



NATIONAL YOUTH HEALTH NURSING
KNOWLEDGE AND SKILLS FRAMEWORK

NATIONAL YOUTH
HEALTH NURSES
REFERENCE GROUP

2014

Table of Contents

Foreword	3
1.0 Acknowledgements	4
2.0 Introduction	5
2.1 Background	6
2.2 What defines youth health	6
2.3 Areas of practice	7
2.4 How can the framework assist nurses, employers and young people?	11
3.0 Professional Development Principles	12
4.0 Summary	13
5.0 Essential Skills for Generalist Nurses	14
6.0 Specialty Skills for Specialty Nurses Working with Young People	20
7.0 Advanced Skills for Clinical Nurse Specialists, Nurse Practitioners and Nurse Leaders Working with Young People	26
8.0 Glossary	32
9.0 Bibliography and References	36
Appendix 1: Participants in the National Youth Health Nurse Reference Group (2008)	38



Foreword

SYHPANZ (Society of Youth Health Professionals Aotearoa New Zealand) and the ASNG (Auckland School Nurses Group) are proud to support the endorsement of this critical piece of work for nurses who work with young people.

The SYHPANZ vision is a country where all young people/rangatahi and their family/whānau receive health care from supported, skilled and effective health professionals. Nurses work with young people across a range of practice settings and it is imperative that they are adequately prepared to ensure the best possible outcomes.

We see this framework as providing an important platform for nurses to demonstrate their level of knowledge and skills in this area of practice, and one that should be used in conjunction with their national accreditation process. SYHPANZ will endeavour to promote this framework to both nurses and their employers to support the development of youth health professionals and the youth health sector in Aotearoa New Zealand.

Work on the framework commenced in 2008 and we would like to acknowledge the broad range of professionals involved in those workshop (see *Appendix 1*). The working groups were sponsored by CMDHB and actively supported by Gilli Sinclair. We wish to thank them for their substantial support of the youth health sector in New Zealand.

We would like to congratulate the project team and acknowledge and thank all of the people who have provided expertise and constructive feedback during the development stages.

Maria Kekus
Chair
SYHPANZ

Celeste Gillmer
Co-President
ASNG

Diana Nicholson
Co-President
ASNG



1.0 Acknowledgements

This report is the result of the dedicated efforts of many groups and individuals and reflects the collaborative efforts of all involved.

2012 Standards Reference Group

- Dianne Dawson (School Health Youth Nurse Specialist, CMDHB; SYHPANZ executive)
- Celeste Gillmer (Nurse Educator ADHB Secondary School Nurses' Programme; ASNG Co-President)
- Mo Harte (Nurse Practitioner Centre for Youth Health, CMDHB; HealthWEST)
- Maria Kekus (Nurse Practitioner, HealthWEST; SYHPANZ chair)
- Diana Nicholson (School Health Youth Nurse Specialist, CMDHB; ASNG Co-President)

The development group acknowledges the use of the National Diabetes Knowledge and Skills Framework (2009) as a guide.

We would like to thank Misty King for her assistance and help in preparing this document.

Authors; Maria Kekus, Dianne Dawson, Celeste Gillmer, Diana Nicholson & Mo Harte.

2.0 Introduction

This document intends to provide a framework for all nurses who interact with young people and wish to be able to demonstrate youth appropriate care. We know young people find it difficult to navigate the health care system and continue to have unmet health needs. The Knowledge and Skills Framework has been developed to assist nurses, employers and education providers to determine the skills and level of knowledge that are required by nurses working with young people.

It is divided into 3 key levels: **Essential**, **Specialty** and **Advanced**.

Essential - outlines the knowledge and skills that every nurse who encounters/interacts with young people should have.

Specialty - builds on the essential skills to further develop nurses who work with young people as their core clientele e.g. School Nurses; Youth One Stop Shop.

Advanced - outlines the knowledge and skills that nurses who work in an advanced youth specialty role require.

This is not a framework that is intended to stand alone but rather to promote best practice, and should be linked to national guidelines and standards of practice. It does not replace Professional Development Recognition Programmes (PDRP) but it can be used as a tool to help the nurse articulate how competencies are being met in particular areas of practice when preparing their portfolio. In order to articulate practice this framework is complimentary to and should be supported by, but not limited to, the following documents:

- Nursing Council of New Zealand's competencies for registration
- Professional Development and Recognition Programmes
- Youth Health Strategy (2004)
- Youth Development Strategy Aotearoa (2002)

This framework does not replace Nursing Council of New Zealand competencies.

Health care like young people is a dynamically evolving culture/community. This framework provides a guide only to what is best informed evidence and practice at this junction. The individual nurse is responsible for ensuring that they are up to date and constantly reflecting on what fits best for the young people in their community.

2.1. Background

Registered nurses in New Zealand are required to maintain the Nursing Council of New Zealand domains of competence to demonstrate their ongoing competence to practice. They are required to demonstrate that they utilise nursing knowledge and complex nursing judgment to assess health needs and provide care, and to advise and support people to manage their health (Nursing Council of New Zealand, 2007). The National Youth Health Nursing Knowledge and Skills Framework supports registered nurses in demonstrating their competence to practice, and links to the Nursing Council of New Zealand's competencies for registration and local Professional Development Recognition Programmes (PDRP). Registered nurses in New Zealand are required to incorporate the articles of the Treaty of Waitangi, the principles of partnership, participation and protection, as outlined in He Korowai Oranga, Maori Health Strategy (2002), in their practice. This document is about identifying the youth health specific knowledge and skills a registered nurse requires to deliver care to all young people. Through active partnerships, young people and their whānau/families are able to be supported to meet their specific health needs and develop to their full potential through the delivery of care that is both culturally responsive and appropriate.

2.2. What defines youth health

It is well documented that mainstream approaches to youth health often fail to address the unique challenges that youth populations present. New Zealand has unenviable incidence of psychosocial morbidities, such as unintended youth pregnancy, youth suicide, substance abuse and school failure which can be addressed via a developmentally appropriate approach.

Youth health paradigms present a unique approach to addressing young people's needs, shifting the emphasis of health care from being disease state centred to partnering with the young people, their whānau/families and their communities to promote the overall health development of the individual, upholding the belief that young people are a resource to be developed rather than a problem to be solved. This approach aligns itself to the principles of healthy youth development and the Treaty of Waitangi as the cornerstones of good practice.

1. Youth development is shaped by the 'big picture'
2. Youth development is about young people being connected
3. Youth development is based on a consistent strengths-based approach
4. Youth development happens through quality relationships
5. Youth development is triggered when young people fully participate
6. Youth development needs good information (Youth Development Strategy Aotearoa, 2002)

The National Youth Health Nurses Knowledge and Skills Framework describes:

Nurses working within a youth health scope acknowledge that additional skills are required to inform practice and enhance existing nursing competencies, and it is to these domains that the National Youth Health Nursing Knowledge and Skills Framework has been aligned:

- Understanding young people
- Engaging young people
- Clinical skills
- Working with others

Nurses are the largest health workforce group in New Zealand and play an important role in the care of young people. Any gaps or deficit in the application of recommended best practice and current practice in youth health nursing care in New Zealand is currently unknown. The framework is intended to promote quality healthcare for young people by providing a platform from which to develop knowledge and skills in youth health.

2.3 Areas of practice

Many nurses regardless of their area of practice are likely to have contact with young people and will therefore require some level of capability in youth health nursing care. This framework recognises the need for three specific areas of practice - a generalist level nurse (Essential), a Specialty youth health nurse and an Advanced youth health nurse. These areas of practice do not represent a hierarchy of practice but rather represent the area of practice and associated level of capability required of nurses who work with young people in different contexts.

Essential level

Generalist nurses in their day to day work may interact either frequently or for short intensive periods of time in the care of young people. These nurses should possess a core body of knowledge, attitudes and skills in youth health. They should have an understanding of the relationship between young people and their health and development; and how it impacts on them, their family/whānau and the community they live in. In particular, all nurses should:

- Work as part of a health care team, and understand their role in caring for young people as a member of the multidisciplinary team
- Understand and role model the application of the Treaty of Waitangi in nursing practice
- Be culturally responsive and practice nursing in a manner that the young person and their family/whānau determine as culturally appropriate with a clear understanding of Maori core values, Tikanga Maori and their application

- Be able to demonstrate an understanding of young people’s strengths and work to affirm and develop their potential as individuals and as members of the wider community
- Share information and education that is developmentally appropriate for the young person
- Consult with youth health and other experts/health professionals as required
- Assist young people and their family/whānau to access resources, such as other health and development services, as required
- Complete documentation of clinical assessment, care plan, continuing care and management plan, evaluation and referrals accurately

Specialty Youth Health Nurse Level

Nurses who choose to become Specialty Youth Health Nurses require specialised knowledge and skills in youth health and development because of the nature of their practice. Training at the specialty level should be tailored to the needs of the scope of practice of the nurse. It is expected that as the nurse’s practice advances, more effective integration of theory, practice and experience will be demonstrated, along with increasing degrees of autonomy in their nursing care of young people.

In particular the Specialty level nurse should:

- Provide proficient youth health care and education to the young person and their family/whānau
- Use sound judgment to provide advice, or develop management plans for the young person in the setting they work
- Use a collaborative strengths based approach to negotiate changes in nursing care or a management plan with the young person
- Document assessment, care plan, continuing care and management plan, evaluation and any referrals made
- Actively impart evidence-based knowledge in a variety of settings
- Understand and role model the application of the Treaty of Waitangi in nursing practice
- Be culturally responsive and practice nursing in a manner that the young person and their family/whānau determine as culturally appropriate with a clear understanding of Maori core values, Tikanga Maori and their application
- Be able to demonstrate an understanding of young people’s strengths and work to affirm and develop their potential as individuals and as members of the wider community
- Lead or contribute to local and/or national policy or service development
- Act as a change agent to influence practice development

Advanced level

Nurses who are Advanced Youth Health Nurses require advanced knowledge and skills in order to take a leadership and scholarly approach to practice. The roles of these nurses may include education, research and nursing leadership. At this level nurses should have advanced skills in their scope of practice and should be able to teach the competencies described in this document to other nurses and associated health professionals. They should also be skilled in the application of research on youth health and development. This leadership role should include advocacy for youth health and development, and nursing issues at local and national levels.

In particular the Advanced Youth Health Nurse should:

- Demonstrate expert clinical judgment and decision making, and role modeling best practice
- Provide expert clinical care and advice to young people and their family/whānau with complex health needs
- Use a collaborative approach to negotiate and plan care, changes to care and management plans
- Document assessment, care plan, continuing care and management plan, evaluation and referrals
- Understand and role model the application of the Treaty of Waitangi in nursing practice
- Be culturally responsive and practice nursing in a manner that the young person and their family/whānau determine as culturally appropriate with a clear understanding of Maori core values, Tikanga Maori and their application
- Recognise team diversity and utilise other team members for their strengths and skills
- Contribute to the development, implementation and evaluation of youth health best practice, locally and nationally
- Develop best practice e.g. through leadership, teaching and consultancy
- Consistently demonstrate effective nursing leadership, management and consultancy, working across settings and within interdisciplinary environments

The knowledge and skills within this framework are aligned with respective populations and post registration education pathways as illustrated in Figure 1.

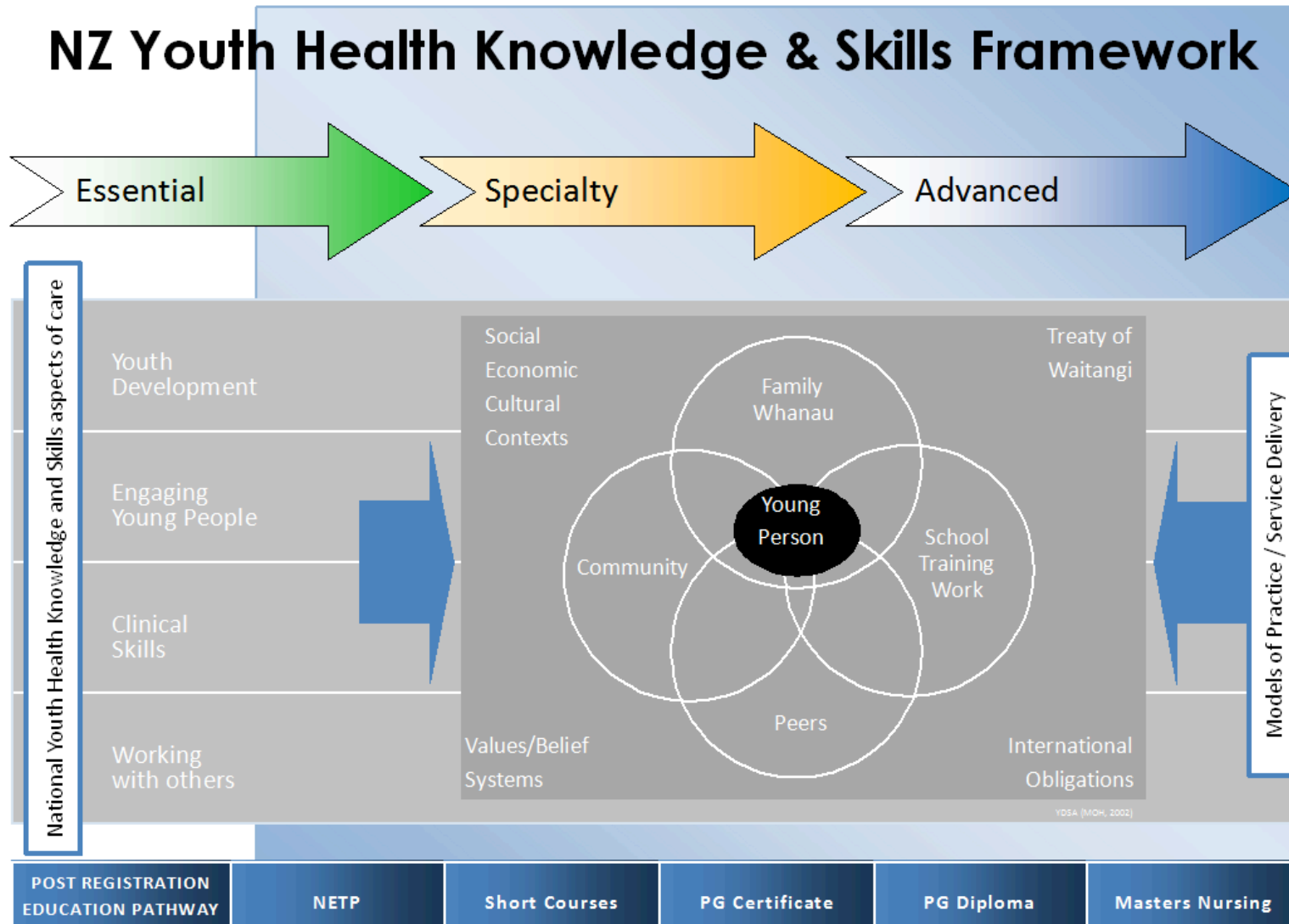


Figure 1: National Youth Health Nursing Knowledge and Skills Framework

2.4 How can the framework assist nurses, employers and young people?

The National Youth Health Nurses Knowledge and Skills Framework:

- Assists in the development of a range of transferable clinical skills which can be used in care delivery throughout a nurse's career
- Seeks to minimise risk by ensuring that all staff know the standard of care required when working with young people and are capable of providing that care
- Provides guidance to employers regarding the different levels of practice of nurses working within youth health care
- Helps to guide nurses who wish to progress to advanced practice roles within youth health care
- Provides a reference point for planning educational programmes and clinical preparation for each area of nursing practice
- Provides a mechanism for portfolio development for local Professional Development Recognition Programmes and Nursing Council of New Zealand's competency requirements
- Can provide guidance for providers in designing curricula for undergraduate and post graduate nursing programmes
- Supports standardized nursing care for young people based on evidence



YOUTH DEVELOPMENT IS ABOUT **YOUNG PEOPLE BEING CONNECTED**

3.0 Professional Development Principles

The National Youth Health Nurses Knowledge and Skills Framework aims to be flexible in its implementation and to guide nurses to potential training in order to practice effectively and safely within Nursing Council of New Zealand competencies.

Training should be both theory and practice based, and should include:

- Assessment and engagement of young people
- Consent and confidentiality as it relates to young people
- Communication and change management when working with young people, their families/whānau and wider community
- Professional practice issues and interagency/disciplinary work

These core components are applicable to all scopes of nursing practice.

Additional core topics of theory and practice should include:

- Youth development
- Engaging with rangatahi and other ethnic groups
- Sexual and reproductive health
- Mental health
- Alcohol and drugs

In addition more specialized nursing roles may include additional components such as:

- Chronic care management
- Working with young people with a disability
- Vulnerable populations, e.g. youth justice, care and protection, refugee and migrant
- Leadership
- Research
- Education

Alongside experiential, clinically based learning and skill development it is expected that nurses will be engaged in ongoing clinically relevant study, ranging from short courses to post graduate qualifications, dependent on the requirements of the role and their personal aspirations.

4.0 Summary

The National Youth Health Nurse Knowledge and Skills Framework provides nurses working with young people, especially in clinical areas with a specific youth focus, to plan their careers and continuing professional development in a more structured way, by identifying individual development and training requirements and opportunities. The development of this framework is an important document for the continuing growth of an experienced and well trained youth focused nursing workforce, with the ability to support and enhance the potential of young New Zealanders to become productive and contributing members of New Zealand society.



THE DEVELOPMENT OF THIS FRAMEWORK IS AN IMPORTANT DOCUMENT
FOR THE CONTINUING GROWTH OF AN
EXPERIENCED AND WELL TRAINED YOUTH FOCUSED NURSING WORKFORCE

THE KNOWLEDGE AND SKILLS THAT EVERY NURSE
WHO ENCOUNTERS/ INTERACTS WITH YOUNG PEOPLE
SHOULD HAVE

5.0 Essential Skills for Generalist Nurses

All nurses working with young people, regardless of scope, should master a core body of knowledge, attitudes and skills in youth health. They should understand the relationship between young people and their health and development; and how it impacts on them, their family/whānau and the community they live in.

Aspect of Care	Level of Knowledge and Skills	Example
Understanding Young People		
Youth Development: Understands positive youth development and its implications for practice	<p>Be able to demonstrate an understanding of positive youth development theory.</p> <p>Articulates strengths/resiliency based practice.</p> <p>Identifies appropriate agencies in the community to refer young people.</p> <p>Can articulate and is responsive to the health disparities that exist for some young people across different cultural identities.</p>	
Risk and Resiliencies: Understands resiliency theory and its implications for practice	<p>Describes and demonstrates positive youth development theory within practice.</p> <p>Has a clear understanding and can describe the relationship between adolescent development and positive youth development.</p>	
Connects young people to significant adults in their lives	<p>Can discuss the impact of family/whānau and community environment on young people.</p> <p>Demonstrates cultural responsiveness in practice in a manner that the young person and their family/whānau determine as culturally appropriate.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Engaging Young People		
Youth participation and engagement	<p>Actively engages young people in service development and governance.</p> <p>Can discuss the legislation relating to health care provision for young people in Aotearoa/NZ.</p> <p>Demonstrates understanding and respects the requirement to ensure privacy and informed consent when working with young people.</p> <p>Able to state the limits of consent and confidentiality with regards to safe practice.</p> <p>Can articulate limitations to confidentiality and has robust procedures when needing to refer abuse/neglect.</p> <p>Actively involves young people in developing, evaluating and reviewing decisions that affect them.</p> <p>Displays the Code of Health and Disability Services Consumer's Rights (MOH, 2009) and actively discusses what this means in practice with the young person.</p> <p>Articulates an understanding of how to integrate the rights of the young person when working in partnership with them and their family/whānau.</p> <p>Identifies systems and processes in which young people are given a voice.</p> <p>Utilises the Youth Development Participation Guide (2009) when working with young people.</p>	
Models of care: appropriate use of models and assessment tools	Can discuss recognised best practice models including cultural models to support engagement and care. e.g. Te Whare Tapa Wha.	
Engaging young people and their families/whānau: Understand the factors that influence the engagement of young people	<p>Discusses the need for youth appropriate services and describes barriers young people may face in accessing health care.</p> <p>Explains the importance of initial engagement and developing a rapport, and shows effective communication skills when engaging with young people and their family/whānau.</p> <p>Articulates why they believe young people deserve honesty and respect from health care providers.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Engaging Young People		
	<p>Can discuss young people’s rights to self-determination and autonomy whilst understanding the influence of families/whānau.</p> <p>Demonstrates an ability to advocate on behalf of young people.</p> <p>Can articulate the legal, professional and ethical considerations in regards to family violence and child protection, and the policies and procedures of the organisation for the process of reporting suspected abuse.</p> <p>Has developed specific clinical strategies and is able to demonstrate family violence screening, assessment, intervention, and documentation, while working within professionals boundaries.</p>	
Clinical Skills		
HEEADSSS assessment	<p>Describes why HEEADSSS is an essential tool to use in youth health (Goldenring & Rosen, 2004).</p> <p>Demonstrates a HEEADSSS assessment with confidence.</p> <p>Reflects on assessment skills and identifies areas for further development.</p>	
<p>Sexual Health: Acknowledges the sexual and reproduction needs of young people in the context of adolescent development</p>	<p>Explains the need for a comprehensive reproductive and sexual health assessment to identify key risk and protective factors.</p> <p>Can explain legislation pertaining to young people and their sexual and reproductive health.</p> <p>Discusses appropriate sexual and reproductive health care services to refer young person to.</p> <p>Discusses the issues relating to sexual orientation and identity for young people.</p>	
Mental Health	<p>Can undertake a mental health screen as part of a HEEADSSS assessment.</p> <p>Recognises urgent and complex mental health problems in young people and can identify appropriate services for referral.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Clinical Skills		
Chronic Illness/Disability	<p>Can discuss the impact a chronic health condition has on adolescent development.</p> <p>Discusses how adolescent developmental issues impact on the management of a chronic health condition.</p> <p>Identifies specific support groups/services for referral of the young person with a chronic health condition.</p>	
Alcohol and Other Drugs	<p>Can undertake a substance use screen as part of a HEEADSSS assessment.</p> <p>Undertakes assessment of substance use in young people- Substance And Choices Scale (SACS) timeline (Christie et al., 2007)</p> <p>Recognises levels of substance abuse along the continuum of use, provides relevant information and brief interventions, and refers appropriately.</p>	
Physical assessment skills	<p>Demonstrates the ability to recognise and respond appropriately to acutely ill/injured young people.</p> <p>Discusses assessment and referral for care and protection concerns.</p> <p>Identifies appropriate services for referral.</p> <p>Demonstrates a developmental approach to the assessment of a young person.</p>	
Eliciting Change: Works effectively with young people to manage behaviour change	<p>Can describe how they engender 'hope' in young people, family/ caregivers/whānau regarding their health and wellbeing.</p> <p>Demonstrates a non-judgmental approach when engaging with young people e.g. using open ended questions.</p> <p>Describes and affirms the potential to change.</p> <p>Can discuss assessing the readiness of the young person to change or modify their behavior.</p>	
Working with others		
Roles of other youth agencies	<p>Demonstrates effective communication and collaboration with other professionals working with youth.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Working with others		
	<p>Can describe the roles of other government and Non Government Organisations (NGO) agencies who work with youth.</p> <p>Demonstrates engagement with other agencies (including statutory agencies) to keep young people safe.</p> <p>Discusses the importance of youth participation.</p>	
Convening and running conferences and meetings	Demonstrates an ability to organise and actively participate in small group meetings at a provider level.	
Working with laws and regulations	Can demonstrate working within legislative frameworks and professional discipline guidelines/regulations.	
Working with other sectors	Discusses the local and wider community factors that may impact on the epidemiology and opportunities for young people.	
Teaching and training	Demonstrates an ability to effectively teach young people and families about common youth health issues.	
Primary, secondary and tertiary interfacing	<p>Formulates plans with young people for their care including plans for the involvement of other health professionals.</p> <p>Discusses and obtains informed consent of the young person and makes appropriate referrals as required.</p> <p>Initiates and coordinates shared care in collaboration with allied health professionals, youth services and specialists in consultation with young person as necessary.</p> <p>Mentors and provides consultancy for nurses and allied professionals regarding consent, confidentiality and client safety.</p> <p>Actively participates in case reviews.</p> <p>Advocates for young person and their family in navigating the health system.</p> <p>Actively participates in peer reviews.</p>	
Research	<p>Explains the role of research in driving nursing practice.</p> <p>Identifies research articles that might be relevant to practice.</p>	

BUILDING ON THE ESSENTIAL SKILLS TO FURTHER DEVELOP
NURSES WHO WORK WITH YOUNG PEOPLE AS THEIR CORE CLIENTELE
e.g. SCHOOL NURSES; YOUTH ONE STOP SHOP

6.0 Specialty Skills for Specialty Nurses Working with Young People

Because of the nature of their practice certain groups of nurses will require more specialised skills in youth health and development. These nurses work in a practice setting where young people are the core client group.

Aspect of Care	Level of Knowledge and Skills	Example
Understanding Young People		
Youth Development: Understands positive youth development and its implications for practice	<p>Describes and demonstrates positive youth development theory within practice.</p> <p>Discusses the relationship between adolescent development and positive youth development.</p> <p>Influences the understanding and appreciation of the health disparities that exist for some young people across different cultural identities.</p>	
Risk and Resiliencies: Understands resiliency theory and its implications for practice	<p>Describes and demonstrates an understanding of risks and resiliencies that apply to young people.</p> <p>Describes the relationship between the assessment of risks and resiliencies, and demonstrates a strengths-based intervention.</p>	
Understand the impact of family/whānau and community environment on young people	<p>Discusses the impact of family/whānau and community environment on young people.</p> <p>Demonstrates cultural responsiveness in practice in a manner that the young person and their family/whānau determine as culturally appropriate.</p> <p>Demonstrates practice that supports family/whānau and community connections.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Engaging Young People		
Youth participation and engagement	<p>Actively engages young people in service development and governance.</p> <p>Can discuss and demonstrate an ability to work with family/caregivers/whānau to enhance young people’s health and wellbeing, while at the same time understanding young people’s right to private and confidential health care, aligned with informed consent.</p> <p>Demonstrates the ability to develop a client safety plan in partnership with a young person and in the context of family/caregivers/whānau and multidisciplinary team.</p> <p>Actively involves young people in developing, evaluating and reviewing decisions that affect them.</p> <p>Displays the Code of Health and Disability Services Consumer’s Rights (2009) and actively discusses what this means in practice with the young person.</p> <p>Ensures the rights of the young person are integrated while working in partnership with them and their family/whānau.</p> <p>Identifies systems & processes in which young people are given a voice.</p> <p>Utilises the Youth Development Participation Guide (2009) when working with young people.</p>	
Models of care: appropriate use of models and assessment tools	<p>Demonstrates the ability to undertake a comprehensive psycho-social HEEADSSS assessment.</p> <p>Identifies opportunities to engender change through therapeutic interventions.</p>	
Engaging young people and their families/whānau: Understanding the factors that influence the engagement of young people	<p>Demonstrates the ability to work in partnership with young people to address their health needs and concerns.</p> <p>Discusses and demonstrates the knowledge and skills that assists young people to build positive connections to family/whānau, significant others and community that engender resilience.</p> <p>Discusses and demonstrates the knowledge and skills to identify and intervene appropriately regarding family violence.</p> <p>Is able to demonstrate the ability to appropriately screen, assess, intervene and document care relating to child abuse, and supports colleagues to implement into practice.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Clinical Skills		
<p>Sexual Health: Acknowledges the sexual and reproduction needs of young people in the context of adolescent development</p>	<p>Describes and demonstrates knowledge and skills to undertake sexual health screening.</p> <p>Recognises and discusses the common sexual health conditions and management.</p> <p>Can demonstrate working within legislative frameworks and professional discipline guidelines/regulations when working under standing orders to provide holistic care as appropriate.</p> <p>Discusses and supports informed choice in contraception choices.</p> <p>Initiates contraception under standing orders as appropriate.</p>	
<p>Mental Health</p>	<p>Demonstrates the ability to undertake a comprehensive mental health assessment and identify, refer and follow up as required.</p> <p>Discusses the most common behavioural and mental health conditions in young people.</p> <p>Demonstrates knowledge and use of current evidence-based diagnostic tools and management, and able to discuss the availability of therapies.</p> <p>Manages mild to moderate behavioural and mental health conditions.</p> <p>Utilises therapeutic techniques in management of young people, i.e. motivational interviewing, counselling skills.</p>	
<p>Chronic Illness/Disability</p>	<p>Discusses effective strategies when working with young people for enhancing compliance with health interventions.</p> <p>Implements the principles of effective transition in managing youth with chronic health conditions or disability.</p>	
<p>Alcohol and Other Drugs</p>	<p>Can undertake a comprehensive substance use assessment and identify, refer and follow up as required.</p> <p>Discusses the most common behavioural and mental health conditions in young people related to substance use.</p> <p>Demonstrates knowledge and use of current evidence-based diagnostic tools and management and able to discuss the availability of therapies.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Clinical Skills		
	<p>Identifies and discusses common substances used by young people and the impact on physical and mental health.</p> <p>Manages mild to moderate behavioural and mental health conditions associated with substance use.</p> <p>Utilises motivational & other psychological approaches to management.</p>	
Physical Assessment Skills	<p>Demonstrates the ability to recognise and respond appropriately to common illnesses and injuries.</p> <p>Understands current legislation relating to standing orders and has the ability to implement their use in practice.</p> <p>Demonstrates working collaboratively within health and multidisciplinary teams.</p>	
Eliciting Change: Works effectively with young people to manage behaviour change	<p>Discusses how to work effectively with young people in identifying their motivation to change.</p> <p>Demonstrates the ability to undertake behaviour interventions and change models.</p>	
Working with others		
Roles of other youth agencies	<p>Demonstrates effective communication and collaboration with other health professionals to enhance the co-ordination of care around the needs of youth and able to advocate for their wellbeing.</p>	
Roles of other youth agencies	<p>Demonstrates effective communication and collaboration with other health professionals to enhance the co-ordination of care around the needs of youth and able to advocate for their wellbeing.</p>	
Convening and running conferences and meetings	<p>Describes the health roles in Family Group Conferences, High and Complex Needs processes, Strengthening Families Meetings and actively participates in these meetings.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Working with others		
Working with laws and regulations	<p>Discusses and is proactive when working within legislative frameworks and professional discipline guidelines/regulations.</p> <p>Explains the legal frameworks for consent and confidentiality among young people.</p>	
Working with other sectors	<p>Participates in collaborative interagency approaches to youth health and development concerns.</p> <p>Consults frequently with other sectors and has developed functional links to all significant local sectors.</p>	
Teaching and training	<p>Provides quality training of other professionals and students on common youth health conditions and treatments, based on current evidence-based best practice.</p> <p>Provides effective mentoring of new staff with regards to youth health practice.</p>	
Primary, secondary and tertiary interfacing	<p>Formulates plans with young people for their care including plans for the involvement of other health professionals.</p> <p>Discusses and obtains informed consent of the young person and makes appropriate referrals as required.</p> <p>Initiates and coordinates shared care in collaboration with allied health professionals, youth services and specialists in consultation with young person as necessary.</p> <p>Mentors and provides consultancy for nurses and allied professionals regarding consent, confidentiality and client safety.</p> <p>Actively participates in case reviews and integrates knowledge into the wider multi-disciplinary team and is influential in decision making process.</p> <p>Advocates for young person & their family in navigating the health system.</p> <p>Actively participates in peer reviews.</p>	
Research	<p>Discusses fundamental youth health and development research and its implications for practice.</p> <p>Utilises research to develop best practice guidelines and policies for practice.</p>	

THE KNOWLEDGE AND SKILLS THAT NURSES WHO WORK
IN AN ADVANCED YOUTH SPECIALTY ROLE REQUIRE

7.0 Advanced Skills for Clinical Nurse Specialists, Nurse Practitioners & Nurse Leaders Working with Young People

Nurses may choose to develop their skills further and take a leadership and/or scholarly approach to practice. These nurses' roles may include education, research and nursing leadership. At this level nurses should have advanced skills in their scope of practice and should be able to teach the competencies described in this document to other nurses and associated health professionals. They should also be skilled in the application of research on youth health and development. This leadership role should include advocacy for youth health and development and nursing issues at local and national levels.

Aspect of Care	Level of Knowledge and Skills	Example
Understanding Young People		
Youth Development: Understands positive youth development and its implications for practice	<p>Able to demonstrate detailed knowledge and skills relating to positive youth development theory.</p> <p>Discusses and actively supports the development of services that reflect the needs of young people.</p> <p>Demonstrates being proactive in youth participation within service development and delivery.</p> <p>Actively advocates for positive youth development programmes based on current evidence.</p> <p>Advocates and influences change in addressing the health disparities that exist for some young people across different cultural identities.</p>	
Risk and Resiliencies: Understands resiliency theory and its implications for practice	<p>Demonstrates a detailed knowledge of the complex relationship of risk and resiliency factors.</p> <p>Discusses the potential impact of these factors at an individual, family/whānau and population level.</p>	
Understand the impact of family/whānau and community environment on young people	<p>Demonstrates a detailed knowledge of, and links with relevant community resources.</p> <p>Demonstrates the use of expert knowledge and evidence to have an impact on local and/or national youth health services and policies.</p> <p>Influences practice that supports family/whānau and community connections.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Engaging Young People		
Youth participation and engagement	<p>Actively engages young people in service development & governance.</p> <p>Teaches and debates details of the consent and confidentiality process.</p> <p>Mentors and provides consultancy for nurses and allied professionals regarding consent, confidentiality and client safety.</p> <p>Actively involves young people in developing, evaluating and reviewing decisions that affect them.</p> <p>Displays the Code of Health and Disability Services Consumer's Rights (2009) and actively discusses what this means in practice with the young person.</p> <p>Integrates the rights of the young person while working in partnership.</p> <p>Identifies systems and processes in which young people are given a voice.</p> <p>Utilises the Youth Development Participation Guide (2009) when working with young people.</p>	
Models of care: appropriate use of models and assessment tools	<p>Demonstrates a detailed knowledge of best practice models of care and effective implementation.</p> <p>Demonstrates advanced comprehensive psycho-social HEEADSSS assessment skills.</p> <p>Mentors and provides consultancy for nurses and allied professionals regarding best practice models of care.</p>	
Engaging young people and their families/whānau: Understands the factors that influence the engagement of young people	<p>Provides a resource to colleagues, allied health professionals and multidisciplinary team on appropriate engagement techniques with young people.</p> <p>Discusses and implements the skills required to engage with hard to engage youth.</p> <p>Discusses youth orientated technologies that support the process of engagement.</p> <p>Facilitates the participation of young people and other stakeholders in planning, implementation and evaluation of services.</p> <p>Advocates and influences policy change in relation to family violence identification and intervention.</p> <p>Supports initiatives to raise awareness, reduce incidence and promote positive attitudes and behaviours in regards to child abuse.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Clinical Skills		
<p>Sexual Health: Acknowledges the sexual and reproduction needs of young people in the context of adolescent development</p>	<p>Demonstrates advanced sexual and reproductive health assessment skills, diagnosis, and management.</p> <p>Demonstrates the development of strategies for sexual and reproductive health promotion within the community.</p> <p>Identifies and influences population based interventions to improve sexual and reproductive health outcomes.</p>	
<p>Mental Health</p>	<p>Describes and demonstrates practicing of a range of cognitive and talk based therapies that are useful in young people.</p> <p>Interprets diagnostic results and management in collaboration with mental health services.</p> <p>Demonstrates working in collaboration with a mental health specialist to manage young people with a behavioural and/or mental health condition.</p> <p>Demonstrates working in partnership with the young person, their family/whānau and significant others to support positive change.</p>	
<p>Chronic Illness/Disability</p>	<p>Discusses how to enable hard-to-engage young people with chronic health conditions to achieve normal development and manage their condition effectively.</p> <p>Can design and implement effective clinical programmes/models of care for young people with chronic health conditions or disability within the health care setting.</p> <p>Discusses and manages the ethical considerations that may arise when working with young people with a chronic disease or disability.</p>	
<p>Alcohol and Other Drug</p>	<p>Describes and demonstrates a range of interventions that are demonstrated as good practice when working with young people.</p> <p>Interprets diagnostic results and management in collaboration with mental health services/Community Alcohol and Drug Services.</p> <p>Able to state the uses and side effects of commonly used medications in youth mental health.</p>	

Aspect of Care	Level of Knowledge and Skills	Example
Clinical Skills		
	<p>Works in collaboration with a mental health/addictions specialist to manage young people with behavioral, mental health or substance use conditions.</p> <p>Demonstrates working in partnership with the young person, their family/whānau and significant others to support positive change.</p>	
Physical Assessment Skills	<p>Demonstrates advanced clinical assessment and clinical reasoning skills.</p> <p>Demonstrates ability to recognise and manage acute and chronic physical health problems.</p> <p>Demonstrates the ability to work autonomously.</p>	
Eliciting Change: Works effectively with young people to manage behaviour change	<p>Demonstrates the principles of motivational interviewing and incorporates these into their health care practice with young people.</p> <p>Articulates theoretical understanding concerning behaviour and resilience which is supported by positive connection to family/whānau, school and pro-social adults.</p> <p>Demonstrates the use of evidence-based approaches to engender change in young people, communities and populations to make a difference in youth health.</p>	
Working with Others		
Roles of other youth agencies	<p>Demonstrates leadership and co-ordinates multi-agency involvement with young people.</p> <p>Demonstrates advocacy for youth participation at every level of service delivery.</p>	
Convening and running conferences and meetings	Can co-ordinate, facilitate and lead large group meetings and discussions at multiple levels.	
Working with laws and regulations	Demonstrates an understanding of the need to influence and inform policy development and legislation that impact on the health and empowerment of young people.	

Aspect of Care	Level of Knowledge and Skills	Example
Working with Others		
Working with other sectors	Can design and lead interagency approaches and policy development to enhance a shared vision for positive youth health and development through a shared ethos and vision.	
Teaching and training	<p>Discusses the theory and evidence of adult learning.</p> <p>Demonstrates the ability to design a training or teaching module on a wide range of youth health issues.</p> <p>Demonstrates the ability to influence practice in other professionals through teaching or training.</p> <p>Demonstrates leadership in ongoing training, supervision and mentoring of staff.</p>	
Primary, secondary and tertiary interfacing	<p>Formulates plans with young people for their care including plans for the involvement of other health professionals.</p> <p>Discusses and obtains informed consent of the young person and makes appropriate referrals as required.</p> <p>Initiates and coordinates shared care in collaboration with allied health professionals, youth services and specialists in consultation with young person as necessary.</p> <p>Mentors and provides consultancy for nurses and allied professionals regarding consent, confidentiality and client safety.</p> <p>Leads case reviews and is seen as a senior member of the multi-disciplinary team offering knowledge based on evidence-based practice and advanced skills.</p> <p>Advocates for young person & their family in navigating the health system.</p> <p>Actively leads peer reviews and is a resource for guiding colleagues through this process.</p>	
Research	<p>Discusses involvement in the evaluation in youth health service development and quality initiatives.</p> <p>Mentors other nurses to develop their research ideas around youth health research and evaluation.</p> <p>Participates in, and publishes research on youth health and development.</p>	

8.0 Glossary

Adolescent/Young person: It is widely acknowledged that adolescence is the period of transition from childhood to adulthood. In order to acknowledge the full transition from childhood through to adulthood, adolescence can be divided into early (ages 11-14 years), mid ages (15-17 years) and late (ages 18-21 years) suggesting that a young person can be chronologically defined as being aged between 11 and 25 years.

Youth: The New Zealand Ministry of Health, align 'youth' with the World Health Organisation (2004) definition of young people and other government documents that are youth focused to the ages of 12 – 24 years.

Te Whare Tapa Wha: Durie M. (1999) Youth health has more than a physical dimension. The Maori holistic view of health incorporates:

Te taha hinengaro - emotional and mental health

Te taha whānau - connection to family

Te taha wairua - spiritual health

Te taha tinana - physical health

Informed Consent: According to Geller, Tambor, Bernhardt, Fraser and Wissow (2003), the law is not clear cut in many areas related to young people. It is noted that the term; 'consent to medical treatment' requires the young person making a decision about their treatment based on the advice and information shared by the health professional. The judgment of the health professional in determining whether or not a young person has the capacity to consent to medical treatment plays a large role in this process. For the consent of a young person to be valid the capacity to understand the proposed treatment and care must be considered. There are specific legal issues surrounding the consent of young persons under the age of 16 years.

Confidentiality: An agreement between the young person and the health care provider that information discussed between the parties is not shared elsewhere without the permission of the young person, with the exception of the risk of self harm, harm to others or being harmed by someone else (Goldenring and Rosen, 2004).

HEEADSSS: The HEADSS assessment is a holistic youth health and wellbeing assessment that covers the student's risks and resiliencies; sexual health; physical health and history; drug and alcohol; family health; family relationships and peer relationships.

Goldenring and Rosen (2004) expanded HEADSS to HEEADSSS, focusing on assessment of the Home environment, Education and employment, Eating, peer-related Activities, Drugs, Sexuality, Suicide/depression, and Safety from injury and violence.

Risk and Resiliency: Refers to the risk behaviours and protective factors within a young person's life (Goldenring and Rosen, 2004).

Youth development: The six key principles to positive youth development as defined within the Youth Development Strategy Aotearoa (Ministry of Health, 2002) are:

- youth development is shaped by the 'big picture'
- youth development is about young people being connected
- youth development is based on a consistent strengths-based approach
- youth development happens through quality relationships
- youth development is triggered when young people fully participate
- youth development needs good information.

Youth Participation: Refers to actively involving young people in all areas of our society:

- the family
- school
- workplace
- place of worship
- social group
- wider community

(Youth Development Strategy Aotearoa, 2002).

Nursing Council of New Zealand (NCNZ): The Nursing Council of New Zealand is the regulatory authority responsible for the registration of nurses. Its primary function is to protect the health and safety of members of the public by ensuring that nurses are competent and fit to practice.

PDRP: Refers to the Professional Development and Recognition Programme developed to meet the continuing competence requirements for nurses. The NCNZ has developed a national framework for PDRP in an effort to ensure consistency and transportability between District Health Boards.

Youth Development Strategy Aotearoa, Ministry of Affairs (2002): Discusses how the government and society can support young people aged 12-24 years to develop the skills and attitudes needed to take a positive part in society, now and in the future. It promotes a youth development approach as a way of understanding what needs to happen for, around and with young people in New Zealand.

Youth Development Participation Guide (2009): This guide was developed in response to requests from organisations and agencies on how they can increase youth participation in their policy development, programmes, services and organisations. It supports the Youth Development Strategy Aotearoa.

Youth Health Strategy (2002): Places a strong emphasis on how policies and programmes are designed and provided for the betterment of young people. It is based on the understanding that New Zealand already has a wide range of resources and opportunities available to contribute to supporting young people. The task is to release and apply those resources in a way that gets the greatest results and generates the most opportunities.

Primary care: Primary health care relates to the professional health care received in the community, usually from a general practitioner (GP) or practice nurse. Primary health care covers a broad range of health and preventative services, including health education, counselling, disease prevention and screening.

Secondary care: Secondary care is usually defined as specialist care that you may be referred to after your visit to your GP. These services are usually run out of the larger hospitals and include, for example, specialist diabetes services, specialist eye services, specialist kidney services and hospital services.

Tertiary care: Specialised consultative care, usually on referral from primary or secondary medical care personnel, by specialists working in a center that has personnel and facilities for special investigation and treatment.

Psychosocial morbidities: This refers to the lack of development of the psychosocial self, often occurring alongside other dysfunctions that may be physical, emotional, or cognitive in nature (Murphy, Ichinose, Hicks, Kingdon, Crist-Whitzel, Jordan, Feldman & Jellinek, 1996).



HEALTH CARE,
LIKE YOUNG PEOPLE, IS A
DYNAMICALLY EVOLVING
CULTURE/COMMUNITY



9.0 Bibliography and References

- Blum, R. (1998). Healthy youth development as a model for youth health promotion. *Journal of Adolescent Health*. 22(5), 368-75.
- Buckley, S., MacDonald, J., Mason, D., Gerring, Z., Churchward, M. & Cumming, J. (2009). *Report to the Ministry of Health: Nursing Services in New Zealand Secondary Schools*. Wellington: Health Services Research Centre, School of Government Victoria University of Wellington.
- Campaign for Action on Family Violence. (2006). Community Action Toolkit. http://www.areyouok.org.nz/community_action_toolkit_0.php
- Christie et al. (2007). The Substances and Choices Scale (SACS) – The development and testing of a new alcohol and other drug screening and outcomes measurement for young people. *Addiction*, Vol 102, No.9 1390-1398.
- Communio. (2009). *Evaluation of Youth One Stop Shops*. New Zealand: Communio.
- Durie M. (1999). Whānau Development and Maori Survival: the challenge of time in Ministry of Health. Proceedings of Te Hua o te Whānau: *Whānau. Health and Development Conference*. Wellington: Ministry of Health.
- Fleming, F. & Elvidge, J. (2010). *Youth Health Services Literature Review. A rapid review of: School based health services; Community based youth specific health services & General Practice health care for young people*. Auckland: Waitemata District Health Board.
- Geller, G., Tambor, E.S., Bernhardt, B.A., Fraser, G., Wissow, L.S. (2003). Informed consent for enrolling minors in genetic susceptibility research: a qualitative study of at-risk children's and parents' views about children's role in decision-making. *Journal of Adolescent Health*, 32(4), 260-271.
- Gluckman, P. (2010). *Improving the transition: reducing social and psychological morbidity during adolescence. Interim report July 2010*. Auckland: Office of the Prime Ministers Science Advisory Committee.
- Goldenring, J. M., & Rosen, D. S. (2004). Getting into Adolescents heads: An Essential Update. *Contemporary Paediatrics*. 21, 64-90.
- Kidz First Centre for Youth Health and the Youth Health Expert Working Group. (2006). *Draft Standards for Youth Health Services*. Counties Manukau District Health Board, Auckland.
- King, A. & Turia, T. (2002). *He Korowai Oranga, M ori Health Strategy*. Retrieved from <http://www.moh.govt.nz/mhs.html>
- Mid Central District Health Board. (2009). *National Diabetes Nursing Knowledge and Skills Framework*. Retrieved from <http://www.nzssd.org.nz/dnss/framework.html>
- Ministry of Health. (2002a). *Youth Health: A Guide to Action*. Wellington, New Zealand: Ministry of Health.
- Ministry of Health. (2002b). *Youth Development Strategy Aotearoa*. Wellington, New Zealand: Ministry of Youth Affairs.
- Ministry of Health. (2002c). Family Violence Intervention Guidelines: Child and Partner Abuse <http://www.health.govt.nz/publication/family-violence-intervention-guidelines-child-and-partner-abuse>
- Ministry of Health. (2004). *Improving the Health of Youth People: Guidelines for School-Based Health Care*. Wellington: Ministry of Health.

- Ministry of Health. 2014. *Youth Health Care in Secondary Schools: A framework for continuous quality improvement*. Wellington: Ministry of Health.
- Ministry of Social Development. (2009). *Keepin' it Real!* Wellington, New Zealand.
- Ministry of Social Development. (2010). Campaign for Action on Family Violence: Four Research Reports
<http://www.msd.govt.nz/about-msd-and-our-work/publications-resources/research/campaign-action-violence-research/index.html>
- Murphy, J.M., Ichinose, C., Hicks, R., Kingdon, D., Crist-Whitzel, J., Jordan, P., Feldman, G., Jellinek, M.S. (1996) Utility of the Pediatric Symptom Checklist as a psychosocial screen to meet the federal Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) standards: a pilot study. *J Pediatrics*. 129(6), 864- 869.
- New Zealand Child and Youth Epidemiology Service DHB Reports. <http://dnmeds.otago.ac.nz/departments/womens/paediatrics/research/nzcyes/index.html>
- New Zealand Nurses Organisation. (2009). Position statement for family violence <http://www.nzno.org.nz/Portals/0/publications/Family%20Violence.pdf>
- Northern Ireland Practice and Education Council for Nursing and Midwifery. (2012). Safe Guarding Children: a core competency frame work for nurses and midwives.
<http://www.nipec.hscni.net/pub/Safeguarding%20Children%20and%20Young%20People%20A%20Core%20Competency%20Framework%20for%20Nurses%20and%20Midwives.pdf>
- Nursing Council of New Zealand. (2007). *Competencies for the registered nurse scope of practice*. Retrieved from <http://www.nursingcouncil.co.nz>
- Nursing Council of New Zealand. (2009). *Guidelines for Cultural Safety, the Treaty of Waitangi and Maori Health in Nursing Education and Practice*. Retrieved from <http://www.nursingcouncil.co.nz>
- Resnick, M.D. & Bernat, D.H. (2006). Healthy Youth Development: Science and Strategies. *Journal of Public Health Management Practice*. S10-S16.
- The Adolescent Health Research Group. <http://www.fmhs.auckland.ac.nz/faculty/ahrg/>
- Winnard, D., Denny, S. & Fleming, T. (2005). *Successful School Based Health Services for Adolescents: Best Practice Review*. Kidz First Community Health - Centre for Youth Health: Auckland.
- World Health Organisation. (2004). *Adolescent Health and Development in Nursing and Midwifery Education*. Switzerland, Geneva.

Appendix 1: Participants in the National Youth Health Nurse Reference Group (2008)

Special acknowledgement is made to the following people for their input and feedback on the original document created in 2008.

Angela Clark

Professional Nurse Advisor,
NZNO

Karlynnne Earp

CMDHB School Health Team
Auckland

Rebecca Zonneveld

Nurse Practitioner Youth Health, Evolve
Wellington

Gill Alcorn

Nurse Practitioner Youth Health,
The Vibe, Wellington

Paula Renouf

Nurse Practitioner Child & Youth
Auckland

Taima Cambell

Nursing Director, ADHB
Auckland

Mo Harte

Youth Health Nurse,
Youth One Stop Shop,
Palmerston North

Joanne Taikato

Youth Health Nurse
Hauora Whanui, Northland

Joy Skelton

CADS

Philippa Bennetts

President Auckland School Nurses Group
Auckland

Gayle Lauder

Registered Nurse, 198
Christchurch

Maria Kekus

Nurse Practitioner
HealthWEST PHO, Auckland

Sue Wilson

Public Health Nurse Specialist, WDHB
Auckland

Jenny Kitcher

Adolescent Public Health Nurse
ADHB, Auckland

Pat Mitchell (nee Crogan)

Nurse Specialist
Centre for Youth Health
CMDHB, Auckland

Penny Impey

Clinical Nurse Director Quality
Improvement, CMDHB, Auckland

Dianne Dawson

CMDHB School Health Team
Auckland

Marilyn Downward

Registered Nurse, Linwood College
Christchurch

Sue Bagshaw

Youth Health Specialist, 198
Christchurch

Hilda Fa'asalele

Nurse Manager Pacific Clinical team
ADHB, Auckland

Yvonne Kainuku Walsh

Project Leader Youth Health
ADHB, Auckland

Terryann Clark

Youth Mental Health Nurse, Whirinaki,
Counties Manukau DHB
Senior Lecturer, School of Nursing,
University of Auckland

Catriona Lawler

Nurse Manager, Otahuhu College
Auckland

Lou Roebuck

Nurse Practitioner Youth Health
New Plymouth

Sarah Little

Clinical Nurse Director, CMDHB
Auckland

Heidi McClintock

Youth Health Nurse Specialist
ADHB, Auckland

Nadine Maloney

Nurse Educator: Primary Health Care: Maori

Tania Waitokia

Programme Manager- Primary Care: Maori

John Newman

Clinical Leader, Centre for Youth Health
CMDHB, Auckland



“TO IMPROVE THE HEALTH OF YOUNG PEOPLE IN AOTEAROA, NEW ZEALAND
WE NEED NOT ONLY TO UNDERSTAND THE ISSUES THEY FACE, BUT TO
PROVIDE A RESPONSIVE, FLEXIBLE AND SKILLED WORKFORCE
TO MEET THE YOUNG PEOPLE’S HEALTH AND DEVELOPMENT NEEDS”

TE REMU TOHU - A FRAMEWORK FOR YOUTH HEALTH WORKFORCE DEVELOPMENT 2009

Contact

enquiries@syhpanz.co.nz
www.syhpanz.co.nz