensures that learning is a normal part of the working day and contributes to the learning opportunities both formal and informal within the Emergency Care setting. g) Provide feedback and participate at local, national and international forums as an expert in their field. h) Co-ordinates and ensures safety checks and stocks are completed as per policy and relevant documentation. i) Supports the Clinical Care Programmes and the EMP model of care to enhance patient experience. j) Supports the framework for maintenances of competency as identified by the Nursing and Midwifery Board of Ireland (NMBI) for nursing staff within the Emergency Care setting, k) Supports, coaches and is a role model to staff on how to react appropriately in times of crisis. l) Leads and drives quality and process improvement initiatives within the Emergency Care setting e.g. Patient satisfaction surveys, audits, patient flow improvements
Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Acknowledges the need for personal and professional development and demonstrates a commitment to Continuing Professional Development. b) Identifies mechanisms to support Continuing Professional Development to ensure continued competence of one self and staff reporting to him/her. c) Actively undertakes reflective practice and learning as part of their own professional development. d) Demonstrates high standards of practice in own work areas and acts as a professional role model for staff. e) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. f) Participates in and accepts personal responsibility for ongoing professional development g) Actively addresses gaps in one's own knowledge to improve patient experience and quality of care provision.

ROLE PROFILE **Clinical Facilitator** in the Emergency Setting

(Grade code CNM 2 - 2119)

Domain 1: Professional values and conduct of the nurse competences

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Promotes the guidelines for safety and best practice laid down by hospital policies, Nursing and Midwifery Board of Ireland (NMBI), and relevant Acts such as Data Protection Act 1988, and the Health, Safety and Welfare at Work Act 1999. b) Supports the development of competencies, skill and professional practice within the Emergency Department. c) Creates an understanding of the limitations of professional practice, the hazards of common nursing interventions and seeks to address competency issues that arise through education and facilitation. d) Understands and assesses colleague's knowledge and clinical skills pertaining to the principles of safe practice in health and social care, addressing deficits as appropriate. e) Understands and educates staff on the role of the HSE, the Social Care Division, TUSLA, HIQA, and An Garda Siochana on safe guarding and protecting vulnerable patients. f) Supports, advises and implements Policy Procedures Protocols and Guidelines (PPPGs) that are relevant to the Emergency Care setting locally and nationally.
1.2 Practice Compassionately	a) Endorses the use of the principles of patient advocacy within the clinical environment to protect the rights and wishes of the patient receiving care. b) Practices with cognisance and respect for diversity, equality, tolerance and accessibility to healthcare. c) Promotes virtues of kindness, empathy and compassion when carrying out education and training within the Emergency Care setting. d) Possesses and promotes cognisance of the patient's care needs, disability, frailty or long term illness across their life continuum and how this may impact on their patient journey through the healthcare system. e) Promotes patient (and parent, where appropriate) empowerment and partnership through consultation, information sharing, right to choice and informed consent.
1.3 Practice Professionally, responsibly and accountably	a) Demonstrates an advanced level of clinical practice whilst in the clinical area b) Adheres to and contributes to the development and maintenance of nursing standards, protocols and guidelines consistent with the highest standards of patient care. c) Possesses personal and professional accountability when advising and educating on clinical decisions involving patient care within the Emergency Care setting. d) Seeks advice and consults other colleagues and professionals when required. e) Integrates accurate and comprehensive knowledge of ethical principles and the Code of Professional Conduct within the Scope of Professional Practice in the delivery of care within the Emergency Care setting. f) Abides by the principles of delegation and supervision when carrying out their role of Clinical Facilitator in the Emergency Care setting. g) Possesses personal and professional responsibility, level of authority and lines of accountability in their role.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Enhances staff's ability to identify and address the specific needs of the patients that present to the Emergency Care setting through education and facilitation. b) Is responsible for the assessment of standards of nursing and healthcare assistant practice in the Emergency Care setting. c) Endorses and encourages colleagues in performing holistic, person centred care and supports them in the use of validated assessment tools in order to gain a full picture of the patient. d) Promotes staff engagement with patients on health and wellbeing and secondary prevention prior to patient discharge. e) Orientates new staff and student nurses and facilitates experienced staff to further develop their skills and competencies. f) Supports nursing staff undergoing formal education and training in the area of emergency nursing. g) Performs on-site practical skills and best evidence-based practice to enhance patient care provision within the Emergency Care setting. h) Assists in organising staff to attend study days (both mandatory and optional)
Performance Criteria	Behavioural Indicators
2.2 Plan and prioritise person centred nursing care	a) Advocates a person centred approach to planning patient care. b) Encourages the use of the principles of patient autonomy when planning person centred care. c) Develops annual work plans to meet the changing needs of the service and patient demographic. d) Plans work in line with the recommendations of the Quality and Clinical Strategy Directorate and focus on optimising the patient care pathway.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Endorses the utilisation of the nursing process framework when planning person centred care. b) Encourages and fosters an environment of clear, concise and honest patient/nurse communication and engagement. c) Takes responsibility for the co-ordination of regular scheduled education, professional development and clinical audit to enhance care delivery.
Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Ensures that there are learning opportunities, objectives and outcomes available to enhance the clinical learning environment. b) Assists in the introduction of new processes of care as appropriate. c) Teaches staff the principles of "Assess, reassess and evaluate" the care that is delivered to the patient and encourages an ethos of change to best meet the patient's needs and wishes. d) Encourages staff to evaluate the care they are delivering in a formal and informal capacity. e) Encourages audit in care provision as a means of learning from practice. f) Assists in the development of audit tools and action plans to address deficits within the service. g) Advocates safe discharge planning practices.
Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Encourages evidence-based clinical judgement in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Supports staff to act within the best interest of the patient, while considering the hazards, risks, capacity, vulnerability and how to address these needs within available resources/networks. c) Advocates the use of critical thinking and logic when considering a patient's individual needs within the Emergency Care setting.

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Promotes the delivery of effective nursing care based on best practice informed by research, evidence, critical thinking and professional judgement and leads out on emergency nursing practice. b) Possesses knowledge of the core concepts of health and wellbeing, altered health disease and disability and supports the use of this knowledge in the care provision of the patient in the Emergency Care setting. c) Has a good understanding of the patient demographic and epidemiology and uses this knowledge to inform education provision. d) Enables nurses/Health Care Assistants (HCAs) to examine their own practice and identify areas for improvement. e) Possesses knowledge of the limitations of lifelong illness, morbidities, frailty, diminished capacity and puts this knowledge into practice when providing education and PPPGs. f) Promotes the role of the nurse in health promotion and health education and applies this knowledge to health education and policy formation. g) Actively advocates health promotion policy and inputs into policy development when required. h) Possesses relevant information and communication technology to support the delivery of education, research and audit. i) Possesses expert knowledge of the role of the Emergency nurse in patient care provision and uses this knowledge to enhance the Emergency Care setting learning environment and is a leader in clinical excellence. j) Possesses good knowledge of legislation governing care provision such as safe guarding the vulnerable person and encourages staff to act in accordance with the legislation.
Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Encourages practice with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Facilitates learning keeping in mind the ethical guidelines governing the role of the nurse. c) Encourages staff to use critical thinking and decision-making when planning all aspects of patient care. d) Is able to recognise and take action when poor professional practice is observed. e) Actively engages in performance review. f) Acknowledges mistakes / errors in clinical practice and implements proactive measures to prevent reoccurrence in conjunction with colleagues. g) Engages in System Analysis Investigations/desktop reviews when incidents occur to assist in identifying areas of improvement h) Uses learning outcomes from mistakes to govern future practice. i) Possesses a good knowledge of conducting research for their own role and to support research undertaken within the Emergency Care setting by other colleagues. j) Is able to apply audit as a means of reflecting on their practice and adapt the practices in accordance with the audit if required. k) Manages data collected in an ethically responsible manner.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Advocates an ethos of communicating in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Enhances and supports staff ability to articulate and advocate for the patient who may not be able to voice their needs. c) Promotes confidentiality, privacy and informed consent for the patient in Emergency Care settings. d) Assists staff and patients in a professional manner. e) Welcomes feedback from staff and service users to identify areas for improvement and in need of support. f) Is aware of and promotes the use of the principles of Open Disclosure when necessary. - g)
Performance Criteria	Behavioural Indicators
4.2 Communicate effectively with the health care team	a) Practices within the principles of effective communication with students, colleagues and other disciplines in the provision of education within the Emergency Care setting. b) Promotes an ethos of clear, unambiguous communication. c) Maintains communication and collaboration networks on a proactive basis to enhance the Emergency Care learning environment. d) Develops cohesive links with key disciplines involved in the delivery of care to enhance clinical learning within the Emergency Care setting, promoting a multidisciplinary approach to patient care. e) Can identify gaps in knowledge and can communicate in a sensitive but clear manner to aid in the addressing of these gaps. f) Promotes the career pathway within the ED setting and facilitates learning and support throughout the pathway g) Promotes the maintenance of accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0).

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Fosters an atmosphere conducive to clinical learning within the Emergency Care setting and extending to the Centres for Nursing and Midwifery Education (CNMEs) and Practice Development Departments to standardise practices. b) Encourages an ethos of collaborative practice, team work and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the Emergency Care setting. c) Respects everyone's role and the expertise that they bring to patient care and promotes a MDT approach to care provision. d) Ensures appropriate liaison and communication with senior nursing management within the organisation and participates in team/departmental/organisational meetings when required. e) Assists in creating a positive working environment which is respectful of the interdisciplinary, inter-departmental and inter-organisational relationships required to care for the emergency patient. f) Participates in clinical audit with colleagues. g) Encourages all staff to be a resource to each other.

Performance Criteria	Behavioural Indicators
5.2 Manage team, others and self safely	a) Encourages a culture of person centeredness within the Emergency Care setting in identifying and meeting patient's needs. b) Facilitates and encourages team building. c) Is a positive team member, builds relationships and strengths with their colleagues and foster an environment of mutual respect and trust within the Emergency Care setting. d) Serves as an expert in their work practices, to others on the team. e) Promotes their role in interdisciplinary patient care within the Emergency Care setting. f) Maintains an objective position when encountering differences of opinion or conflict. g) Supports team members who may be experiencing difficulty with meeting competency needs. h) Manages risks safely and encourages accountability. i) Co-ordinates, delegates and supervises others within the team while considering the task and the person's scope of practice. j) Collaborates with team members to evaluate care provided by the Emergency Care team. k) Upholds the principles for working within a safe environment.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Possesses a visible presence in the clinical area and demonstrates self awareness on how their work impacts on others within the Emergency Care setting. b) Is a role model to others in relation to patient safety, dignity, person-centeredness and Continuing Professional Development. c) Optimises learning opportunities within the Emergency Care setting allowing all staff to achieve their full potential. d) Demonstrates forward thinking and embraces, leads, facilitates and supports the implementation of change. e) Manages resources effectively to ensure continuous quality improvements within the service. f) Improves levels of knowledge and patient care through staff development, continuing education programmes, clinical expertise, effective communication, managerial and leadership skills. g) Provides a high level of professional and clinical leadership. h) Ensures that learning is a normal part of the working day and contributes to the learning opportunities within the Emergency Care setting. i) Provides feedback and participates at local, national and international forums as an expert in their field. j) Encourages reflective practice and learning. k) Supports the Clinical Care Programmes and the EMP model of care to enhance patient experience. l) Offers feedback, advice and supervision when required to enhance the learning environment.
Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Acknowledges the need for personal and professional development and demonstrates a commitment to Continuing Professional Development. b) Participates in and accepts personal responsibility for on-going professional development. c) Actively undertakes reflective practice and learning as part of their own professional development. d) Contributes to local education to enhance knowledge of the role. e) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. f) Possesses a good working knowledge of discharge planning, outside agencies of care and addresses gaps in knowledge to improve patient experience and staff education. g) Operates within one's own scope of practice and seeks advice and assistance in addressing deficits within one's own practice. h) Leads and participates in quality improvement initiatives on behalf of the Emergency Care setting. i) Assigns time to engage directly in clinical practice in order to maintain competence in the specialist area.

ROLE PROFILE **GP Liaison** in the Emergency Setting

(Grade code CNM 2 - 2119)

Domain 1: Professional values and conduct of the nurse competences

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Practices within the legislation, professional regulation and guidelines relevant to his/her scope of practice in the Emergency Care setting. b) Understands and adheres to the role of the HSE in Safe guarding the vulnerable person and actively engages with agencies that aid in this safe guarding such as, the Social Care Division, TUSLA, Public Health, GP, HIQA, An Garda Siochana and other community based services and in EDs who care for children, Supports the team in all aspect of the Children First Guidelines 2017 c) Undertakes assessment of the individual, their needs and circumstances and plans safe, effective care from this assessment. d) Understands limitation of own profession practice, the hazards of common nursing interventions, including medication and informs the patient or Next of Kin of these hazards. e) Understands and adheres to the principles of safe practice in health and social care and can recognise and respond appropriately. f) Supports, advises and implements Protocols, Policy, Procedures and Guidelines (PPPGs) that are relevant to his/her area of practices.
1.2 Practice Compassionately	a) Advocates with and on the behalf of the patient to protect their rights and wishes. b) Practices with cognisance and respect for diversity, equality, tolerance and accessibility to healthcare. c) Promotes virtues of kindness, empathy and compassion when carrying out their day to day duties within the Emergency Care setting. d) Respects and understands the patient's care needs across their life continuum and acts proactively to meet these needs. e) Understands and practices taking in to account the effects of ill health, disability, frailty and life limiting conditions and has knowledge of how these factors will affect the patient pathway. f) Promotes patient empowerment and partnership through consultation, information sharing, right to choice and informed consent.
1.3 Practice Professionally, responsibly and accountably	a) Possesses personal and professional responsibility, level of authority and lines of accountability when carrying out patient care. b) Possesses personal and professional accountability when making clinical decisions involving patient care within the Emergency Care setting. c) Seeks advice and consultation from other colleagues and professionals when required. d) Integrates accurate and comprehensive knowledge of ethical principles and the code of professional conduct within the Scope of Professional Practice in the delivery of care within the Emergency Care setting. e) Abides by the principles of delegation and supervision when assigning duties to others within the Emergency Care setting.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Identifies and addresses the specific needs of the patients that present to the Emergency Care setting with empathy and respect. b) Conducts a holistic assessment of the patient and their needs and links with the relevant professionals to address these needs. c) Endorses and encourages colleagues in performing holistic, person centred care and supports them in the use of validated assessment tools in order to gain a full picture of the patient. d) Promotes health and well being and secondary prevention prior to patient discharge and links the patient to services if required/desired. e) Plays a pivotal role in assessing the needs of the individual and linking with external agencies to highlight and address these needs. f) Respects the person's ability to maintain their own concordance and compliance with treatments prescribed and works closely with Social Services to ensure all aspects of patient care are addressed. g) Assists the patient in achieving a smooth transition from the Emergency Care setting back to Community Care. h) Is the link person within the Emergency Care setting for services in the Community (e.g. Public Health and GP etc) and actively links in with outside agencies in a timely manner when required such as day care services, Community Intervention Teams etc to facilitate early supported discharge.
Performance Criteria	Behavioural Indicators
2.2 Plan and Prioritise person centred nursing care	a) Plans and delivers care in partnership with the patient and their families/Next of Kin, members of the Multidisciplinary Team and community colleagues to ensure a person centred approach to care. b) Abides by the principles of patient autonomy seeing the patient as an individual, with unique care needs and acts in the individual's best interests when planning person centred care.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Delivers person centred care through the principles of using the nursing process framework. b) Actively communicates the results of any interventions carried out to the patient to enhance collaboration decision making and planning of care. c) Takes in to account and manages factors that may affect safe discharge planning in persons deemed vulnerable and acts within the legislation to support this patient cohort.

Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Is a strong patient advocate and is inclusive of the person's preferences and values, and takes action bearing these in mind in the context of the person's health, wishes, ability to recover and the patient's family/Next of Kin. b) Conducts a comprehensive holistic assessment of the patient's needs in order to ensure safe discharge planning. c) Proactively partakes in safe, efficient discharge planning. d) Follows up on care where required and puts in place the appropriate process to enable this follow up. e) Creates structure, links and forums with external health care professionals to allow for evaluation of services provided.
Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Demonstrates evidence-based clinical judgement while delivering care in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Acts within the best interest of the patient, bearing in mind hazards, risks, capacity, and vulnerability and addresses these needs within available resources/networks. c) Uses critical thinking and logic when considering a patient's individual needs within the Emergency Care setting, generates a solution and is able to anticipate the impact of that solution. d) Makes decisions in a timely and effective manner taking into account the information available within the context of a challenging environment.

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Possesses knowledge of the core concepts of health and wellbeing, altered health disease and disability and is able to relate this knowledge in a meaningful way to the patient in the Emergency Care setting. b) Has a good understanding of their patient demographic and epidemiology and plans care with this knowledge. c) Has a good understanding of the sociology of the family and how this will impact on care provision and is an expert for the team in child protection and child welfare concerns where appropriate. d) Possesses a good working knowledge of legislation governing care provision such as safe guarding the vulnerable person and is willing to act in accordance with the legislation. e) Possesses knowledge of the limitations of life long illness, morbidities, frailty, and diminished capacity and puts this knowledge into practice when planning care for the patient. f) Is aware of, and forges links with, various outside agencies to ensure seamless care provision. g) Actively advocates health promotion policy including the uptake of vaccinations and inputs into same when required. h) Possesses relevant information and communication technology to support the delivery of evidence informed care of the person with knowledge of the ICT used by various agencies and within the organisation.

Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Practices with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Is able to critically think and weigh up decisions bearing in mind safety, autonomy, patient and family/Next of Kin wishes. c) Ensures that actions and behaviours are reflected within the ethos of the Emergency Care environment and nursing practice. d) Is able to recognise and take action when poor professional practice is observed. e) Is able to apply audit as a means of reflecting on their practice and adapt the practices in accordance with the audit if required. f) Manages data collected in an ethically responsible manner being mindful to the legal requirements under Data Protection legislation. g) Acknowledges mistakes and implements proactive measures to prevent reoccurrence.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Communicates in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Articulates and advocates for the patient who may not be able to voice their specific needs. c) Safeguards and ensures confidentiality, privacy and informed consent for the Emergency Care patient. d) Assists patients in a professional manner. e) Welcomes feedback from the service users and their family's perspective. f) Is aware of, and practices the principles of Open Disclosure when necessary
Performance Criteria	Behavioural Indicators
4.2 Communicate effectively with the health care team	a) Practices within the principles of effective communication with other health and social care professionals within the Emergency Care setting, the organisation and the community. b) Upholds the principles of advocacy and negotiation with other health care professionals to ensure the rights, beliefs and wishes of the patient are respected and upheld. c) Promotes an ethos of clear, unambiguous communication between colleagues and the patient/family within the Emergency Care setting and services in the community. d) Maintains communication and collaboration networks on a proactive basis to support patient flow, early supported safe discharge and social care needs. e) Co-ordinates aspects of care around child protection, Trust in Care, safe guarding the vulnerable person as appropriate and working closely with government bodies such as TUSLA, HIQA, An Garda Siochana etc. when required. f) Develops cohesive links with key disciplines within the community to allow for seamless transition of care. g) Enhances links between primary care and the Emergency Care setting and links with GPs in relation to patients who have left the Emergency Care setting without being seen to update them as appropriate. h) Adheres to the principles of reporting, recording and documenting episodes of patient care and interaction within the relevant health care record. i) Maintains accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0).

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Conducts work in the ethos of collaborative practice, team work, and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the ED and within the outside agencies linked to the provision of that patients' care. b) Works collaboratively within the Emergency Care setting, hospital and other health care workers in the community to provide expert seamless patient care. c) Respects everyone's role and the expertise that they bring to patient care. d) Aids in the creation of a positive working environment which is respectful of the interdisciplinary, inter-departmental and inter-organisational relationships. e) Participates in clinical audit with colleagues. f) Nurtures an environment conducive to learning and safety.
5.2 Manage team, others and self safely	a) Encourages a culture of person centeredness within the ED in identifying and meeting patient's needs. b) Is a positive team member, builds relationships and strengths with their colleagues. c) Serves as a role model in their work practices to others in the Emergency Care setting. d) Promotes their role in interdisciplinary patient care within the Emergency Care setting. e) Maintains an objective position when encountering differences of opinion or conflict. f) Possesses skills to de-escalate tension in a respectful and calm manner and deals with unexpected events in a logical supportive manner. g) Works independently within the team. h) Manages risks safely and is accountable within the team. i) Coordinates, delegates and provides supervision to others within the team bearing in mind the task and the person's scope of practice. j) Collaborates with team members to evaluate care provided by them in the Emergency Care setting. k) Upholds the principles for working within a safe environment.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Demonstrates self-awareness and how their work impacts on others within the Emergency Care setting. b) Is a role model to others when it comes to patient safety, dignity and person-centeredness. c) Demonstrates leadership capabilities and is aware of the impact these capabilities have within the Emergency Care setting. d) Develops professional links and networks to enhance patient experiences within the Emergency Care setting. e) Collaborates with other members of the MDT who are also experts in their disciplines to enhance the patient experience. f) Ensures that learning is a normal part of the working day and contribute to the learning opportunities within the Emergency Care setting. Provides feedback and participates at local, national and international forums as an expert in their field. g) Encourages reflective practice and learning. h) Supports the Clinical Care Programmes and the EMP model of care to enhance patient experience. i) Offers feedback, advice and supervision when required to enhance the learning environment.

Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Acknowledges the need for personal and professional development and demonstrates a commitment to Continuing Professional Development b) Participates in and accepts personal responsibility for ongoing professional development. c) Actively undertakes reflective practice and learning as part of their own professional development. d) Contribute to local education to enhance knowledge of the role. e) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. f) Possesses a good working knowledge of discharge planning, outside agencies of care and addresses gaps in knowledge to improve patient experience.

ROLE PROFILE **ED Nurse Manager** in the Emergency Setting

(Grade code CNM 2/CNM3 – 2119/233x)

Domain 1: Professional values and conduct of the nurse competences

Performance Criteria	Behavioural Indicators
1.1 Practice Safely	a) Practices within the legislation, professional regulation and guidelines relevant to his/her scope of practice in the Emergency Care setting. b) Understands and adheres to the role of the HSE in Safe Guarding the Vulnerable person and actively engages with agencies that aid in this safe guarding such as, the Social Care Division, TUSLA, Public Health, GP, HIQA, An Garda Siochana and other community-based services. c) Understands the limitation of own professional practice and seeks to address gaps that are identified where possible. d) Understands the limitations of others' professional practice and supports caring within staff's own Scope of Practice e) Understands, promotes and adheres to the principles of safe practice in health and social care and can recognise and respond appropriately. f) Promotes and supports the utilisation of evidence-based Emergency Care to improve patient outcomes, reduce variation in practice and improve quality of clinical decisions. g) Supports, advises and implements Protocols, Policy, Procedures and Guidelines (PPPGs) and philosophies of care that are relevant to his/her area of practices.
1.2 Practice Compassionately	a) Advocates with, and on the behalf of, the patient to protect their rights and wishes. b) Practices with cognisance and respect for diversity, equality, tolerance and accessibility to healthcare. c) Promotes and instils virtues of kindness, empathy and compassion when carrying out their day to day duties within the Emergency Care setting. d) Demonstrates integrity and ethical stance and expects and supports the same from staff within the Emergency Care setting e) Demonstrates prompt active management of unethical and unprofessional practices within the Emergency Care setting. f) Promotes patient empowerment and partnership through consultation, information sharing, right to choice and informed consent.
1.3 Practice Professionally, responsibly and accountably	a) Possesses and promotes personal and professional responsibility, level of authority and lines of accountability when carrying out patient care. b) Is proactive and flexible in problem solving staff shortages, skill mix and demands when required within the context of the Emergency Care setting. c) Seeks advice and consultation from other colleagues and professionals when required and likewise returns advice and consultation to colleagues. d) Abides by the principles of delegation and supervision when assigning duties to others within the Emergency Care setting taking into account strengths, weakness and development needs of staff. e) Instils confidence and assurance in the nursing management process and in the provision of safe patient care, actively promoting high standards in the running of the Unit. f) Assists in the maintaining of necessary clinical and administrative records and ensures compliance with legal requirements within the Emergency Care setting including completion of risk assessments and incident reports as appropriate. g) Monitors, responds to and manages, or reports all incidences of unsafe or unprofessional practice and deviations from best practice. h) With the support of education staff (where available), co-ordinates and supervises the preceptorship of student nurses and junior staff nurses in the Emergency Care setting and contributes to the education of other Multidisciplinary Team members.

Domain 2: Nursing practice and clinical decision making competences

Performance Criteria	Behavioural Indicators
2.1 Assess nursing and health needs	a) Endorses and encourages colleagues in performing holistic, person centred care and supports them in the use of validated assessment tools in order to gain a full picture of the patient. b) Monitors the environment to ensure nursing staff create and maintain a safe and comfortable environment that provides for the holistic needs of the emergency patient (and in a family-centred approach to care where appropriate). This includes end of life care provision. c) Assesses and delegates care as appropriate, taking into account skill mix, patient acuity, dependence and numbers in attendance within the Unit. d) Acts as a role model at all times, provides support and monitors clinical staff in performing assessment of the emergency patient, interpretation of data and integration of knowledge. e) Promotes an ethos of health and well-being and secondary prevention within staff interventions prior to patient discharge and promotes the linking of patients to services if required/desired. f) Respects the person's ability to maintain their own concordance and compliance with treatments prescribed.
Performance Criteria	Behavioural Indicators
2.2 Plan and Prioritise person centred nursing care	a) Takes an overview of complex problems and the environment and context in which they are taking place, before generating a solution and anticipates the knock on effects of different solutions. b) Plans and delivers care in partnership with the patient and their families/Next of Kin, members of the Multidisciplinary Team and community colleagues. c) Ensures staff have the appropriate preparation/training in, and access to, all PPPGs relevant to the nursing practice in the Emergency Care setting. d) Abides by the principles of patient autonomy and advocacy seeing the patient as an individual, with unique care needs and acts in the individual's best interests when planning person centred care and is a role model to staff in promoting this approach to care provision.
Performance Criteria	Behavioural Indicators
2.3 Deliver person centred nursing skills, clinical interventions and health activities	a) Delivers and promotes the use of person centred care (and family-centred care where appropriate) through the principles of using the nursing process framework. b) Ensures that actions and behaviours are consistent with the espoused values of the Emergency Care setting and organisation. c) Makes decisions in a timely manner in a pressurised and time constrained environment taking into consideration resources and skill mix. d) Uses opportunities and guidance from the Emergency Medicine Programme and other relevant National Clinical programmes to promote the use of evidence-based practice and best practice standards for the emergency patient by all staff. e) Promotes the maintenance of dignity, comfort and privacy of the family/relatives of the deceased patient in the Emergency Care setting. f) Advocates patient involvement in their plan of care or in the situation of the child promotes a family centred care approach. g) Consistently achieves efficiencies in resource usage through tactical deployment, monitoring and adjustments.

Performance Criteria	Behavioural Indicators
2.4 Evaluate person centred nursing outcomes and undertaking a comprehensive re-assessment	a) Assesses, reassesses and evaluates the care that is delivered to the patient, as well as the practices and clinical standards within the Emergency Care setting and isn't afraid to alter or change direction to best meet the patient's needs and wishes. b) Oversees the utilisation of evidence-based criteria for the evaluation of expected outcomes of acute illness and injury and ensures that nurses are evaluating the effectiveness of the nursing care they deliver in achieving planned outcomes. c) Monitors implementation and manages adherence to professional practice guidelines and local policies/protocols in the management and administration of all medications. d) Monitors and ensures adherence to professional practice guidelines, local policies and standards by qualified staff that are authorised to prescribe medicinal products and ionising radiation. e) Regularly reviews service users satisfaction with the services and aids in addressing issues that arise proactively. f) Aids in the creation of structure, links and forums with external health care professionals to allow for evaluation of services provided
Performance Criteria	Behavioural Indicators
2.5 Utilise clinical judgement	a) Demonstrates evidence-based clinical judgement and decision-making skills while delivering care in line with local and national PPPGs and the National Emergency Medicine Programme (EMP). b) Acts within the best interest of the patient, bearing in mind hazards, risks, capacity, vulnerability and addresses these needs within available resources/networks. c) Uses analysis and logic in considering problems and issues that present to the Emergency Care setting. d) Makes decisions in a timely and effectively manner taking into account the information available within the context of a challenging environment. e) Monitors workload pressures on staff, skill mix and intervenes and makes changes in consultation with the CNM3/Nursing Management team as appropriate f) Utilises sound clinical judgement skills when delegating duties within the Emergency Care setting ensuring maximum resource utilisation

Domain 3: Knowledge and cognitive competencies

Performance Criteria	Behavioural Indicators
3.1 Practices from a competent knowledge base	a) Demonstrates a commitment to service excellence within the Emergency Care setting and the organisation b) Utilises a wider range of information sources and knows how to access relevant information. c) Actively contributes to achieving the overall purpose and objectives of the Emergency Department and the organisation and can deal with unexpected situations or crises in a flexible and fluent way. d) Monitors and scans the environment non-invasively, making sure everything is running smoothly in conjunction with the Emergency Department team. e) Exercises authority, accepts responsibility and accountability for consequences of own actions and omissions and those of direct reports whilst caring for the emergency patient. f) Possesses sound knowledge of procedures and protocols in operational matters and demonstrates a strong knowledge of quality assurance processes and can judge clinical service provision based on clinical expertise. g) Is aware of, and forges links with various outside agencies to ensure seamless care provision.

Performance Criteria	Behavioural Indicators
3.2 Use critical thinking and reflection to inform practice	a) Practices with ethical consideration at all times understanding the principles of autonomy, dignity, veracity, justice, equality and privacy. b) Is able to critically think and weigh up decisions bearing in mind safety, autonomy, patient and family/Next of Kin wishes. c) Ensures that their actions and behaviours are reflected within the ethos of the Emergency Care setting and critically reflects on and evaluates own practice and practice of direct reports. d) Is able to recognise and take action when poor professional practice is observed. e) Assesses and monitors trends through collection and analysis of activity and data, keeping the ED and Senior Management team up to date on identified trends in order to positively influence care provision. f) Acknowledges mistakes and implements proactive measures to prevent reoccurrence. g) Provides the necessary co-ordination and deployment of staff and resources taking into account fluctuations in activity and skill mix within the service at that time as part of the Nursing Management team.

Domain 4: Communication and interpersonal skills

Performance Criteria	Behavioural Indicators
4.1 Communicate in a person centred manner	a) Communicates in a manner that is compassionate, age-appropriate, respectful and non-discriminatory, exhibiting emotional intelligence for the context in which the communication occurs. b) Articulates and advocates for the patient who may not be able to voice their needs. c) Safeguards and ensures confidentiality, privacy and informed consent for the emergency patient d) Assists patients in a professional manner and promotes this practice amongst staff within the Emergency Care setting. e) Welcomes feedback from the service users and their family's perspective, communicates this information back to staff and encourages identified areas of good practice and care whilst collaborating to implement suggested improvements. f) Constructs effective written and oral communications that are appropriate to target audience. g) Advocates meaningful patient focus and public involvement including consulting with communities. h) Is aware of, and practices the principles of Open Disclosure when necessary and promotes the appropriate use of these principles when required.
4.2 Communicate effectively with the health care team.	a) Practices within the principles of effective communication with other health and social care professionals within the Emergency Care setting, patient flow pathways, the organisation and the community. b) Upholds the principles of advocacy and negotiation with other health care professions to ensure the rights, beliefs and wishes of the patient are respected and upheld. c) Maintains communication and collaboration networks on a proactive basis to support patient flow, early supported safe discharge and social care needs. d) Collaborates with the Senior Nursing Management team in preparing, implementing and evaluation budget and service plans for the clinical area. e) Makes provision for regular interdepartmental meetings for staff communication and is receptive and respectful of contributions made to improve the Emergency Care environment. f) Adheres to the principles of reporting, recording and documenting episodes of patient care and interaction within the relevant health care record. g) Maintains accurate, comprehensive, clear and concise nursing documentation within a legal and ethical framework (NMBI 2015) and complies with the HSE Standards for healthcare Records Management (HSE 2011 QPSD-D-006-3 V3.0).

Domain 5: Management and team competencies

Performance Criteria	Behavioural Indicators
5.1 Practice collaboratively	a) Conducts work in the ethos of collaborative practice, team work, and respect for all members of the Multidisciplinary Team (MDT) involved in planning patient care within the Emergency Care setting and within the outside agencies linked to the provision of that patients care, including emergency diagnostics and interventions that are carried out off site. b) Creates and maintains collaborative networking and communication on a proactive basis to support patient flow and care throughout the organisation e.g. Patient Flow Department, AMAU, ASAU, OPD, wards, Liaison Psychiatry, Crisis Intervention Team etc. c) Respects everyone's role and the expertise that they bring to patient care and understands the importance of culture and good working relationships thus ensuring that care provided is effective, safe and consistent. d) Engages with the ED team and Clinical Operational Group (COG) on a regular basis to develop solutions to service issues or problems. e) Aids in the creation of a positive working environment which is respectful of the interdisciplinary, interdepartmental and inter-organisational relationships and works towards achieving the National Standards for Better Safer Healthcare (HIQA 2012). f) Nurtures an environment conducive to learning and safety, recognises and responds when a colleague requires assistance and builds relationships and partnerships to further a positive and open working environment.
Performance Criteria	Behavioural Indicators
5.2 Manage team, others and self safely	a) Encourages a culture of person-centeredness within the ED in identifying and meeting patient's needs. b) Is a positive team member, builds relationships and strengths with their colleagues and deliberately monitors and works to improve the team process. c) Serves as a role model in their work practices to others in the Emergency Care setting and recognises and acts when colleagues require assistance and support. d) Identifies areas of improvement and works in collaboration with the interdisciplinary team to improve standards e) Maintains an objective position when encountering differences of opinion or conflict. f) Possesses skills to de-escalate tension using a respectful and calm approach and deals with unexpected events in a logical supportive manner. g) Works independently within the team, managing risk safely and proactively as it arises and puts in place structured communication and implementation strategies for complex issues. h) Shows proficiency and professionalism in dealing with direct reports, other members of the ED team, hospital/community healthcare staff and patients/carers. i) Collaborates with team members and the Nursing Management team to evaluate care provided within the Emergency Care setting and encourages staff initiatives, recognises positive performance and intervenes if standards fall. j) Puts coherence and structure on the response to crisis situations thereby giving staff the confidence of being led in a crisis through support and coaching staff on how to react appropriately in times of crisis. k) Upholds and instils the principles for working within a safe environment, acknowledges mistakes and implements proactive measures to prevent reoccurrence.

Domain 6: Leadership potential and professional scholarship

Performance Criteria	Behavioural Indicators
6.1 Develop leadership potential	a) Demonstrates good leadership, self-awareness, resilience, composure and openness to change within the Emergency Care setting. b) Develops staff to their full potential by developing authority and responsibility within professional limits thus improving staff morale and development c) Is a role model to others when it comes to patient safety, dignity, and person-centeredness and is a champion for change. d) Exhibits a good level of professional and clinical leadership capabilities and is aware of the impact these capabilities have within the Emergency Care setting. e) Responds in an organised and calm manner to unexpected events and prioritises actions and resources in consultation with the ED Team and/or Nursing Management. f) Provides supervision, assistance and feedback in the development of knowledge, skills and attitudes of staff and assigned students. g) Ensures that learning is a normal part of the working day and contributes to the learning opportunities both formal and informal within the Emergency Care setting. h) Provide feedback and participate at local, national and international forums as an expert in their field. i) Supports succession planning by identifying, supporting and developing future leaders. j) Supports the Clinical Care Programmes and the EMP model of care to enhance patient experience. k) Helps develop and articulate the vision and objectives of the Emergency Care setting. l) Leads and drives quality and process improvement initiatives e.g. patient satisfaction surveys, audit and change projects and initiates training programmes to develop the skills required for staff in the ED in promoting an improvement-orientated environment.
Performance Criteria	Behavioural Indicators
6.2 Develop professional scholarship	a) Stimulates and supports clinical and research initiatives to improve care and empowers staff through team meetings, coaching, education and promotion of staff initiatives. b) Acknowledges the need for personal and professional development and demonstrates a commitment to Continuing Professional Development. c) Is competent in the use of the tools and techniques of change management such as effective meeting skills, project management, financial management, process mapping, implementation planning and use of ICT. d) Leads on the implementation of clinical governance arrangements with clearly defined roles and responsibilities within the Emergency Care setting. e) Demonstrates high standards of practice in own work areas and acts as a professional role model for staff. f) Values the principles of life-long learning, reflective practice and experiential learning as part of building their capacities and capabilities within the Emergency Care setting. g) Actively addresses gaps in one's own knowledge to improve patient experience and quality of care provision.