



Te Rākau o te Uru Kahikatea

PUBLIC HEALTH NURSING
KNOWLEDGE AND SKILLS
FRAMEWORK 2017 —

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FRAMEWORK 2017 _____

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Foreword

It has been an honour for the Public Health Association of New Zealand (PHA) to work with a group of dedicated public health nurses to produce this publication *Te Rākau o te Uru Kahikatea*: The public health nursing knowledge and skills framework, and we very much look forward to continuing this very productive relationship.

Since the passing of the Public Health Act in 1900, nursing has been at the forefront of actions to prevent the spread of infectious disease, promote healthy communities and provide health education in schools. This tradition is needed now as much as – if not more than – ever. As our population grows and changes, new demands emerge and pressures on the health system challenge traditional ways of working. As well as people living longer and having to cope with more chronic health conditions, poor housing and increased working hours, which put pressures on our lifestyles and personal wellbeing and make parenting difficult, areas of New Zealand are now among the most ethnically diverse in the world.

In 2016, the New Zealand Government adopted an updated New Zealand Health Strategy (NZHS). While the Minister of Health urged us “to work differently to meet challenging health needs”, the strategy also called for “a shift from treatment to prevention” and “a wider focus on the family and whānau”, directing the focus from “competition to trust, cohesion and collaboration” and from “working in fragmented health sector silos to taking integrated social responses.” Sounds like a job for a team of public health nurses!

Te Uru Kahikatea refers to a grove of kahikatea. It was chosen as the title for the New Zealand public health workforce development plan in 2007. The concept symbolises the collective strength, interdependence and collaborative nature of the public health workforce. The kahikatea, as a tall, sturdy tree whose roots intertwine with those of other kahikatea, binding the land and providing nourishment and shelter for birds and people, epitomises the core values of public health nursing: working with other sectors to support the health and wellbeing of their communities with up-to-date expertise. Public health nurses are one of many trees in the grove of kahikatea – hence the title of this framework.

As well as bringing practical meaning to the vision of the NZHS, this knowledge and skills framework aligns with the Generic Competencies for Public Health in Aotearoa - New Zealand, also released by the PHA in 2007, the Nursing Council of New Zealand’s Competencies for Registered Nurses and a range of other significant resources listed under the sources section of this document.

Te Rākau o te Uru Kahikatea ushers in a new era for public health nursing by identifying the competencies and skills that complement the registered nurse’s existing role. In fulfilling its potential, the framework will make a significant contribution to the goals of the NZHS.

Some things don’t change: a friendly, knowledgeable and trustworthy registered nurse who knows the community and is available to provide advice and the first line of treatment will always be essential to protecting and promoting health and wellbeing in our many and varied communities.

Warren Lindberg

Chief Executive
Public Health Association
of New Zealand

Contents

5	The Whakapapa of Public Health Nursing in Aotearoa		
6	The Public Health Nurse Knowledge & Skills Framework		
6	Background	8	Supporting Professional Development
7	Aims	8	The Framework
<hr/>			
9	Knowledge & Skills Competencies		
10	1. Te Tiriti o Waitangi	15	5. Policy & Legislation in Public Health Nursing
11	2. Knowledge & Application of Public Health Systems	16	6. Research & Evaluation
12	3. Public Health Nurse Practice Development	17	7. Community Health Development
13	4. Public Health Nursing Knowledge & Practice	18	8. Effective Communication
		19	9. Advocacy Skills
<hr/>			
21	Foundations of Practice	25	Sources
24	The Recent History of Public Health Nursing in Aotearoa New Zealand	26	Acknowledgements

We have named this framework *Te Rākau o te Uru Kahikatea*, meaning a tree in the grove of kahikatea, in recognition of *Te Uru Kahikatea: The Public Health Workforce Development Plan (2007–2016)*.

Te Rākau o te Uru Kahikatea

PUBLIC HEALTH NURSING KNOWLEDGE AND SKILLS FRAMEWORK 2017

As public health nurses, we celebrate our strength as an individual entity, standing tall and strong as our own kahikatea, but we also recognise the power of our collaboration and interdependence with the integrated health and public health workforce, standing united in the grove of trees.

The Whakapapa of Public Health Nursing in Aotearoa New Zealand

Public health nursing in Aotearoa New Zealand has its roots in Māori health.

Originally named 'Māori health nurses' or 'native health nurses', these nursing pioneers formed the 'public health workforce' and were tasked with reaching Māori in remote communities of New Zealand. In the 1800s, introduced diseases swept through whole communities with devastating results. Outbreaks of influenza, tuberculosis and typhoid affected the whole country, but the impact on Māori was disproportionately worse, especially in rural areas.

With limited resources and unimaginable stamina, public health nurses faced the everyday reality of death and dying, abject poverty and despair.

In contemporary times, the unequal impact of disease on Māori has remained constant, with the infectious diseases of the past being replaced by the preventable chronic illnesses of the 21st century. At the same time, we face burgeoning global health issues, which affect the health of other vulnerable populations as well.

To meet the population health challenges of today, the stamina and fortitude of our pioneering public health nurses serve to inform and inspire the development of a knowledge and skills framework for public health nurses in the 21st century.

Evelyn Hikuroa

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The Public Health Nurse Knowledge & Skills Framework

“Public health nursing is the practice of promoting nursing and protecting the health of populations using nursing knowledge from nursing, social and public health science.”

The Definition and Practice of Public Health Nursing, 2013 –¹

Background

Public health nurses take a whole-of-population health approach by working collaboratively with a range of organisations from a range of sectors to improve the health and wellbeing of all members of their community. In general, public health nurses are employed by district health boards (DHB), primary health organisations (PHO), public health units and iwi organisations. Public health nurses are often the first people to identify significant social trends in a community and recognise the impact such trends have on the health and wellbeing of individuals, whānau and communities. –²

The public health nurse's scope of practice is broad and difficult to define as it varies between regions and between employing organisations. With so much national variation, one consistent defining factor of the public health nurse's role is an underlying philosophy of care that focuses on social justice, reducing the inequalities in health and access to care; commitment to Te Tiriti o Waitangi; and working to improve the health outcomes for the most vulnerable groups in society.

Public health nurses work with individuals, groups and communities across a continuum of personal health and public/population health. Personal health care is the nursing care provided to individuals and their families on a face-to-face basis. This may include home and school visits, providing interventions, referrals to other health or social agencies and working alongside multidisciplinary teams. Common themes in personal health care work include issues of child development and behaviour, mental health, some chronic conditions (such as, enuresis), allergies (including asthma and anaphylaxis), family health and child and family wellbeing, including the impact of child abuse and family violence.

Public/population health includes any nursing activity that is provided to whole populations and/or communities, for example, Before School Checks (B4SC), which are offered to all four-year-olds; school-based vaccination and throat swabbing (rheumatic fever prevention) programmes; responding to public health emergencies; identifying public/population health trends in school communities and assisting school communities to access appropriate services. Health promotion and education are also included in this aspect of the public health nurse role and varies between regions. In response to population health needs some public health nurse groups might offer hand-washing education sessions for schools and early childhood centres, while others will present to school assemblies and community evenings on the importance of a child with a sore throat going to see their primary health care provider. Other public health nurse groups work with other vulnerable communities, for example, Māori, Pacific and refugee families. This aspect of the public health nurse's work focuses on reducing the spread or impact of disease, for example, skin infections and tuberculosis, and the health and wellbeing of the community group.

¹ APHA, Public Health Nursing Section. 2013. *The definition and practice of public health nursing: A statement of the public health nursing section*. Washington, DC: American Public Health Association (APHA). www.apha.org/-/media/files/pdf/membergroups/phn/nursingdefinition.ashx (accessed 18 May 2017)

² Richardson A., Yarwood J. & Richardson, S. 2017. *Expressions of cultural safety in public health nursing practice*. *Nursing Inquiry*. 24(1):e12171. DOI: 10.1111/nin.12171. www.onlinelibrary.wiley.com/doi/10.1111/nin.12171/abstract;jsessionid=3A62C1C2DF6A0F4AD2E6F4332EA0D482.f04t02 (accessed 18 May 2017).

Public health nurses also work closely with health and disability agencies, both government and non-governmental (NGO), when working within both personal and population health scopes, for instance, iwi providers, Healthy Housing projects, Strengthening Families/Children's Teams, refugee resettlement groups and others.

Public health nurses, with the support of the Public Health Association of New Zealand, identified the need for a knowledge and skills framework that will support and develop the public health nurse workforce's knowledge and skills in their specialty areas and equip them to work in a rapidly changing global environment.

Te Uru Kahikatea: The Public Health Workforce Development Plan 2007–2016 called for key public health workforce groups to establish “professional development mechanisms ... to lead professional development, develop competencies and standards, and achieve external recognition”. –³

In 2013, the public health nursing sector was consulted on how to best meet their professional development needs. The sector provided valuable feedback, and Te Rākau o te Uru Kahikatea: The public health nursing knowledge and skills framework was conceived. The project to develop Te Rākau o te Uru Kahikatea was led by a working group of experienced public health nurses, nurse leaders and nurse educators, with support from the Public Health Association of New Zealand, Schools of Nursing, the Ministry of Health and an advisory group with expertise in public health; public health nursing; Māori, Pacific and Asian health; primary health care; public health workforce development; project management and professional nursing practices (see Appendix 4: Acknowledgements).

Te Rākau o te Uru Kahikatea aligns to the Nursing Council of New Zealand's competencies and Professional Development Recognition Programmes (PDRPs). A number of existing public health and nursing knowledge and skills models were also consulted during its development (see Appendix 3: Sources).

Aims

Te Rākau o te Uru Kahikatea has been created to:

- identify the skills and knowledge needed for public health nursing practice
- help ensure public health nurses are able to respond promptly, efficiently and with confidence to current public health priorities, for example, an infectious disease outbreak or an adverse environmental event
- provide a professional development pathway for public health nurses working in a variety of settings and roles
- support the development of an expert public health nursing workforce that is well equipped and able to respond to health inequalities in a variety of settings
- contribute to greater recognition and validation of the important roles played by public health nurses in improving health outcomes for designated populations

³ Ministry of Health. 2007. *Te Uru Kahikatea: Public Health Workforce Development Plan*. Wellington: Ministry of Health. Action 4.2, page 42.

Supporting Professional Development

Te Rākau o te Uru Kahikatea supports professional development by:

- encouraging public health nurses to understand and articulate the public health nurse scope of practice
- assisting public health leaders and managers to identify the professional development requirements for public health nursing. For example, the framework can assist with the design of job descriptions, orientation plans and professional staff development options and clinical pathways
- ensuring Schools of Nursing have their curriculums reflect current public health nursing practices and provide graduates with the knowledge, skills and capabilities to practice and advance in public health nursing

The Framework of Te Rākau o te Uru Kahikatea

The following pages describe the knowledge and skills required for the public health nursing role.^{–4} A public health nurse's knowledge and skills will expand with practice and learning through three levels. The individual competency statements do not flow across each level, rather they provide a foundation for building up the next level.^{–5}

The levels are as follows:

TE KĀKANO
(the seed)

Competent

This is the 'beginning' level on the nursing journey. Public health nurses practising at this level have knowledge and skills and are safe and competent to perform specific activities in their defined area.

TE TIPU
(young sprout)

Proficient

This level is about growing from seed to seedling. Public health nurses practising at this level are proficient in a wide range of activities. They have expanded their knowledge and skills through their practical experience and ongoing professional development.

TE PUĀWAI
(blossom)

Expert

This level is about fully blossoming into the public health nursing role. Public health nurses at this level demonstrate advanced knowledge, skills and leadership applied through experience and post-graduate study. They are experts and perform a comprehensive range of activities expertly and with a high degree of autonomy.

⁴ At this stage, *Te Rākau o te Uru Kahikatea* focuses on the knowledge and skills of public health nurses only and does not include the knowledge and skills required by public health nurse practitioners, public health nurse educators or managers. It will be expanded to accommodate these important roles in the future.

⁵ Benner, P. 1984. *From Novice to Expert: Excellence and power in clinical nursing practice*. Menlo Park, CA: Addison-Wesley.

**Te Rākau
o te Uru
Kahikatea**

**KNOWLEDGE & SKILLS
COMPETENCIES**

Purpose: To support public health nurses as they apply Te Tiriti o Waitangi principles to their nursing practice

TE KĀKANO *Competent*

The public health nurse at this level:

- applies the principles of Te Tiriti o Waitangi to public health nursing practice
- identifies and explains Māori perspectives and models of public health nursing issues
- can describe the historical and current prevalence and impact of colonisation and the resulting institutional discrimination on the health of the Māori population
- identifies and demonstrates the importance of cultural competence in public health nursing interventions with whānau
- identifies the purpose and objectives of consultation and networking with Māori in relation to public health nursing interventions with whānau
- identifies prospective Māori partners for public health nursing interventions/programmes
- maintains networks and partnerships with Māori in public health nursing practice
- accesses appropriate support to ensure tikanga is observed in Māori health and wellbeing
- uses te reo Māori for greetings and uses correct pronunciation of the names of people, places and agencies

TE TIPU *Proficient*

At this level:

- identifies Te Tiriti o Waitangi articles, kāwanatanga, tino rangatiratanga, ōritetanga and tikanga and their function/role in engaging and supporting Māori populations
- role models effective partnerships with Māori and coaches others in understanding Māori models of health, eg, Te Pae Mahutonga
- role models and coaches others on the use of te reo Māori for greetings and uses correct pronunciation of the names of people, places and agencies
- consults and networks with Māori on public health issues in public health nursing practice
- utilises knowledge of the social determinants of health (housing, income, education, culture, ethnicity) to work with individuals, whānau and populations in planning nursing interventions/programmes

TE PUĀWAI *Expert*

At this level:

- influences others to apply kāwanatanga, tino rangatiratanga, ōritetanga and tikanga and recognises the impact these Tiriti articles have in engagement with Māori populations
- demonstrates strategic leadership in regard to improving the health of the Māori population at local and national levels, eg, written submissions, policy development
- ensures access to professional development opportunities that enhance Māori health knowledge in public health nurse practice

Knowledge & Application of Public Health Systems

Purpose: To support public health nurses as they apply their knowledge in public health systems

TE KĀKANO *Competent*

The public health nurse at this level:

- understands and articulates where the role of the public health nurse fits in the New Zealand health system
- distinguishes between primary, secondary and tertiary health care in New Zealand
- distinguishes between public and primary health services
- articulates how the Ministry of Health's health targets influence and impact on public health nursing service delivery
- explains the role of local/regional councils in ensuring and enabling healthy environments
- understands the purpose of the Ottawa and Bangkok charters, as well as the World Health Organization's human rights approach to public health
- identifies social, political and economic factors that affect public health nursing practice and services

Definition of public health systems:

All public, private and voluntary entities that contribute to delivering essential public health services within a jurisdiction –⁶

TE TIPU *Proficient*

At this level:

- navigates the local and regional health system to facilitate effective referral pathways when planning health outcomes for whānau
- integrates the Ottawa and Bangkok charters and other international models and agreements into public health nursing planning and service implementation
- adapts public health nursing service delivery in response to national and regional social, political and economic health targets, eg, school-based immunisation programmes

TE PUĀWAI *Expert*

At this level:

- demonstrates advanced knowledge of health structures and systems to promote a public health approach in service delivery
- leads and develops others to integrate the Ottawa and Bangkok charters and other key international models of health promotion into public health nursing planning and service implementation
- leads public health nursing activities in response to regional and national social, political and economic health challenges and emerging events, eg, environmental disasters
- liaises with local/regional councils and other health services when planning community/population resources to develop healthy environments and in the event of a disease outbreak

Purpose: To support public health nurses in providing planned public health nursing care to achieve identified outcomes

TE KĀKANO *Competent*

The public health nurse at this level:

- articulates the importance of planning and developing public health nursing care in accordance with identified priorities
- describes how cultural contexts influence the planning and delivery of public health nursing practice
- describes the public health nurse's role in response to a range of public health issues and emergencies that might arise
- develops a range of public health nursing skills, including personal and population health, to advocate for reducing barriers to achieving health outcomes
- partners with the client and whānau to plan and implement treatment for an identified condition, eg, group A strep throat infection, untreated asthma

TE TIPU *Proficient*

At this level:

- integrates cultural contexts in planning, implementing and evaluating public health nursing interventions to individuals
- describes the public health nurse's role in response to a range of public health issues and emergencies that might arise and can describe the chain of command within their organisation in such a situation
- works effectively with organisational procedures and policies, eg, standing orders for medication, registered nurse community prescribing

TE PUĀWAI *Expert*

At this level:

- creates opportunities to lead public health nursing practice development to advance skills in response to public health issues, eg, standing orders for public health nursing, communicable disease outbreak responses, disaster emergency response (CIMS)
- demonstrates critical thinking, assessment skills and evidence-based knowledge to anticipate, plan, implement and evaluate public health nursing interventions
- takes a lead role and acts as a resource for others in appropriately applying cultural contexts in planning, implementing and evaluating public health nursing interventions
- takes a leadership role in planning and delivering within a public health emergency

Public Health Nursing Knowledge & Practice

Purpose: To support public health nurses in developing their public health nursing knowledge and practices

TE KĀKANO *Competent*



The public health nurse at this level:

- defines the principles of public health and is able to give examples of appropriate nursing interventions from their public health nursing practice
- describes the social determinants of health and existing health inequalities in New Zealand and how these apply to their nursing practice
- utilises a whānau-focused approach in developing care plans for individuals that advocate for and work in partnership with appropriate agencies. The plans consider cultural and clinical concerns, demonstrate clear goals and include a review process, eg, school health referral for untreated health conditions
- demonstrates the ability to manage referrals using:
 - assessment, planning and evaluation skills
 - clinical skills
 - communication skills
 - health literacy assessments and interventions
 - personal skills for self-care
- health education
- health promotion to build a supportive environment
- advocacy and multi-agency approaches
- demonstrates accurate, relevant and appropriate clinical assessment and treatment skills
- follows acceptable clinical pathways when providing provisional diagnosis and treatment
- creates suitable conditions for and promotes individuals, whānau and communities to develop appropriate self-care skills
- understands how efficiency and effectiveness in public health nursing programmes maintain quality in service delivery, eg, a school-based immunisation programme
- understands how community profiles can help identify vulnerable populations within their public health nursing practice
- identifies relevant post-graduate study options

Definition of public health nursing:

The practice of promoting nursing and protecting the health of populations, using knowledge from nursing and social and public health science –⁷

TE TIPU *Proficient*



The public health nurse at this level:

- role models an evidence based public health approach in all areas of public health nursing that recognises the complexity of health care requirements of differing populations
- understands how the social context may impact on health concerns and how health disparities across cultures/ethnicities may affect the health of individuals, whānau and communities
- utilises reflective thinking skills, assessment (using therapeutic listening) and evidence-based knowledge to anticipate, plan, implement and evaluate public health nursing interventions in partnership with the individual, whānau and appropriate professionals
- analyses and has a sound understanding of the trends in public health nursing practice, health promotion and community health models, theories and principles
- facilitates interagency approaches when using clinical pathways in the assessment, treatment and referral process
- articulates the importance of social and political influences on health programmes and initiatives, eg, the programme to prevent rheumatic fever for schools and communities
- describes the difference between incidence and prevalence within public health nursing, including the use of epidemiology in public health
- distinguishes between equity and equality in public health nursing practice when planning service delivery.
- pursues relevant post-graduate study

⁷ APHA, Public Health Nursing Section, 2013.
The definition and practice of public health nursing: A statement of the public health nursing section. Washington, DC: American Public Health Association.
www.apha.org/-/media/files/pdf/membergroups/phn/nursingdefinition.ashx
(accessed 18 May 2017)

TE PUĀWAI *Expert*

The public health nurse at this level:

- role models, leads and develops others to understand a public health approach in public health nursing in a variety of settings
- leads the development of processes, resources and technologies to facilitate effective engagement with clients, whānau and their community
- integrates advanced assessment skills in public health nursing practice, ie, is able to understand the complex relationship between poverty and poor health and apply this understanding to the assessment and referral process
- understands the impact of the social determinants of health and applies that understanding in partnerships with individuals, whānau and communities to influence positive changes in health outcomes
- evaluates efficiency and effectiveness in public health programmes and future planning when initiating new services
- utilises epidemiological concepts to respond to existing and emerging public health trends in planning responses to new contracts
- demonstrates skills in facilitating, leading and advising on health promotion processes and programmes, eg, pre-immunisation presentations in schools, communicable disease prevention programmes
- demonstrates advanced community profile assessment skills and supports others to integrate these skills in their public health nursing practice
- continues ongoing relevant post graduate study

Policy & Legislation in Public Health Nursing

Purpose: To support public health nurses with their professional, legal and ethical responsibilities and cultural safety

TE KĀKANO *Competent*



The public health nurse at this level:

- articulates how public health nursing practice can influence the development of organisational guidelines/protocols at a local level
- takes responsibility for maintaining the professional requirements of the nursing role, eg, the Annual Practice Certificate, Nursing Council of New Zealand Competencies, Professional Development Recognition Programme (PDRP)
- utilises organisational guidelines/policies when managing public health nursing interventions eg, standing orders
- contributes to and advocates for healthy public policy in schools and at the community and local levels
- understands relevant public health nursing legislation, including: Health Act 1956 s125; Children, Young Persons, and Their Families Act 1989 s15/16; Education Act 1989; Smoke-free Environments Act 1990; Code of Health and Disability Services Consumers' Rights Regulation 1996; Health Practitioner Competency Assurance Act 2003; Health (Protection) Amendment Act 2016; New Zealand Public Health and Disability Act 2000; New Zealand Public Health and Disability Amendment Act 2010; Crimes Act 1961 s195/195a; Vulnerable Children Act 2014; Health and Safety at Work (General Risk and Workplace Management) Regulations 2016
- appropriately applies relevant legislation in their work, eg, Health Act 1956 s125 and Vulnerable Children Act 2014

TE TIPU *Proficient*



At this level:

- influences others to understand how policy is used to improve, promote and protect the health of individuals, communities and populations
- develops initiatives that support and create healthy public policy in public health nursing practice

TE PUĀWAI *Expert*

At this level:

- leads others to understand how policy is used to improve, promote and protect the health of individuals, communities and populations at local, regional and national levels
- leads and/or influences political awareness and policy development for a particular health goal or programme, such as, school-based vaccination programmes
- provides leadership to enable members of the public health nursing team to work within relevant legislation

Purpose: To support public health nurses to demonstrate their knowledge in how research can be applied in their public health nurse practice

TE KĀKANO *Competent*

The public health nurse at this level:

- demonstrates knowledge of how research is used in a public health nursing context
- identifies and describes basic research principles and methods used in public health nursing, eg, identifies and reports on health trends
- describes the principles of evidence-based practices in public health and public health nursing
- differentiates between research and evaluation in public health nursing practice

TE TIPU *Proficient*

At this level:

- evaluates public health nursing health and wellbeing programmes/interventions
- identifies opportunities and incorporates knowledge of current evidence based research into public health nurse practice
- understands audit processes that are relevant to public health nurse practice

TE PUĀWAI *Expert*

At this level:

- participates in public health research to support consistent evidence-based practice in public health nursing
- identifies and critiques research to improve health outcomes for populations
- challenges existing ways of working to be evidence based, eg, smoking cessation, healthy eating and physical activity programmes
- role models advanced skills in evaluating public health nursing interventions and programmes
- leads audits of public health nursing practice to evaluate health outcomes

Community Health Development

Purpose: To support public health nurses to understand and integrate community health development in their practice

TE KĀKANO *Competent*

The public health nurse at this level:

- recognises and explains the importance of working with local communities and agencies to achieve public health goals and develop networks with external providers, eg, iwi providers
- describes and identifies communities and populations, including those that are vulnerable to poor health outcomes
- integrates knowledge of a local community profile into public health nursing assessment, intervention and referral process

Definition of community health development:

Increasing the ability of communities, particularly marginalised communities, to work together to identify and take action on priorities defined as important by the communities themselves –⁸

TE TIPU *Proficient*

At this level:

- undertakes a local community profile and health needs assessment, using models of community health development
- consults with communities and identified population groups to highlight specific health needs, eg, family violence
- works collaboratively with local agencies to identify health needs for communities and identified population groups on specific health and wellbeing projects

TE PUĀWAI *Expert*

At this level:

- takes a lead role in coordinating policies and activities identified in a community health needs assessment to develop solutions to emerging health issues
- role models working effectively alongside individuals, whānau and communities, using well established networks and relationships to advocate for improved health outcomes in the local population
- promotes and coordinates health and wellbeing programmes aimed at reducing poor health outcomes for identified communities or vulnerable population groups

Purpose: To ensure public health nurses communicate well and develop effective relationships in their role

TE KĀKANO *Competent*

The public health nurse at this level:

- communicates effectively orally and in all forms of writing (including emails and messaging), using a variety of skills that reflect the range and diversity of clients' understanding of health issues
- communicates effectively with community groups, service providers and inter-professional team, eg, school dental services
- recognises the need for consultation with multidisciplinary/intersectoral health, social and education teams for: assessment, care planning, interventions and evaluation
- engages with clients effectively at a therapeutic level, using different approaches including understanding of clients' health literacy and cultural beliefs
- demonstrates an ability to work in partnership with clients, individuals, whānau and community agencies

TE TIPU *Proficient*

At this level:

- demonstrates the ability to develop and maintain therapeutic relationships when assessing and treating clients
- demonstrates highly developed and effective communication skills in engaging with clients from different ethnicities and cultures
- articulates the role of the public health nurse within the overall health system to internal and external audiences
- prepares and presents information both orally and electronically to a range of audiences

TE PUĀWAI *Expert*

At this level:

- has advanced skills and role models the ability to develop and maintain relationships for consultation purposes
- has advanced skills in networking and consulting on public health nursing priorities
- ensures health literacy principles are integrated in all public health nursing service communication and resource development.
- mentors colleagues and role models expert therapeutic communication skills with clients and agencies
- is confident in representing public health nursing at local, regional and national levels

Purpose: To support public health nurses to develop effective advocacy skills to achieve successful health outcomes for the given population

TE KĀKANO *Competent*

The public health nurse at this level:

- recognises barriers to improve health outcomes and explains how organisational policies are used to improve, promote and protect public health and how public health nursing can influence the planning processes
- advocates within a range of situations where negotiation may be applied to promote and protect public health, eg, informed consent principles
- identifies community partners for public health nursing practice when assessing/treating health issues in individuals, whānau and populations
- advocates and supports individuals and whānau to mitigate socioeconomic barriers that prevent good health outcomes, eg, unhealthy housing

TE TIPU *Proficient*

At this level:

- uses a combination of individual and social actions designed to gain political commitment, policy support, social acceptance and systems support for a particular health goal or programme, eg, prevention of skin infections
- demonstrates the ability to influence policy, and/or decision making in a school setting, eg, water-only schools
- advocates to support the improved health outcomes for individuals, whānau and communities by understanding equity issues and health outcomes

TE PUĀWAI *Expert*

At this level:

- utilises advanced advocacy skills to achieve improved health outcomes for individuals, whānau and communities
- leads community actions to influence political awareness and policy development for a particular health goal or programme, eg, Children's Teams
- demonstrates expert capacity for shifting opinion, influencing positive change and addressing underlying factors for healthier communities, eg, Healthy Housing Initiatives
- partners effectively with key community leaders and groups to develop positive population health outcomes for vulnerable populations



APPENDIX

Foundations of Practice

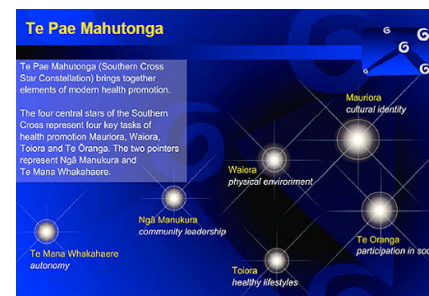
GUIDING MODELS & STRATEGIES

The following national and international models and strategies influence and underpin public health nurse practices.

Te Tiriti o Waitangi

The principles of Te Tiriti o Waitangi form the foundation for the relationship between the government's public health sector and Māori. The Nursing Council of New Zealand has identified four key principles inherent in Te Tiriti o Waitangi (Nursing Council of New Zealand 2011). These principles when expressed in public health nursing practices demonstrate the potential of public health nurses to achieve equitable health status for Māori.

- **Principle 1**
Tino rangatiratanga enables Māori self-determination over their health, recognising their right to manage their own interests and affirms their right to development.
- **Principle 2**
Partnership involves public health nurses working with Māori to improve health outcomes for Māori.
- **Principle 3**
The public health nursing workforce recognises that health is a taonga and acts to protect it as such.
- **Principle 4**
The public health nursing workforce recognises the citizen rights of Māori and their rights to equitable access and participation in health services and health service delivery at all levels.

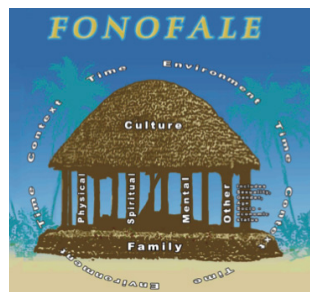


Te Pae Mahutonga

Te Pae Mahutonga (Southern Cross Star Constellation) provides a model for contemporary Māori health care practice. It incorporates the Treaty of Waitangi principles and includes the following six key concepts, which align to the stars in the Southern Cross constellation:

- Mauriora (cultural identity). This concept encompasses inner strength and vitality.
- Te Oranga (participation in society). Te Oranga helps develop a person's sense of wellbeing. It encompasses appropriate access to services, decision making and ownership.
- Toiora (healthy lifestyle). This concept includes promoting 'by Māori for Māori' programmes and accepting and encouraging Māori health promotion and research.
- Ngā Manukura (leadership) and Te Mana Whakahaere (self-governance). These two concepts involve fostering alliances with iwi to broaden their contribution to health services and recognising and respecting the self-governance of iwi and Māori communities, including those who deliver health and social services.
- Waiora (physical environment). This concept acknowledges environmental influences that affect the health and wellbeing of different populations in Aotearoa New Zealand.

Foundations of Practice



Fonofale Model

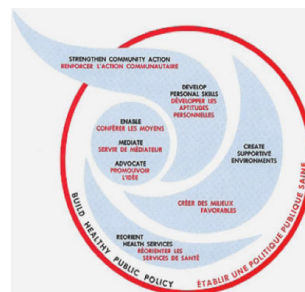
Pacific populations are over-represented in the New Zealand health system. Pacific health models play an important role in reducing Pacific inequalities. In the Fonofale model, the foundation of the 'fale', or house, represents the family – the basis for all Pacific cultures. The roof represents cultural values and beliefs that shelter the family. The four pou between the roof and the foundation represent the four dimensions of spiritual, physical, mental and other variables that can impact on health. The fonofale nestles in a cocoon or circle that recognises the impact of other dimensions, such as physical environment, context (where/how/what for a particular person or people) and time.⁹

He Korowai Oranga (2010)

www.health.govt.nz/our-work/populations/maori-health/he-korowai-oranga

New Zealand Health Strategy 2016

www.health.govt.nz/publication/new-zealand-health-strategy-2016



Ottawa Charter

The Ottawa Charter for Health Promotion is a key framework in developing robust health promotion activities. It involves five fundamental aspects:

- 1 Strengthening community action
- 2 Building healthy public policy
- 3 Creating supportive environments
- 4 Re-orienting health services
- 5 Developing personal skills.

The charter supports the idea of promoting and protecting the health of the whole population, with a particular emphasis on reducing health inequalities. Such inequalities persist when social determinants of health (such as income, housing conditions and employment) are unequally distributed in society.¹⁰

www.who.int/healthpromotion/conferences/previous/ottawa/en

The Bangkok Charter

The Bangkok Charter identifies health promotion actions, commitments and pledges required to address the determinants of health in a globalised world. Key aspects include: strong political action, broad participation and sustained advocacy.

www.who.int/healthpromotion/conferences/6gchp/bangkok_charter/en

⁹ Pulotu-Endemann FK. 2001. *Fonofale Model of Health*. www.hauora.co.nz/resources/Fonofalemodel explanation.pdf (accessed 9 September 2016).

¹⁰ Dahlgren G and Whitehead M. 2007. *Policies and Strategies to Promote Social Equity in Health. Background document to WHO – Strategy paper for Europe*. Stockholm: Institute for Futures Studies. www.core.ac.uk/download/pdf/6472456.pdf (accessed 9 September 2016).

Foundations of Practice

Primary Health Care Strategy

www.health.govt.nz/publication/primary-health-care-strategy

Te Uru Kahikatea: The Public Health Workforce Development Plan 2007–2016

www.health.govt.nz/system/files/documents/publications/public-health-workforce-development-plan-2007-2016.pdf

Dahlgren & Whitehead Model

www.core.ac.uk/download/pdf/6472456.pdf

Public Health Model

The public health model is defined by the three words: 'improve', 'promote' and 'protect'. The outcomes of the New Zealand public health model are:

- a healthier population
- reduced health disparities
- improved Māori health
- increased safeguards for the public's health
- a reduced burden of acute and chronic disease. —¹¹

¹¹ Public Health Association of New Zealand. 2007. *Generic Competencies for Public Health in Aotearoa-New Zealand*. Wellington: Public Health Association of New Zealand. www.publichealthworkforce.org.nz/data/media/documents/Competencies/WEB%20-%20Generic%20Competencies%20for%20Public%20Health%20March%202007.pdf

The Minnesota Intervention Wheel

www.health.state.mn.us/divs/opi/cd/phn/docs/0301wheel_manual.pdf —¹²

Whānau Ora Model

www.tpk.govt.nz/en/whakamahia/whanau-ora

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The Recent History of Public Health Nursing in Aotearoa New Zealand

Before 1988, public health nurses nationally were employed by the Department of Health.

At that time, public health nurses worked under national guidelines in the areas of:

- child health: school health
- child health: infant and preschool health
- community and family health
- disease prevention and control
- elderly health
- rural occupational health
- emergency response

In 1988, each local Department of Health merged with a hospital board to become an Area Health Board. The transition absorbed or dis-established many administrative and management positions. For nursing, this meant combining the principal public health nurse and supervising public health nurse positions. It also meant losing the national director of public health nursing role and national leadership and advocacy for the public health nursing workforce, as well as reducing the capacity to respond to vulnerable population health needs. Over the next six years, public health nursing coordination and leadership were compromised at regional and national levels.

The focus for public health nursing at the time was directed to working with 0- to 18-year-olds. This reduced the nurses' ability to respond to communicable diseases and other community health issues. At the same time, public health nursing contracts continued to change, including losing comprehensive new school entrant health and development

assessments in many areas of the country. Over the ensuing decade, the public health nurse's role in health education and promotion was reduced to responding to health issues only. In the late 1990s, in some areas, public health nurses reoriented their work to focus on three age groups – early childhood, primary school and adolescent health.

The number of public health nurses continued to fall countrywide, and in many areas even this focus became unsustainable.

More recently, public health nursing services have witnessed more change in both delivery and structure. Many district health boards (DHBs) have been conducting service reviews, and their full-time equivalent nursing roles have been reduced. This has resulted in reprioritisation of public health nurse work and a greater focus on low-decile schools and priority health areas (eg, Māori, Pacific peoples, vulnerable populations, and those with complex needs and disabilities).

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DEVELOPED BY THE

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Oranga mō te ao.**

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