



QCHP

المجلس القطري للخصائص الصحية
Qatar Council for Healthcare Practitioners
التسجيل والترخيص
Registration & Licensing



Nursing Regulations in the state of Qatar

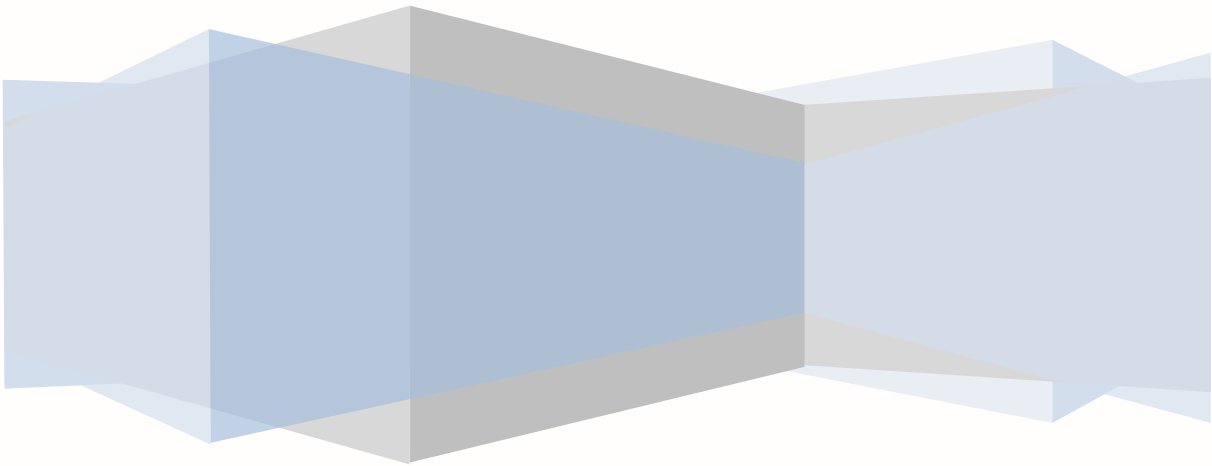




Table of Contents

	Page
Introduction.....	3
Section 1. Registration Requirements	
1.1. Professional Levels and National Registration Requirements.....	4-12
Section 2. Nursing/Midwifery Competency Framework and Scope of Practice	
2.1 Competency Framework for Nurses and Midwives.....	13
2.2 Registered General Nurse Scope of Practice (RGN).....	14-21
2.3 Registered Midwives Scope of Practice (RM).....	22-29
2.4 Clinical Nurse Specialist Scope of practice (CNS).....	30-40
2.5 Nurse Practitioners Scope of practice (NP).....	41-51
Section 3. Specialization Framework	
3.1 Model for Specialist development	52-54
3.2 Levels for Nursing/Midwifery Specialization Framework adapted in World Health Organization (WHO).....	55-56



QCHP
المجلس القطري للخصائص الصحية
Qatar Council for Healthcare Practitioners
التسجيل والترخيص
Registration & Licensing



Introduction

Scope of Practice for nursing levels refers to the activities that Registered General Nurses, Registered Midwives (RM), Clinical nurse specialist (CNS) and Nurse Practitioners (NP) are educated and authorized to perform. These activities are established through the definition of nursing practice and are complemented by standards, limits, and conditions set at the national level.

This document contains information about the regulations, requirements and scope of practice for the below mentioned scopes in the state of Qatar:

- Registered General Nurses (RGN)
- Registered Midwives (RM)
- Clinical Nurse Specialist (CNS)
- Nurse Practitioner (NP)

Registration & Licensing Department in Qatar Council for Healthcare Practitioners (QCHP) regulates the practice of healthcare workers in the governmental and private health care institution in the state of Qatar. In addition, its responsible for registration and licensing of those healthcare practitioners who wish to work in the healthcare institution in the State of Qatar. Our objective is assuring the quality of the provided healthcare services for the citizens and residents in the state of Qatar.



Section 1. Registration Requirements

1.1 Professional Levels and National Registration Requirements

The Registered General Nurse (RGN)

Criteria	The Registered General Nurse (RGN)
What is... (Definition)	The Registered General Nurse is an individual who holds a current, valid license issued under a national authority or board that authorizes them to practice nursing and use the title registered general nurse. .
Practice Settings...	RGN practice in a wide variety of settings, such as hospitals, community health settings, educational institutions, long term care facilities, mental health settings, occupational health, and private practice.
Education	<ul style="list-style-type: none"> • Bachelor degree in Nursing (BSN) . • Three (3) Years of Nursing diploma after completion of high school (12 years) . • Associate degree in Nursing recognized by country of current License for Registered General Nurse (RGN) license . • Post Diploma Bachelor degree in nursing or field relevant to health related studies. • RGN/ MSN degree “direct entry” • practitioner who has a non – nursing degree (health related study) and holds a Master degree in clinical Nursing and is licensed from his/her country of origin can apply for registration/ licensing as a registered general nurse.
Scope of Practice...	<p>The "practice of nursing as a registered general nurse" means providing care using systematic and ethical approaches to individuals and/or groups requiring specialized knowledge, judgment, and skill derived from the biological, physical, behavioral, social, and/or nursing sciences. Such nursing care could include but is not exhaustive:</p> <ul style="list-style-type: none"> • Identifying patterns of human responses to actual or potential health problems amenable to nursing intervention. • Assessing health status for the purpose of planning, delivering and evaluating nursing care. This involves the collection of data through assessment, which may include interviews, observation and physical evaluations for the purpose of planning, providing and evaluating the outcomes of care. • Executing a plan of nursing care based on comprehensive assessment, selection of appropriate evidence-based interventions and evaluation of response or outcomes; • Providing health education and patient/family teaching. • Undertaking delegated activities such as administration of medications, treatments, and executing interventions delegated by an individual authorized by their own professional registration and acting within their scope of professional practice. • "Nursing interventions" could include preventative, restorative, palliative and/or health-promoting activities.



Criteria	The Registered General Nurse (RGN)
Experience	Two years (2) of clinical experience in any field of nursing after registration/licensing as registered general nurse. Or New graduate or registered nurses with less experience than 2 years & registered in country of current license must complete an internship program in Qatar or can demonstrate completion of equivalent in home country (Refer circular 1/2016 by QCHP)
Qualifying exam	Required (prometric or NCLEX)
Others Requirement for Evaluation & Registration	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy
Requirements for License renewal	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy
Note	practitioner holding a Diploma or bachelor degree in one of the specialist branches of the nursing field (i.e mental health, pediatric) and is licensed as a registered general nurse in his/ her home country, shall apply for registration/ licensing as a registered general nurse in the area of specialty.
Note: Applicant with break from practice please see QCHP “Break from Practice Policy”	



Registered Midwife (RM)

Criteria	REGISTERED MIDWIFE (RM)
What is... (Definition)	A midwife is a person who has successfully completed a midwifery education program that is duly recognized in the country where it is located and that is based on the ICM Essential Competencies for Basic Midwifery Practice and the framework of the ICM Global Standards for Midwifery Education; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title ‘midwife’; and who demonstrates competency in the practice of midwifery.”(<i>Adapted from International Confederation of Midwives ICM 2011</i>)
Practice Settings...	A registered midwife may practice in any setting including the home, community, hospitals, or clinics.
Education	<ul style="list-style-type: none">• Three (3) years Diploma in Midwifery after completion high school (12 years).• RGN program and Diploma in Midwifery.• RGN program and Bachelor degree in Midwifery .• Bachelor degree in Midwifery (direct entry)• Master’s degree in Midwifery (direct entry)• RGN program plus Postgraduate Diploma in Midwifery .• RGN program plus Master’s degree in Midwifery .
Scope of Practice...	The midwife is a person who is recognized as a responsible and accountable professional who works in partnership with women to give the necessary support, care and advice during pregnancy, labor and postpartum period, to conduct births on the midwife’s own responsibility and to provide care for the newborn and the infant. This care includes preventative measures, the promotion of normal birth, the detection of complications in mother and child, the accessing of medical care or other appropriate assistance and the carrying out of emergency measures. The midwife has an important task in health counseling and education, not only for the woman, but also within the family and the community. This work should involve antenatal education and preparation for parenthood and may extend to women’s health, sexual or reproductive health and child care.



Criteria	REGISTERED MIDWIFE (RM)
Experience	Two years (2) of Experience as midwife after completion of midwifery program and registration/licensing as registered midwife.
Qualifying Exam (prometric)	Required
Others Initial Requirements for Registration & Licensure for credentials	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy
Renewal Requirements for Evaluation & Registration	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy
Note	practitioner who holds a license in Nursing and an additional license in Midwifery must demonstrate that they have a current license in their country of origin in the field that they wish to practice. If dual registration is sought they must demonstrate the requirements of each professional scope separately.

Note: Applicant with break from practice please see QCHP “Break from Practice Policy”



Advance Level Clinical Nurse Specialist (CNS)

Criteria	Clinical Nurse Specialist (CNS)
What is... (Definition)	<p>A Clinical Nurse Specialist (CNS) is an expert clinician in evidence-based practice who works in a specialized area of nursing practice., such Specialty areas can be identified by:</p> <ul style="list-style-type: none"> • Population (e.g. Pediatrics, adults, geriatrics, women, etc.). • Setting (e.g., critical care, emergency room, etc.); disease or medical specialty (e.g., diabetes, oncology, etc.). • Type of care (e.g., rehabilitation, psychiatric-mental health, etc.). • Type of problem (e.g., pain, wounds, eating disorders) .
Practice Settings...	CNSs practice in a wide variety of settings, such as hospitals, community health settings, educational institutions, long term care facilities, mental health settings, occupational health, and private practice.
Education	<ul style="list-style-type: none"> ▪ Meet education requirements for RGN <p style="text-align: center;">In Addition to</p> <p>Master degree in clinically focused nursing program.</p> <p style="text-align: center;">OR</p> <p>Post graduate program equivalent to Master degree in the clinical area of specialty.</p> <p style="text-align: center;">OR</p> <p>RGN plus doctoral degree in the clinical area of specialty.</p>
Scope of Practice...	<p>In addition to providing direct patient care, CNSs also work with nursing personnel and organizations /systems in a wide variety of ways. CNSs use their expertise as a clinical expert, educator, mentoring, Consultant, and researcher in order to influence outcomes by increasing the quality and cost effectiveness of outcomes for patients, nurses, and organizations. They work towards management and systems improvement.</p> <p>Clinical nurse specialists provide expert advice related to specific conditions or treatment pathways. They focus on improving patient care and developing services. Clinical Nurse Specialists (CNSs) play a unique role in the delivery of high quality care.</p>



Criteria	Clinical Nurse Specialist (CNS)
Other information	Collaborative Practice Agreements: CNS is to have a collaborative practice agreement with one or more licensed physicians; this agreement designates the scope of practice/amount of autonomy specific to prescribing, monitoring, and managing drugs. as per the <i>Authorization and Proctoring</i> ’ system
Experience	<ul style="list-style-type: none">• Three (3) years of clinical experience after registration as RGN.• One (1) year of experience in the area of specialty after meeting the education requirements.
Qualifying Exam	Not Required
Initial Requirements for Evaluation & Registration	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy
Requirements for License renewal	<i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i> http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy



QCHP

المجلس القطري للتخصصات الصحية
Qatar Council for Healthcare Practitioners
التسجيل والترخيص
Registration & Licensing

Nurse Practitioner (NP)



Criteria	NURSE PRACTITIONER (NP)
What is... (Definition)	A nurse practitioner (NP) is a registered nurse with advanced academic preparation and clinical experience and expertise in a specialized area of nursing, integrating their in-depth knowledge of advanced nursing practice and theory, health management, health promotion, disease/injury prevention and other relevant biomedical and psychosocial theories to provide comprehensive health services. Advanced Nurse Practitioners have the knowledge and skills to provide comprehensive health assessments, to diagnose and manage most common and many chronic illnesses, either independently or as part of a health care team. A nurse practitioner provides direct care, and may order and interpret diagnostic tests, perform procedures and prescribe medications under individually negotiated authorization agreements with senior consultants or specialists.
Practice Settings...	A nurse practitioner (NP) are expert nurses who work within a specific work collaboratively with physicians and other health care professionals, typically in an office, clinic, ambulatory care facility, long term care facility, or hospital. Provides high quality, cost effectiveness and individualized care for the lifespan of patient's special needs.
Education	<ul style="list-style-type: none"> Meet education requirements for RGN <p style="text-align: center;">In addition to</p> <p style="text-align: center;">Master's program in Advanced Nursing Practice/Practitioner</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Doctoral program in Advanced Nursing Practice/Practitioner</p>
Scope of Practice...	Nurse Practitioner (NPs) are expert nurses who work within a specific area of practice incorporating advance knowledge and skills. Nurse practitioners may undertake a range of assessment and treatment interventions. NPs may conduct physical exams; diagnose and treat a range of illnesses and injuries; provide immunizations; order and interpret X-rays and other lab tests; and counsel patients on adopting healthy lifestyles. These may include and this list is not exhaustive: take health histories and perform physical examinations, determining differential diagnoses, performing invasive interventions, requesting and interpreting diagnostic and laboratory tests and administering therapies for the management of potential or actual health needs. Other duties and responsibilities depend on the NP's practice setting and the scope-of-practice regulations of the state and in accordance with practice privileges in acute, community or long term health care granted by the council.



Criteria	NURSE PRACTITIONER (NP)
Scope of Practice Cont..	<p>NPs practice both independently and in collaboration with other health care professionals to promote health, prevent disease and to diagnose, assess and manage people’s health needs. They provide a wide range of assessment and treatment interventions including differential diagnoses, ordering and interpreting diagnostic and laboratory tests and administering therapies for the management of potential or actual health needs. They work in partnership with individuals, families and communities across a range of settings. ANPs may choose to prescribe medicines within their specific area of practice. NPs also demonstrate leadership as consultants, educators, managers and researchers and actively participate in professional activities and local and national policy development.</p> <p>NPs may undertake a range of tasks which have hitherto been within the exclusive domain of Physicians. The approval of NPs to undertake these extended roles is through a process of ‘Authorization and Proctoring’ with the support of the Chair of the Medical department who will assign a proctor based on health care institution policy.</p>
Prescribing...	NPs are allowed (and in most Cases expected) to prescribe Medications within their specific area of practice.
Other information	Collaborative Practice Agreements: NPs are to have a collaborative practice agreement with one or more licensed physicians; this agreement designates the scope of practice/amount of autonomy specific to prescribing, monitoring, and managing drugs. as per the <i>Authorization and Proctoring</i> ’ system
Experience	<ul style="list-style-type: none">• Three (3) years of clinical experience after registration as RGN.• Two (2) years of experience in the area of specialty after meeting the education requirements.
Qualifying Exam	Not required



<p>Initial Requirements for Evaluation & Registration</p>	<p><i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i></p> <p>http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy</p>
<p>Requirements for License renewal</p>	<p><i>(Refer to additional QCHP requirement for license Registration/Evaluation) at</i></p> <p>http://www.sch.gov.qa/health-services/services-to-healthcare-professionals/healthcare-practitioners-registration-n-licensing/process-map/guidelines-copy</p>

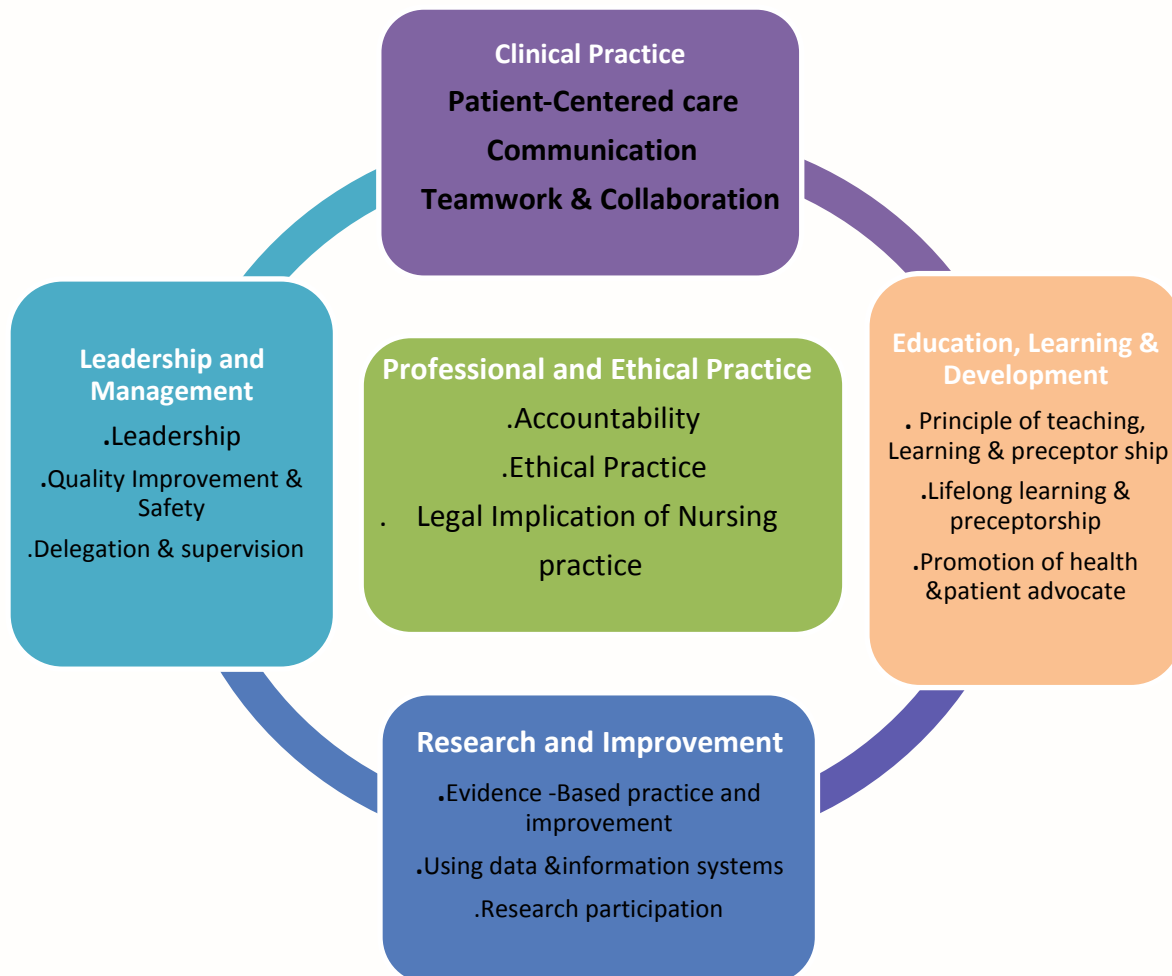


Section 2. Nursing/midwifery competency framework and scope of practice

2.1 Competency Framework for Nurses and Midwives

The competency framework is based on five domains:

1. Professional and Ethical Practice
2. Clinical Practice
3. Leadership and Management
4. Education, Learning and Development
5. Research and Improvement





2.2 Registered General Nurses Scope of Practice (RGN)

INTRODUCTION

The Nursing Scope of Practice uses a competency framework built on five domains intrinsic to the role of the nurse;

1. Professional and Ethical Practice
2. Clinical Practice
3. Leadership and Management
4. Education, Learning and Development
5. Research and Improvement

Each domain is described through competency standards and performance criteria that define the requirements for practice demanded of the Registered nurse. This document is to be used as a foundation for all registered nursing roles, professional development and performance appraisal.

DEFINITION

The International Council of Nurses definition of nursing states that:

“Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and Education are also key nursing roles. “(ICN 2010).

The Registered nurse is an individual who holds a current, valid license issued under a national authority or board that authorizes them to practice nursing and use the title registered nurse. The "practice of nursing as a registered nurse" means providing care using systematic and ethical approaches to individuals and/or groups requiring specialized knowledge, judgment, and skill derived from the biological, physical, behavioral, social, and/or nursing sciences. Such nursing care could include but is not exhaustive:

- Identifying patterns of human responses to actual or potential health problems amenable to nursing intervention;
- Assessing health status for the purpose of planning, delivering and evaluating nursing care. This involves the collection of data through assessment, which may include interviews, observation and physical evaluations for the purpose of planning, providing and evaluating the outcomes of care.
- Executing a plan of nursing care based on comprehensive assessment, selection of appropriate evidence-based interventions and evaluation of response or outcomes;
- Providing health education and patient/family teaching;
- Undertaking delegated activities such as administration of medications, treatments, and executing interventions delegated by an individual authorized by their own professional registration and acting within their scope of professional practice;

- "Nursing interventions" could include preventative, restorative, palliative and/or health-promoting activities.

Customer (if applicable) is anyone who uses, has used, or may use any health related services. It includes Patient, families, relatives and community members.

1. DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of the nurse in relation to patients, families, other members of the multidisciplinary team, community and society.

1.1 Competency Standard 1.1: Accountability

Accepts accountability for own actions, decision-making and for the related outcomes.

Performance criteria:

- 1.1.1 Demonstrates accountability for own professional judgments, actions, outcomes of care and continued competence in accordance with Qatari laws and regulations and the Scope of Practice.
- 1.1.2 Works within the limits of own competence and the boundaries of the Scope of Practice.
- 1.1.3 Seeks appropriate guidance when encountering situations beyond the limits of own competence and the Scope of Practice.
- 1.1.4 Acknowledges and respects the accountability and responsibilities of other healthcare professionals and personnel.
- 1.1.5 Takes accountability for delegation of aspects of care delivery.
- 1.1.6 Participates in activities to optimize patient access to the full range of services required for effective healthcare.
- 1.1.7 Assumes accountability for improving the quality and effectiveness of healthcare services provided.

1.2 Competency Standard 1.2: Ethical Practice

Delivers nursing care and practices embedding the GCC Code of Conduct for Nursing (2001) as the ethical and professional framework considering the socio-cultural needs of patients, families, communities and society.

Performance criteria:

- 1.2.1 Practices according to the GCC Code of Conduct for Nursing (2001)
- 1.2.2 Engages in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.3 Acts as patient advocate protecting the person's rights in accordance with Qatari law and terms and conditions of employment.
- 1.2.4 Maintains confidentiality and makes every reasonable effort to ensure the security of written, verbal and electronic patient information.
- 1.2.5 Respects the patient's (including children and young people and their parents) right to be fully informed establishing a context for self-determination, assent (children) and informed consent.
- 1.2.6 Respects and maintains the patient's and family's right for privacy and dignity.
- 1.2.7 Acts sensitively and fairly giving due consideration to diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.

- 1.2.8 Liaises and collaborates with other healthcare professionals and personnel to ensure ethical practice is maintained.
- 1.2.9 Questions when appropriate, healthcare practice where the safety of others is at risk and where the quality of care warrants improvement; acts where the safety of care is compromised and where necessary reports others who may be risking patient safety.
- 1.2.10 Demonstrates professional integrity in matters where a conflict of interest could be construed, i.e. when advising on the use of drugs, products, devices or services (as Qatari law and GCC Code of Conduct for nursing (2001).

1.3 Competency Standard 1.3: Legal Implications of Nursing Practice

Functions at all times in accordance with legislative, regulatory and policy guidelines relevant to registered nursing practice of the health care institution and State of Qatar.

Performance criteria:

- 1.3.1 Practices in accordance with agreed policies and procedures that guide nursing practice.
- 1.3.2 Practices in accordance with relevant laws and regulations that govern nursing practice.
- 1.3.3 Maintains valid registration and licensure to practice Qatar Council for Healthcare practitioners (QCPH)
- 1.3.4 Recognizes and acts upon breaches of laws and regulations relating to the professional role and/or GCC Code of Conduct for nursing (2001).

2. DOMAIN TWO: CLINICAL PRACTICE

This domain encompasses the key principles of the registered nurse's role in health promotion, illness prevention, care provision, supported transfer within health contexts and discharge planning, including establishing appropriate therapeutic and interpersonal relationships to maximize the delivery of safe care to patients, families, the wider community and society.

2.1 Competency Standard 2.1: Patient Centered Care

Provides skilled safe, holistic, culturally competent, and client - centered nursing care to patients, families, community and society, in collaboration with the multidisciplinary team irrespective of healthcare settings.

Performance criteria

- 2.1.1 Undertakes a comprehensive , holistic systematic nursing assessment involving the patient, family and other healthcare providers, as appropriate, in order to determine the needs, concerns, problems, issues, and/or diagnosis that serve as a basis for care planning.
- 2.1.2 Uses resources effectively and efficiently in providing care
- 2.1.3 Uses healthcare resources effectively and efficiently to promote nursing and healthcare:
- 2.1.4 Recognizes when nursing resources are insufficient to meet an individual's/ group needs,
- 2.1.5 Demonstrates flexibility in providing care where resources are limited and recognizes the responsibility to report to relevant persons when level of resources risk compromising the quality of care.
- 2.1.6 Develops, implements, evaluates, revises and provides input to the patients' plan of care and provides care according to the plan of care



- 2.1.7 Maintains and demonstrates clinical competence in all aspects of care provided to patients on specific unit.
- 2.1.8 Administers medications and therapies in a safe, timely and effective manner.
- 2.1.9 Attends to emergency/crisis situations calmly and effectively.
- 2.1.10 Defines expected goals and/or outcomes in terms of the individual patient's needs, concerns, culture and values.
- 2.1.11 Applies best available knowledge from credible sources to support clinical reasoning, decision-making and safe practice.
- 2.1.12 Continuously evaluates the response(s) of patients/groups to nursing and where delegated medical interventions documenting observations accurately in a timely manner and taking appropriate action including reporting abnormal or concerning results.
- 2.1.13 Documents nursing interventions and patient /group responses accurately and in a timely manner.
- 2.1.14 Maintains and promotes customer satisfaction through effective customer service.

2.2 Competency Standard 2.2: Communication and Teamwork

Uses communication skills to ensure that other members of the health care team, the patient and their family are and remain fully informed.

Performance Criteria:

- 2.2.1 Initiates, develops and terminates therapeutic relationship with individuals, families and groups through the use of appropriate communication and interpersonal skills.
- 2.2.2 Demonstrates cultural competence across patient groups.
- 2.2.3 Consistently communicates relevant, accurate and comprehensive information in verbal, written and electronic forms in a timely manner to ensure the delivery of safe, competent and ethical care.
- 2.2.4 Works with others to affect change and produce positive outcomes through the sharing of knowledge of the individual and/or the situation.
- 2.2.5 Participates in building consensus or resolving conflict in the context of patient care.
- 2.2.6 Demonstrates the ability to work as a team member by engaging in teamwork and the team-building processes.
- 2.2.7 Works in collaboration with other members of the wider multidisciplinary team across patient pathways.

3. DOMAIN THREE: LEADERSHIP AND MANGEMENT

Exhibits leadership qualities required to manage nursing care safely and effectively.

3.1 Competency Standard 3.1: Leadership

Exhibits leadership qualities and manages nursing care safely, efficiently and ethically.

Performance Criteria:

- 3.1.1 Applies clinical reasoning, critical thinking and problem solving skills to the organization, provision, management and evaluation of care.
- 3.1.2 Manages self, and where appropriate organizes others, to ensure effective workload prioritization and time management.

- 3.1.3 Provides feedback, offers suggestions for change and deals effectively with the impact of change on own practice, the team and/or on the organization.
- 3.1.4 Advocates for, and contributes to, the creation and maintenance of a positive working environment and team working.
- 3.1.5 Participates in mentorship and coaching of others to maximize the effectiveness of nursing interventions, the provision of quality health care and the profession.
- 3.1.6 Acts as a role model for colleagues, students and other members of the care team by treating all with respect, trust and dignity.
- 3.1.7 Seeks ways to advance nursing autonomy and accountability.
- 3.1.8 Promotes and maintain a positive image of nursing.
- 3.1.9 Assumes leadership responsibilities, as appropriate, in the delivery of nursing and health care.

3.2 Competency Standard 3.2: Quality Improvement and Safety

Ensures nursing practice meets organizational quality and safety standards and guidelines and participates in continuous quality improvement.

Performance criteria:

- 3.2.1 Practices in accordance with approved quality standards and guidelines reflecting recognized evidence based best practice.
- 3.2.2 Seeks evidence from a wide range of credible sources to maintain, extend and evaluate the quality of nursing care.
- 3.2.3 Acts immediately and appropriately in accordance with the national and/or institutional disaster plan as needed assuming a leadership role in triage and coordination of care for patients.
- 3.2.4 Implements quality assurance and risk management strategies.
- 3.2.5 Ensures a safe environment by identifying actual and potential risks and takes timely action to meet national legislation and workplace health and safety principles.
- 3.2.6 Acknowledges own limitations in knowledge, judgment and/or skills, and functions within those limitations.
- 3.2.7 Recognizes less than optimum or unsafe practice in self and others and intervenes, records and reports, and acts to access and/or provides support to ensure remediation of deficiencies.
- 3.2.8 Participates in ongoing quality improvement and risk management initiatives.
- 3.2.9 Adheres to and implements infection control policies and procedures.
- 3.2.10 Communicates and records safety concerns to the relevant authority and documents response.

3.3 Competency Standard 3.3: Delegation and Supervision

Delegates and provides supervision to team members according to their competence and scope of practice.

Performance Criteria:

- 3.3.1 Delegates to others, activities commensurate with their abilities and scope of practice.
- 3.3.2 Uses a range of supportive strategies when supervising aspects of care delegated to others.
- 3.3.3 Maintains accountability and responsibility when delegating aspects of care to others.

4. DOMAIN FOUR: EDUCATION, LEARNING AND DEVELOPMENT

This domain defines the responsibilities of the nurse to provide a practical/professional environment that encourages education of patients, nurses as well as personal development and growth.

4.1 Competency Standard 4.1: Education and Facilitation

Demonstrates commitment to the development of other members in the healthcare team, as well as patients, families, community and society.

Performance criteria:

- 4.1.1 Shares and disseminates professional knowledge and research findings with others.
- 4.1.2 Acts as a resource person for others.
- 4.1.3 Contributes to the formal and informal education and professional development of students and colleagues facilitating and where appropriate coordinating learning opportunities.
- 4.1.4 Acts as an effective preceptor and/or mentor as assigned, undertaking appropriate preparation and updating to undertake the roles.
- 4.1.5 Takes opportunities to learn together with others in order to contribute to health care improvement.

4.2 Competency Standard 4.2: Lifelong Learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance criteria:

- 4.2.1 Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination and evaluation.
- 4.2.2 Instigates planned updating knowledge and skills for safe, person-centered, evidence-based practice.
- 4.2.3 Actively engages in ongoing professional development and performance improvement of self and others.
- 4.2.4 Maintains a professional portfolio including evidence of continued competence, professional development and improvement as required for continuing registration in relevant jurisdiction.

4.3 Competency Standard 4.3: Promotion of Health and Patient Education

Will enable and provide information on maintaining and optimizing health and maximizing self-care.

Performance criteria:

- 4.3.1 Takes part in health promotion, patient education and illness prevention initiatives and contributes to their evaluation.
- 4.3.2 Applies knowledge of resources available for health promotion and health education.
- 4.3.3 Acts to empower the individual, family and community to adopt healthy lifestyles and concord with self-management of ill-health to promote wellbeing.
- 4.3.4 Provides relevant health information and patient education to individuals, families and communities to assist in achieving optimal health and rehabilitation.



- 4.3.5 Demonstrates understanding of traditional healing practices within an individual's, family and/or community's health belief systems and incorporates appropriately and/or provides education if adversely effecting optimum health.
- 4.3.6 Recognizes the potential for patient education and teaching for health and wellbeing in nursing interventions.
- 4.3.7 Applies knowledge of a variety of teaching and learning strategies with individuals, families and communities to effect and evaluate learning and concordance with treatment and advice.

5. DOMAIN FIVE: RESEARCH AND IMPROVEMENT

This domain articulates the requirement that the registered nurse should practice incorporating best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation

5.1 Competency Standard 5.1: Evidence-Based Practice

Integrates evidence and research findings into practice.

Performance Criteria:

- 5.1.1 Utilizes current evidence-based knowledge, including research findings, to guide nursing practice.
- 5.1.2 Incorporates credible critically appraised evidence into nursing practice and when initiating change.
- 5.1.3 Participates in the formulation of evidence-based practice based on best available credible research and/or national and international professional consensus and guidance and audit.
- 5.1.4 Disseminates personal or third-party research, practice development and audit findings with colleagues and peers in order enhance nursing interventions and inform care delivery.
- 5.1.5 Critically evaluates research, audit and practice development findings that underpin nursing practice.
- 5.1.6 Promotes dissemination, use, monitoring and review of professional standards and best practice guidelines.

5.2 Competency Standard 5.2: Using Data and Information Systems

Uses data systems to enhance the quality and delivery of patient care.

Performance Criteria:

- 5.2.1 Acquires the information technology skills needed to inform and provide optimum healthcare care and document accurately outcomes of interventions.
- 5.2.2 Understands how to use technology and data to assist in problem identification and identification of deficiencies that can be remediated to enable improvements in patient care.
- 5.2.3 Analyses data accurately and comprehensively leading to appropriate interpretation of findings and development of implementation plans.

5.3 Competency Standard 5.3: Research Participation

Uses research, evaluation, service improvement and audit findings to enhance the quality of patient care and protect the rights of those participating



Performance Criteria:

- 5.3.1 Participates in activities that disseminate research findings such as, publications, journal clubs, grand rounds and presentations.
- 5.3.2 Promotes research, evaluation, service improvement initiatives and audit designed to improve healthcare practice and disseminate findings to colleagues, patients, families, communities, and society.
- 5.3.3 Undertakes appropriate development to ensure competency to recruit, ensure informed consent is obtained, support involvement, facilitate, monitor and where appropriate advocate withdrawal of individuals participating in clinical research and evaluation.

.....

2.3 Registered Midwife Scope of Practice (RM)

INTRODUCTION

QCHP is responsible for regulating midwifery practice in the state of Qatar. The Midwifery Scope of Practice refers to the activities that registered midwives are educated, authorized and is a competency framework (Page 21) built on five domains of practice;

1. Professional and Ethical Practice
2. Clinical Practice
3. Leadership and Management
4. Education, Learning and Development
5. Research and Improvement

Each domain is described through competency standards and performance criteria that define the requirements to practice demanded of the registered midwife. This document is to be used as a foundation for all registered midwifery roles, professional development and performance appraisal.

DEFINITION

The International Council for Midwives (ICM) definition of the midwife is:

“A midwife is a person who has successfully completed a midwifery education programme that is duly recognized in the country where it is located and that is based on the ICM Essential Competencies for Basic Midwifery Practice and the framework of the ICM Global Standards for Midwifery Education; who has acquired the requisite qualifications to be registered and/or legally licensed to practice midwifery and use the title ‘midwife’; and who demonstrates competency in the practice of midwifery.”(ICM 2011)

The midwife is a person who is recognized as a responsible and accountable professional who works in partnership with women to give the necessary support, care and advice during pregnancy, labor and postpartum period, to conduct births on the midwife’s own responsibility and to provide care for the newborn and the infant. This care includes preventative measures, the promotion of normal birth, the detection of complications in mother and child, the accessing of medical care or other appropriate assistance and the carrying out of emergency measures. The midwife has an important task in health counseling and education, not only for the woman, but also within the family and the community. This work should involve antenatal education and preparation for

parenthood and may extend to women's health, sexual or reproductive health and child care. A midwife may practice in any setting including the home, community, hospitals, clinics or health units.

1. DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of the registered midwife in relation to patients, families, other members of the multidisciplinary team, community and society.

1.1 Competency Standard 1.1: Accountability

Accepts accountability for own actions and decision-making and for the related outcomes for which one has authority.

Performance criteria:

- 1.1.1 Demonstrates accountability for her own actions and omissions in accordance with Qatari laws and regulations and the Scope of Practice.
- 1.1.2 Works within the limits of her own competence and the boundaries of the Scope of Practice
- 1.1.3 Provides competent autonomous care, as the lead professional, where pregnancy and labor are a normal physiological process.
- 1.1.4 Seeks appropriate guidance when encountering situations beyond the limits of her own competence and Scope of Practice.
- 1.1.5 Acknowledges and respects the accountability and responsibilities of other healthcare professionals and personnel.
- 1.1.6 Assumes accountability for the delegation of aspects of care delivery.
- 1.1.7 Assumes accountability for improving the quality and effectiveness of healthcare services provided.
- 1.1.8 Demonstrates professional behavior at all times regardless of whether she is on or off-duty

1.2 Competency Standard 1.2: Ethical Practice

Delivers midwifery care and practices with reference to GCC and Institutional Code of Professional Behavior and Ethics for Nurses and Midwives and the ethical and professional framework alongside consideration of the socio-cultural needs of women and their families, communities and society.

Performance criteria:

- 1.2.1 Practices according to Code of Professional Behavior and Ethics for Nurses and Midwives.
- 1.2.2 Engages in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.3 Acts as an advocate protecting the woman's rights in accordance with Qatari law and the health care institution Code of Professional Behavior and Ethics for Nurses and Midwives.
- 1.2.4 Maintains confidentiality and makes every reasonable effort to ensure the security of written, verbal and electronic patient information.
- 1.2.5 Respects the woman's right to be fully informed establishing a context for self-determination and informed consent.

- 1.2.6 Respects and maintains the woman's right for privacy and dignity
- 1.2.7 Acts sensitively and fairly giving due consideration to diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.
- 1.2.8 Liaises and collaborates with other healthcare professionals and personnel to ensure ethical practice is maintained.
- 1.2.9 Questions when appropriate, healthcare practice where the safety of others is at risk and where the quality of care warrants improvement; acts where the safety of care is compromised and where necessary reports others who may be risking the safety of women and their families.
- 1.2.10 Demonstrates professional integrity and ethical conduct in matters where a conflict of interest could be construed when advising on the use of drugs, products, devices or services (as per facility approved policy and Code of Professional Behavior and Ethics for Nurses and Midwives).

1.3 Competency Standard 1.3: Legal Practice

Functions at all times in accordance with legislative, regulatory and policy guidelines relevant to registered midwifery practice; midwives are able to practice autonomously within their prescribed scope of practice.

Performance criteria:

- 1.3.1 Practices in accordance with agreed policies and procedures that guide midwifery practice.
- 1.3.2 Practices in accordance with relevant laws and regulations that govern midwifery practice.
- 1.3.3 Maintains valid registration and licensure to practice in Qatar.
- 1.3.4 Recognizes and acts upon breaches of laws and regulations relating to the professional role and/or Code of Professional Behavior (code of conduct and Ethics for Nurses and Midwives).

2. DOMAIN TWO: CLINICAL PRACTICE

This domain encompasses the key principles of the registered midwife's role in health promotion, illness prevention, and care provision, supported transfer within health contexts and discharge planning, including establishing appropriate therapeutic and interpersonal relationships to maximize the delivery of safe care to women, babies, families, the wider community and society.

2.1 Competency Standard 2.1: Woman-Centered Care

Provides skilled, safe, holistic, culturally competent and person-centered midwifery care to the woman, her family and community in collaboration with the multidisciplinary team irrespective of healthcare setting. Registered Midwife Provide peri-conceptional care that involve antenatal, Labor and delivery, postpartum care, newborn care, family planning, parenthood and educational programs .

Performance criteria:

- 2.1.1 Provides comprehensive, holistic and evidence based woman-centered health care.
- 2.1.2 Engages the woman and her family in preconception counseling, based on the individual situation, needs and interests.
- 2.1.3 Participates in activities to optimize women's access to the full range of services required for effective healthcare throughout the pre-conception period until the end of the eighth week after the birth.
- 2.1.4 Undertakes a comprehensive and systematic health assessment to determine the healthcare needs with the woman.

- 2.1.5 Applies best available evidence to support clinical reasoning, decision-making and safe practice.
- 2.1.6 Provides a comprehensive program of parenthood preparation.
- 2.1.7 Provides safe responsive and compassionate care and support for the woman and her family to promote normal birth.
- 2.1.8 Administers medication through agreed standing orders and therapies in a safe, timely and effective manner in accordance with health care institution policy.
- 2.1.9 Develops, implements, evaluates and revises the plan of care as required based on a reasoned evaluation of the woman and the unborn infant.
- 2.1.10 Plans for continuity of care including supported transition and/or discharge.
- 2.1.11 Defines expected goals and/or outcomes in terms of the individual woman's' needs, concerns, culture and values.
- 2.1.12 Cares for and empowers the mother throughout childbirth in a variety of settings, to include the hospital, home, clinics.
- 2.1.13 Conducts & promotes physiological childbirth from 37 weeks gestation; Identify complication or deviation from normal
- 2.1.14 Recognizes abnormalities and refers the care of the woman to an appropriately qualified healthcare professional in a timely manner.
- 2.1.15 Takes the necessary emergency measures within her sphere of practice in the absence of the doctor.
- 2.1.16 Maintains and promotes customer satisfaction through effective customer service.
- 2.1.17 Protects, promotes and supports breast feeding in alignment with current WHO/UNICEF guidelines.

2.2 Competency Standard 2.2: Communication and teamwork

Uses communication skills to ensure that the woman and her family and other members of the health care team, are, and remain, fully informed.

Performance Criteria:

- 2.2.1 Initiates and develops a therapeutic relationship with the woman and her family through the use of appropriate communication and interpersonal skills.
- 2.2.2 Demonstrates cultural understanding of women and their families.
- 2.2.3 Consistently communicates relevant, accurate and comprehensive information in verbal, written and electronic forms in a timely manner to ensure the delivery of safe, competent and ethical care.
- 2.2.4 Works with others to build consensus or resolve conflict as part of the wider multi-disciplinary team.

3 DOMAIN THREE: LEADERSHIP AND MANAGEMENT

Exhibits leadership qualities to manage midwifery care safely and effectively.

3.1 Competency Standard 3.1: Leadership

Exhibits leadership qualities and manages midwifery care safely, efficiently and ethically.

Performance Criteria:

- 3.1.1 Applies clinical reasoning and problem solving skills to organize, manage and evaluate care.
- 3.1.2 Manages self, and where appropriate organizes others, to ensure effective workload prioritization and time management.

- 3.1.3 Provides feedback, offers suggestions for change and deals effectively with the impact of change on her own practice, the teams and/or on the organization.
- 3.1.4 Advocates for, and contributes to, the creation and maintenance of a positive working environment and team working.
- 3.1.5 Participates in the mentorship and preceptor ship of others to maximize the effectiveness of midwifery care.
- 3.1.6 Acts as a role model for colleagues, students and other members of the care team by treating all with respect, trust and dignity.
- 3.1.7 Seeks ways to advance midwifery autonomy and accountability.
- 3.1.8 Promotes physiologically normal vaginal birth.

3.2 Competency Standard 3.2: Quality Improvement and Safety

Ensures midwifery practice meets organizational and international quality and safety standards and guidelines and participates in continuous quality improvement.

Performance criteria:

- 3.2.1 Practices in accordance with approved quality standards and guidelines reflecting recognized evidencebased best practice.
- 3.2.2 Seeks evidence from a wide range of credible sources to maintain, extend and evaluate the quality of midwifery care.
- 3.2.3 Acts immediately and appropriately in accordance with the national and/or institutional disaster plan as needed assuming a leadership role in the triage and coordination of pregnant women.
- 3.2.4 Implements quality assurance and risk management strategies.
- 3.2.5 Ensures a safe environment by reporting actual and potential risks and takes timely action to meet national legislations and workplace health and safety principles.
- 3.2.6 Acknowledges her own limitations in knowledge, judgment and/or skills, and functions within those limitations.
- 3.2.7 Adheres to and implements policies and procedures.
- 3.2.8 Participates in ongoing quality improvement and risk management initiatives.
- 3.2.9 Adheres to and implements infection control policies and procedures.
- 3.2.10 Communicates and records safety concerns to the relevant authority and documents response.

3.3 Competency Standard 3.3: Decision, Delegation and Supervision

Assumes responsibility & accountability for own clinical decision, delegation and provides supervision to team members according to their competence and scope of practice.

Performance Criteria:

- 3.3.1 Delegates to others, activities commensurate with their abilities and scope of practice.
- 3.3.2 Uses a range of supportive strategies when supervising aspects of care delegated to others.
- 3.3.3 Maintains accountability and responsibility when delegating aspects of care to others.

4 DOMAIN FOUR: EDUCATION, LEARNING AND DEVELOPMENT

This domain defines the responsibilities of the midwife to provide a practical/professional environment that encourages education of patients, midwives as well as personal development and growth.

4.1 Competency Standard 4.1: Education and Facilitation

Demonstrates a commitment to the development of other members in the healthcare team, as well as women, their families and communities.

Performance criteria:

- 4.1.1 Shares and disseminates professional knowledge and research findings with others.
- 4.1.2 Acts as a resource person for others.
- 4.1.3 Contributes to the formal and informal education and professional development of students and colleagues facilitating and where appropriate coordinating learning opportunities.
- 4.1.4 Acts as an effective preceptor, undertaking appropriate preparation and updating to undertake the role.
- 4.1.5 Takes opportunities to learn together with others in order to contribute to health care improvement.

4.2 Competency Standard 4.2: Lifelong learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance criteria:

- 4.2.1 Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination and evaluation.
- 4.2.2 Instigates planned updating of knowledge and skills for safe, woman-centered, evidence-based practice.
- 4.2.3 Actively engages in ongoing professional development and performance improvement of self and others.
- 4.2.4 Maintains a professional portfolio including evidence of continued competence, professional development and improvement as required for continuing registration in relevant jurisdiction (CNE/CPD activities/programs).

4.3 Competency Standard 4.3: Promotion of health and education for Women and their Families

Will provide education and care to optimize the health of pregnant women; fetus and their families from the conception to the end of the postnatal period.

Performance criteria:

- 4.3.1 Takes part in health promotion, health education and illness prevention initiatives and contributes to their evaluation.
- 4.3.2 Assess the growth & wellbeing of the fetus
- 4.3.2 Applies knowledge of resources available for health promotion and health education.
- 4.3.3 Acts to empower the woman, her family and the community to make reasoned decisions regarding childbirth and infant wellbeing.

- 4.3.4 Demonstrates understanding of traditional healing practices within an individual's, a family's and/or a community's health belief systems and incorporates appropriately and/or provides education if adversely effecting optimum health.
- 4.3.5 Applies a variety of teaching and learning strategies with the woman, her family and community to effect and evaluate learning.

5 DOMAIN FIVE: RESEARCH AND IMPROVEMENT

This domain articulates the requirement that the registered midwife should practice incorporating best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation.

5.1 Competency Standard 5.1: Evidence-Based Practice

Integrates evidence and research findings into practice.

Performance Criteria:

- 5.1.1 Utilizes current evidence-based knowledge to guide midwifery practice.
- 5.1.2 Incorporates peer reviewed evidence into midwifery practice and when initiating change.
- 5.1.3 Participates in the formulation of evidence-based practice based on best available credible research and/or national and international professional consensus and guidance and audit.
- 5.1.4 Disseminates research, practice development and audit findings with colleagues and peers in order enhance midwifery interventions and inform care delivery.
- 5.1.5 Critically evaluates research, audit and practice development findings that underpin midwifery practice.
- 5.1.6 Promotes dissemination, use, monitoring and review of professional standards and best practice guidelines.

5.2 Competency Standard 5.2: Using data and information systems

Uses data systems to enhance the quality and delivery of care for women and their families.

Performance Criteria:

- 5.2.1 Acquires the information technology skills needed to inform and provide optimum healthcare and documents accurately the outcomes of interventions.
- 5.2.2 Understands how to use technology and data to assist in problem identification and deficiencies that can be resolved to enable improvements in the care of women and their families.
- 5.2.3 Analyses, recording, and reporting data accurately and comprehensively leading to appropriate interpretation of findings and development of implementation plans.

5.3 Competency Standard 5.3: Research Participation

Uses research, evaluation, service improvement and audit findings to enhance the quality of care and protect the rights of participating women and their families.

Performance Criteria:

- 5.3.1 Participates in activities that disseminate research findings such as, publications, journal clubs, grand rounds and presentations.

- 5.3.2 Promotes research, evaluation, service improvement initiatives and audits designed to improve healthcare practice and disseminates findings to colleagues, women, their families and communities.
- 5.3.3 Undertakes appropriate development to ensure competency to recruit, ensure informed consent is obtained, support involvement, facilitate, monitor and where appropriate advocate withdrawal of individuals participating in clinical research and evaluation.

2.4 Clinical Nurse Specialist scope of practice (CNS)

INTRODUCTION

The Clinical Nurse Specialist Scope of Practice is a competency framework (Appendix 1) built on five domains intrinsic to the role of the Clinical Nurse Specialist (CNS);

1. Professional and Ethical Practice
2. Clinical Practice
3. Leadership and Management
4. Education, learning and development
5. Research and improvement

Each domain is described through competency standards and performance criteria that define the requirements for practice demanded of the CNS. This document is to be used as a foundation for all registered nursing roles, professional development and performance appraisal.

DEFINITION

Clinical nurse specialists provide expert advice related to specific conditions or treatment pathways. They focus on improving patient care and developing services. Clinical Nurse Specialists (CNSs) play a unique role in the delivery of high quality care.

N. B Domain of Clinical Practice:

A Clinical Nurse Specialist (CNS) is an expert clinician in evidence-based practice who works in a specialized area of nursing practice incorporating advanced knowledge and skills.. Such as Specialty areas can be identified by

- Population (e.g., adults, geriatrics, women, etc.);
- Setting (e.g., critical care, emergency room, etc.); disease or medical specialty (e.g., diabetes, oncology, etc.);
- Type of care (e.g., oncology, pediatrics, geriatrics, psychiatric rehabilitation, psychiatric-mental health, community health etc.);
- Type of problem (e.g., pain, wounds, and eating disorders)

In addition to providing direct patient care, CNS' may engage in teaching, mentoring, consulting, research, management and systems improvement. They are able to adapt their practice to work across settings, and influence outcomes by providing expert consultation to all care providers and by implementing improvements in health care delivery systems.

They practice in collaboration with other health care professionals to promote health, prevent disease and to diagnose, assess and manage health needs. They work in partnership with individuals, families and communities and the multidisciplinary care team. CNS' may demonstrate leadership according to their skills and experience as consultants, educators, managers and researchers and actively participate in professional activities and local and national policy development.

6 DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of the CNS in relation to patients, families, other members of the multidisciplinary team, community and society.

1.1 Competency Standard 1.1: Accountability

Accepts accountability for own actions, decision-making and for the related outcomes.

Performance criteria:

- 1.1.1 Demonstrates accountability for own professional judgments, actions, outcomes of care and continued competence in accordance with Qatari laws and regulations and national Scope of Practice
- 1.1.2 Works within the limits of own competence and the boundaries of the National Scope of Practice
- 1.1.3 Seeks appropriate guidance when encountering situations beyond the limits of own competence and the Scope of Practice.
- 1.1.4 Acknowledges and respects the accountability and responsibilities of other healthcare professionals and personnel.
- 1.1.5 Assumes accountability for delegation of aspects of care delivery.
- 1.1.6 Works in collaboration to optimize patient access to the full range of services required for effective healthcare.
- 1.1.7 Assumes accountability for improving the quality and effectiveness of healthcare services within specialty/service/scope of influence.

1.2 Competency Standard 1.2: Ethical Practice

Embeds the Professional Code of Behaviors and Ethics for Nurses at the health care institution level and GCC code of ethics, as the ethical and professional framework for delivering nursing care and practices giving due consideration to the socio-cultural needs of patients, families, communities and society.

Performance criteria:

- 1.2.1 Practices according to the Professional Code of Behaviors and Ethics for Nurses.
- 1.2.2 Engages in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.3 Acts as patient advocate protecting the person's rights in accordance with Qatari law terms and conditions.
- 1.2.4 Maintains confidentiality and makes every reasonable effort to ensure the security of written, verbal and electronic patient information.



- 1.2.5 Respects the patient's (including children and young people and their parents) right to be fully informed establishing a context for self-determination, assent (children) and informed consent.
- 1.2.6 Respects and maintains the patient's right for privacy and dignity.
- 1.2.7 Acts sensitively and fairly giving due consideration to diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.
- 1.2.8 Liaises and collaborates with other healthcare professionals and personnel to ensure ethical practice is maintained.
- 1.2.9 Questions when appropriate, healthcare practice where the safety of others is at risk and where the quality of care warrants improvement; acts where the safety of care is compromised and where necessary reports incidents where patients safety is being put at risk.
- 1.2.10 Demonstrates professional integrity and ethical behavior in matters where a conflict of interest could be construed, i.e. when advising on the use of drugs, products, devices or services (as per corporate approved policy).
- 1.2.11 Fosters the establishment of an ethical environment that supports the rights of all participants.
- 1.2.12 Serves as a mentor and role model by participating in the resolution of ethical and clinical dilemmas.
- 1.2.13 Identifies ethical implications of complex care situations and applies ethical principles to resolve concerns.
- 1.2.14 Ethically explores therapeutic options considering implications for care through the integration of assessment information, the person's informed decision and best available evidence.
- 1.2.15 Considers the impact of scientific advances, cost, clinical effectiveness, patient and family values and preferences, and other external factors.
- 1.2.16 Demonstrates professional integrity and ethical conduct in relation to therapeutic product manufacturers and pharmaceutical organizations.
- 1.2.17 Discloses the facts of adverse events to the patient and other health professionals; mitigates harm, and reports adverse events to appropriate authorities in keeping with relevant legislation and organizational policy.

1.3 Competency Standard 1.3: Legal Implications of Nursing Practice

Practices at all times in accordance with legislative, regulatory and policy guidelines relevant to registered nursing practice.

Performance criteria:

- 1.3.1 Practices in accordance with agreed policies and procedures that guide nursing practice.
- 1.3.2 Practices in accordance with relevant laws and regulations that govern nursing practice.
- 1.3.3 Maintains valid registration and licensure to practice in Qatar.
- 1.3.4 Recognizes and acts upon breaches of laws and regulations relating to the professional role and/or Professional Code of Behavior for Nurses
- 1.3.5 Advocates for equitable patient care by:
 - 1.3.5.1 Participating in organizational, local, state, national or international level of policy-making activities for issues related to their expertise.
 - 1.3.5.2 Evaluating the impact of legislative and regulatory policies as they apply to nursing practice and patient or population outcomes.
- 1.3.6 Communicates information that promotes nursing, the role of the CNS and outcomes of nursing and CNS practice through the use of the media, advanced technologies, and community networks.



2. DOMAIN TWO: Clinical Practice

This domain encompasses the key principles of the Clinical Nurse Specialist's role in providing expert advice and promoting wellbeing to patients experiencing a particularly illness, or requiring a specific service, as a member of a multidisciplinary healthcare team. This may involve health promotion, counseling and patient education, diagnosis of ill health, minimizing adverse effects of illness/ill health, , expert care provision, supported transfer within health contexts and discharge planning, including establishing appropriate therapeutic and interpersonal relationships to maximize the delivery of safe care to patients, families, the wider community and society.

2.1 Competency Standard 2.1: Patient Centered Care

Provides skilled safe, holistic, culturally competent, person-centered expert nursing care to patients, families, community and society, in collaboration with the multidisciplinary team irrespective of healthcare settings.

Performance criteria

- 2.1.1 Undertakes a comprehensive, holistic systematic assessment involving the patient, family and other healthcare providers, as appropriate, in order to determine the needs, concerns, problems, issues, and/or diagnosis that serve as a basis for care planning.
- 2.1.2 Performs and documents a comprehensive medical/nursing history, physical, psychosocial emotional, ethnic, cultural and spiritual assessment of the patient's health status
- 2.1.3 Formulates differential diagnoses through the integration of the patient/family health information and evidence-informed practice.
- 2.1.4 Initiates appropriate referrals to other members of the health care team based on assessment and referral guidelines
- 2.1.5 Develops or contributes to the long term care plan in collaboration with the patient/family and the health care team, and documents as part of an interdisciplinary plan of care
- 2.1.6 Provides direct, specialized, comprehensive care, emphasizing health promotion, patient advocacy, disease prevention and collaborative management strategies to positively affect health outcomes
- 2.1.7 Communicates with patients and families about health assessment findings.
- 2.1.8 Under the terms of program and individual-specific authorization agreements, clinical pathways, clinical protocols and/or medical directives, the clinical nurse specialist may:
- 2.1.9 Implement aspects of care outside the CNS scope of as per the institutional authorization system.
- 2.1.10 Identify and implements creative strategies for managing complex health-care situations within the selected clinical specialty.
- 2.1.11 Participates in the coordination of complex discharge planning
- 2.1.12 Provide education and counseling regarding diagnoses, prognoses, disorders, conditions, risk factors, medication (use, side effects, risk factors, interactions) and therapeutic interventions – ensuring patients can make informed choices about their treatment and lifestyle
- 2.1.13 Acts as the Contact Person/key worker for selected patient populations
- 2.1.14 Evaluates and revises the interdisciplinary plan of care in collaboration with Patient/family and the health care team to ensure patient needs are being met

2.2 Competency Standard 2.2: Communication and teamwork

Uses advanced communication skills to ensure that other members of the health care team, the patient and their family are, and remain, fully informed.



Performance Criteria:

- 2.2.1 Reinforces, clarifies and elaborates upon medical staff communications of diagnosis, treatment options and lifestyle implications for his / her client group in order to promote patient autonomy and well being
- 2.2.2 Provides consultation to nurses and the health care team regarding clinical complex situations (within area of expertise)
- 2.2.3 Works with all disciplines to achieve the best health outcomes for patients and families.
- 2.2.4 Consults with and/or refers clients to other health-care providers at any point in the care continuum when the patient's condition is not within the CNS scope of practice or the individual CNS competence.
- 2.2.5 Acts as a consultant to, and/or refers and accepts referrals from, health-care providers, community agencies and allied non-healthcare professionals.
- 2.2.6 Applies advanced knowledge and skills in communication, negotiation, coalition building, change management and conflict-resolution, including the ability to analyze, manage and negotiate conflict to support and facilitate relationships with peers, members of the healthcare team, physicians, patients and families, both internal and external to the organization
- 2.2.7 Provides informal/formal consultation to the Executive team, the hospital and other organizations
- 2.2.8 Provides consultation to external partners and/or the community to collaboratively develop standards, policies and procedures to ensure seamless care for patients and families
- 2.2.9 Initiates, develops and terminates therapeutic relationship with individuals, families and groups through the use of appropriate communication and interpersonal skills.
- 2.2.10 Demonstrates cultural competence across patient groups.
- 2.2.11 Consistently communicates relevant, accurate and comprehensive information in verbal, written and electronic forms in a timely manner to ensure the delivery of safe, competent and ethical care.
- 2.2.12 Works with others to affect change and produce positive outcomes through the sharing of knowledge of the individual and/or the situation.
- 2.2.13 Participates in building consensus or resolving conflict in the context of patient care.
- 2.2.14 Demonstrates the ability to work as a team member by engaging in teamwork and the team-building processes.
- 2.2.15 Works in collaboration with other members of the wider multidisciplinary team across patient pathways.
- 2.2.16 Collaborates with other disciplines in teaching, consultation, management, and research activities to improve outcomes in nursing practice and enhance the healthcare environments.
- 2.2.17 Uses coaching and advanced communication skills to facilitate the development of effective clinical teams.

3. DOMAIN THREE: Leadership and Management

Exhibits leadership qualities required to manage nursing care safely and effectively. This domain includes concordance with the (QCHP) Code of Behaviors' as the operating framework.

3.1 Competency Standard 3.1: Leadership

Acts as an expert clinical role model and demonstrates the CNS' contribution to clinical leadership within the context of their area of specialist practice safely, efficiently and ethically.

Performance Criteria:

- 3.1.1 Acts as a change agent through exploration of new ways to improve care, to seek effective new ways to practice, and to positively influence the organization to benefit the public and to influence health policy

- 3.1.2 Provides leadership for the establishment and implementation of goals related to the nursing contribution to patient care
- 3.1.3 Participates in decision-making processes and strategic planning at all levels related to their area of specialist practice which impact on patient care
- 3.1.4 Monitors and ensures the quality of health care practices, education and research at (QCHP) and beyond by providing leadership in the establishment and development of standards, policies and procedures
- 3.1.5 Advocates for, and participates in, creating an organizational environment that supports safe patient care, collaborative practice and professional growth
- 3.1.6 Creates and maintains proctor agreements, clinical practice guidelines, clinical protocols as necessary to support clinical practice
- 3.1.7 Provides leadership and participates in professional organizations
- 3.1.8 Participates on hospital/departmental committees
- 3.1.9 Accountable to align activities and performance with strategic goals and objectives of (QCHP)
- 3.1.10 Applies clinical reasoning, critical thinking and problem solving skills to the organization, provision, management and evaluation of care.
- 3.1.11 Manages self, and where appropriate organizes others, to ensure effective workload prioritization and time management.
- 3.1.12 Provides feedback, offers suggestions for change and deals effectively with the impact of change on own practice, the team and/or on the organization.
- 3.1.13 Advocates for, and contributes to, the creation and maintenance of a positive working environment and team working.
- 3.1.14 Participates in mentorship and coaching of others to maximize the effectiveness of nursing interventions, the provision of quality health care and the profession.
- 3.1.15 Acts as an expert nurse role model for colleagues, students and other members of the care team by treating all with respect, trust and dignity.
- 3.1.16 Seeks ways to advance nursing autonomy and accountability.
- 3.1.17 Promotes and maintain a positive image of nursing.
- 3.1.18 Differentiates between outcomes that require care process modification at the individual patient level and those that require modification at the system level.
- 3.1.19 Uses effective strategies for changing clinician and team behavior to encourage adoption of evidencebased practices and innovations in care delivery.
- 3.1.20 Uses leadership, team building, negotiation, and conflict resolution skills to build partnerships within and across systems, including communities.
- 3.1.21 Practices collegially with medical staff and other members of the healthcare team so that all providers' unique contributions to health outcomes will be enhanced.
- 3.1.22 Provides leadership in conflict management and negotiation to address problems in the healthcare system.

3.2 Competency Standard 3.2: Quality Improvement and Safety

Ensures contribution to patient care meets organizational quality and safety standards and guidelines and participates in continuous quality improvement.

Performance criteria:

- 3.2.1 Practices in accordance with approved quality standards and guidelines reflecting recognized evidence based best practice.

- 3.2.2 Seeks evidence from a wide range of credible sources to maintain, extend and evaluate the quality of nursing care.
- 3.2.3 Implements quality assurance and risk management strategies.
- 3.2.4 Ensures a safe environment by identifying actual and potential risks and takes timely action to meet national legislation and workplace health and safety principles.
- 3.2.5 Acknowledges own limitations in knowledge, judgment and/or skills, and functions within those limitations.
- 3.2.6 Recognizes less than optimum or unsafe practice in self and others and intervenes, records and reports, and acts to access and/or provides support to ensure remediation of deficiencies.
- 3.2.7 Participates in ongoing quality improvement and risk management initiatives.
- 3.2.8 Adheres to and implements infection control policies and procedures.
- 3.2.9 Communicates and records safety concerns to the relevant authority and documents response.
- 3.2.10 Systematically leads and develops criteria for and evaluates the quality and effectiveness of nursing practice and organizational systems.
- 3.2.11 Evaluates factors related to safety, effectiveness, availability, and cost to design and implement best practices.
- 3.2.12 Serves as a resource to various populations for the purpose of influencing the delivery of healthcare and the formation of policy.
- 3.2.13 Uses the change process to influence the introduction of innovations and adaptations to specialist practice and service organization.
- 3.2.14 Evaluates impact of CNS and other nursing practice on systems of care using nurse sensitive outcomes.
- 3.2.15 Provides leadership in the system-wide implementation of quality improvements and innovations.

3.3 Competency Standard 3.3: Delegation and Supervision

Delegates and provides supervision to team members according to their competence and scope of practice

Performance Criteria:

- 3.3.1 Delegates to others, activities commensurate with their abilities and scope of practice.
- 3.3.2 Uses a range of supportive strategies when supervising aspects of care delegated to others.
- 3.3.3 Maintains accountability and responsibility when delegating aspects of care to others.

4. DOMAIN FOUR: Education, learning and development

4.1 Competency Standard 4.1: Education and facilitation

Maximizes educational opportunities to develop other members of the healthcare team, and patients, families, community and society to enhance care delivery and wellbeing

Performance criteria:

- 4.1.1 Acts as a preceptor, mentor, role model and coach to nursing colleagues, learners, other members of the healthcare team and students.



- 4.1.2 Collaborates with individuals, groups and educators to identify and address specific learning needs for patients/families and other health care professionals. This may include developing resources or programs to meet those needs
- 4.1.3 Provides/promotes educational programs for patients and families, and health care practitioners within the Corporation and beyond
- 4.1.4 Takes advantage of informal learning opportunities to educate nursing colleagues and health team members
- 4.1.5 Shares and disseminates professional knowledge and research findings with others.
- 4.1.6 Acts as a resource person for others.
- 4.1.7 Working with educators contributes to the formal and informal education and professional development of learners and colleagues facilitating and where appropriate coordinating learning opportunities.
- 4.1.8 Acts as an effective preceptor, undertaking appropriate preparation and updating to undertake the role.
- 4.1.9 Identifies and participates in opportunities to share skills, knowledge, and strategies for patient care and system improvement with colleagues and other healthcare providers.
- 4.1.10 Promotes a learning environment that enables nursing and other healthcare personnel to make optimal contributions and systems to function most effectively.
- 4.1.11 Designs health information and patient education appropriate to the patient's developmental level, health literacy level, learning needs, readiness to learn, and cultural values and beliefs.
- 4.1.12 Participates in academic and continuing education of nurses and other health care providers.
- 4.1.13 Promotes and implements professional development of staff nurses and continuing education activities.
- 4.1.14 Participates in continuing education activities.

4.2 Competency Standard 4.2: Lifelong learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance criteria:

- 4.2.1 Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination and evaluation.
- 4.2.2 Instigates planned updating knowledge and skills for safe, person-centered, evidence-based practice.
- 4.2.3 Actively engages in ongoing professional development and performance improvement of self and others.
- 4.2.4 Maintains a professional portfolio including evidence of continued competence, professional development and service improvement. Demonstrated by CNE/CPD credit points /year or cycle
- 4.2.5 Evaluates own clinical and professional performance according to the standards of the appropriate professional and regulatory bodies, and takes action to improve practice.
- 4.2.6 Proactively seeks and participates in experiences and learning opportunities that will advance his or her knowledge of interventions, therapeutics, and clinical skills on a regular basis.
- 4.2.7 Pursues and participates in formal and independent learning activities to enhance skills in promoting the professional development of nursing personnel.
- 4.2.8 Pursues and participates in educational and mentoring opportunities to increase effectiveness as a change agent.
- 4.2.9 Contributes to the advancement of the profession as a whole by disseminating outcomes of CNS practice through presentations and publications.
- 4.2.10 Meet CNE/CPD requirement by QCHP for registration& maintain Licensure.



4.3 Competency Standard 4.3: Promotion of health and patient education

Will enable and provide information on maintaining and optimizing health, maximizing self-care and wellbeing.

Performance criteria:

- 4.3.1 Takes part in health promotion, patient education and illness prevention initiatives and contributes to their evaluation.
- 4.3.2 Applies knowledge of resources available for health promotion and health education.
- 4.3.3 Acts to empower the individual, family and community to adopt healthy lifestyles and concord with self-management of ill-health to promote wellbeing.
- 4.3.4 Provides relevant health information and patient education to individuals, families and communities to assist in achieving optimal health, rehabilitation and/or wellbeing.
- 4.3.5 Demonstrates understanding of traditional healing practices within an individual's, family's and/or community's health belief systems and incorporates appropriately and/or provides education if adversely effecting optimum health.
- 4.3.6 Recognizes the potential for patient education and teaching for health and wellbeing in nursing interventions.
- 4.3.7 Applies knowledge of a variety of teaching and learning strategies with individuals, families and communities to effect and evaluate learning and concordance with treatment and advice.

5. DOMAIN FIVE: RESEARCH AND IMPROVEMENT

This domain articulates the requirement that the CNS should practice incorporating best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation

5.1 Competency Standard 5.1: Evidence-Based Practice

Critically appraises and integrates evidence and research findings into practice.

Performance Criteria:

- 5.1.1 Promotes the development, critical analysis, interpretation and dissemination of evidence-based findings
- 5.1.2 Participates in the academic community by providing education, clinical supervision and mentorship through university cross-appointment
- 5.1.3 Identifies research opportunities
- 5.1.4 Develops, participates in and promotes research in collaboration with others to improve, enhance or benefit care of the patient/family, nursing practice and/or the organization/health system
- 5.1.5 Identifies and implements new research/evidence- based treatments to improve patient care, organizations or health systems
- 5.1.6 Critically reviews, analyzes, interprets and applies evidence to clinical practice
- 5.1.7 Acts as a change agent through knowledge translation and dissemination of new knowledge that may include formal presentations, publication, informal discussions and the development of best practice guidelines and policies.
- 5.1.8 Chooses, applies, or withholds interventions in a manner that is substantiated by relevant research and appropriate to the needs of the patient or system.



- 5.1.9 Analyses research findings and other evidence for their potential application to clinical practice.
- 5.1.10 Designs programs for effective implementation of research findings and other evidence in clinical practice.
- 5.1.11 Cultivates a climate of clinical inquiry across spheres of influence.

5.2 Competency Standard 5.2: Using data and information systems

Uses data systems to enhance the quality and delivery of patient care.

Performance Criteria:

- 5.2.1 Acquires the information technology skills needed to inform and provide optimum healthcare care and document accurately outcomes of interventions.
- 5.2.2 Understands how to use technology and data to assist in problem identification and identification of deficiencies that can be remediated to enable improvements in patient care.
- 5.2.3 Analyses data accurately and comprehensively leading to appropriate interpretation of findings and development of implementation plans.

5.3 Competency Standard 5.3: Research Participation

Uses research, evaluation, service improvement and audit findings to enhance the quality of patient care and protect the rights of those participating

Performance Criteria:

- 5.3.1 Participates in activities that disseminate research findings such as, publications, journal clubs, grand rounds and presentations.
- 5.3.2 Promotes research, evaluation, service improvement initiatives and audit designed to improve healthcare practice and disseminate findings to colleagues, patients, families, communities, and society.
- 5.3.3 Undertakes appropriate development to ensure competency to recruit, ensure informed consent is obtained, support involvement, facilitate, monitor and where appropriate advocate withdrawal of individuals participating in clinical research and evaluation.
- 5.3.4 Collaborates with senior investigators and/or members of the interdisciplinary team in research relevant to practice.



2.5 Nurse Practitioner scope of practice (NP)

INTRODUCTION

The Nurse Practitioner (NP) Scope of Practice for Qatar Council for Health Practitioners (QNCP) is a competency framework (Appendix 1) built on five domains intrinsic to the role of the NP;

1. Professional and Ethical Practice
2. Clinical Practice
3. Leadership and Management
4. Education, learning and development
5. Research and improvement

Each domain is described through competency standards and performance criteria that define the requirements for practice demanded of the (registered) ANP. This document is to be used as a foundation for all registered nursing roles, professional development and performance appraisal.

DEFINITION

"A nurse practitioner (NP) is a registered nurse with advanced academic preparation and clinical experience and expertise in a specialized area of nursing, integrating their in-depth knowledge of advanced nursing practice and theory, health management, health promotion, disease/injury prevention and other relevant biomedical and psychosocial theories to provide comprehensive health services. Advanced Nurse Practitioners have the knowledge and skills to provide comprehensive health assessments, to diagnose and manage most common and many chronic illnesses, either independently or as part of a health care team. A nurse practitioner provides direct care, and may order and interpret diagnostic tests, perform procedures and prescribe medications under individually negotiated proctor agreements with senior consultants or specialists." (CNA, 2010). **N.b Domain of Clinical Practice:**

Nurse Practitioners (NPs) work collaboratively with physicians and other health care professionals, typically in a clinic, ambulatory care facility, long term care facility or hospital provides high-quality, cost-effective and individualized care for the lifespan of patient's special needs.

Nurse practitioners may undertake a range of assessment and treatment interventions. NPs may conduct physical exams; diagnose and treat a range of illnesses and injuries; provide immunizations; order and interpret X-rays and other lab tests; and counsel patients on adopting healthy lifestyles. These may include and this list is not exhaustive: take health histories and perform physical examinations, determining differential diagnoses, performing invasive interventions, requesting and interpreting diagnostic and laboratory tests and administering therapies for the management of potential or actual health needs. Other duties and responsibilities depend on the NP's practice setting and the scope-of-practice regulations of the state and in accordance with practice privileges in acute, community or long term health care granted by the council.

NPs are expert nurses who work within a specific area of practice incorporating advanced knowledge and skills. They practice both independently and in collaboration with other health care professionals to promote health, prevent disease and to diagnose, assess and manage people's health needs. They provide a wide range of

assessment and treatment interventions including differential diagnoses, ordering and interpreting diagnostic and laboratory tests and administering therapies for the management of potential or actual health needs. They work in partnership with individuals, families and communities across a range of settings. ANPs may choose to prescribe medicines within their specific area of practice. NPs also demonstrate leadership as consultants, educators, managers and researchers and actively participate in professional activities and local and national policy development.

NPs may undertake a range of tasks which have hitherto been within the exclusive domain of Physicians. The approval of NPs to undertake these extended roles is through a process of ‘Authorization and Proctoring’ with the support of the Chair of the Medical department who will assign a proctor (see relevant policy).

1. DOMAIN ONE: PROFESSIONAL AND ETHICAL PRACTICE

This domain defines the professional accountability and scope of ethical and legal practice of the NP in relation to patients, families, other members of the multidisciplinary team, community and society.

1.1 Competency Standard 1.1: Accountability

Accepts accountability for own actions, decision-making and for the related outcomes.

Performance criteria:

- 1.1.1 Demonstrates accountability for own professional judgments, actions, outcomes of care and continued competence in accordance with Qatari laws and regulations and the Scope of Practice
- 1.1.2 Works within the limits of own competence and the boundaries of the Scope of Practice.
- 1.1.3 Seeks appropriate guidance when encountering situations beyond the limits of own competence and the Scope of Practice.
- 1.1.4 Acknowledges and respects the accountability and responsibilities of other healthcare professionals and personnel.
- 1.1.5 Assumes accountability for delegation of aspects of care delivery.
- 1.1.6 Participates in activities to optimize patient access to the full range of services required for effective healthcare.
- 1.1.7 Assumes accountability for improving the quality and effectiveness of healthcare services provided.

1.2 Competency Standard 1.2: Ethical Practice

Delivers nursing care and practices embedding the Professional Code of Behavior and Ethics for Nurses (Health Care Institution) as the ethical and professional framework considering the socio-cultural needs of patients, families, communities and society.

Performance criteria:

- 1.2.1 Practices according to the Professional Code of Behavior and Ethics for Nurses.
- 1.2.2 Engages in ethical decision-making with respect to own professional responsibilities or where ethical issues affect healthcare delivery or clinical decision-making.
- 1.2.3 Acts as patient advocate protecting the person’s rights in accordance with Qatari law and Health Care Institution terms and conditions.



- 1.2.4 Maintains confidentiality and makes every reasonable effort to ensure the security of written, verbal and electronic patient information.
- 1.2.5 Respects the patient's (including children and young people and their parents) and family's right to be fully informed establishing a context for self-determination, assent (children) and informed consent.
- 1.2.6 Respects and maintains the patient's and family's right for privacy and dignity.
- 1.2.7 Acts sensitively and fairly giving due consideration to diversity, including cultural and religious beliefs, race, age, gender, physical and mental state, and other relevant factors.
- 1.2.8 Liaises and collaborates with other healthcare professionals and personnel to ensure ethical practice is maintained.
- 1.2.9 Questions when appropriate, healthcare practice where the safety of others is at risk and where the quality of care warrants improvement; acts where the safety of care is compromised and where necessary reports others who may be risking patient safety.
- 1.2.10 Demonstrates professional integrity and ethical behavior in matters where a conflict of interest could be construed, i.e. when advising on the use of drugs, products, devices or services (as per facility approved policy and Code of Behavior and Ethics for Nurses).
- 1.2.11 Fosters the establishment of an ethical environment that supports the rights of all participants.
- 1.2.12 Serves as a mentor and role model by participating in the resolution of ethical and clinical dilemmas.
- 1.2.13 Identifies ethical implications of complex care situations and applies ethical principles to resolve concerns.
- 1.2.14 Considers the impact of scientific advances, cost, clinical effectiveness, patient and family values and preferences, and other external factors.
- 1.2.15 Ethically explores therapeutic options considering implications for care through the integration of assessment information, the person's informed decision and best available evidence.
- 1.2.16 Demonstrates professional integrity and ethical behavior in relation to therapeutic product manufacturers and pharmaceutical organizations.
- 1.2.17 Discloses the facts of adverse events to the patient and other health professionals; mitigates harm, and reports adverse events to appropriate authorities in keeping with relevant legislation and organizational policy.

1.3 Competency Standard 1.3: Legal Practice

Functions at all times in accordance with legislative, regulatory and policy guidelines relevant to registered nursing/ANP practice.

Performance criteria:

- 1.3.1 Practices in accordance with agreed policies and procedures that guide nursing practice.
- 1.3.2 Practices in accordance with relevant laws and regulations that govern nursing practice.
- 1.3.3 Maintains valid registration and licensure to practice in Qatar.
- 1.3.4 Recognizes and acts upon breaches of laws and regulations relating to the professional role and/or Professional Code of Behavior and Ethics for Nurses.
- 1.3.5 Maintains a professional portfolio including evidence of continued competence and improvement.
- 1.3.6 Advocates for equitable patient care by:
 - 1.3.6.1 Participating in organizational, local, state, national or international level of policy-making activities for issues related to their expertise.
 - 1.3.6.2 Evaluating the impact of legislative and regulatory policies as they apply to nursing practice and patient or population outcomes.



1.3.7 Communicates information that promotes nursing, the role of the Advance Nurse Practice (ANP) and through the use of the media, advanced technologies, and community networks.

2. DOMAIN TWO: Clinical Practice

This domain encompasses the key principles of the NP's role in health promotion, illness prevention, care provision, supported transfer within health contexts and discharge planning, including establishing appropriate therapeutic and interpersonal relationships to maximize the delivery of safe care to patients, families, the wider community and society.

2.1 Competency Standard 2.1: Patient Centered Care

Provides skilled safe, holistic, culturally competent, person-centered nursing care to patients, families, community and society, in collaboration with the multidisciplinary team irrespective of healthcare settings.

Performance criteria

2.1.1 In addition to all the general Scope Nurse Scope of care the NP performs and documents a comprehensive medical/nursing history, physical and psychosocial assessment of the patient's and family's health status

2.1.2 Provides direct, specialized, comprehensive care, education and counseling emphasizing health promotion, disease prevention and collaborative management strategies to positively affect health outcomes

2.1.3 Working under defined proctor agreements, clinical pathways and/or medical directives, the nurse practitioner may:

2.1.3.1 Implement aspects of care as per the given authorization

2.1.3.2 Order and interpret appropriate diagnostic and laboratory tests,

2.1.3.3 performs selected diagnostic and therapeutic procedures

2.1.3.4 Prescribe and manage medications as per the given authorization.

2.1.3.5 Identify and communicate a medical diagnosis to the healthcare provider

2.1.3.6 Conduct physical exams;

2.1.3.7 Diagnose and treat a range of illnesses and injuries;

2.1.3.8 Provide immunizations;

2.1.3.9 Order and interpret X-rays and other lab tests;

2.1.3.10 Performing invasive interventions e.g. endoscopy,

2.1.3.11 Request and interpret diagnostic and laboratory tests and

2.1.3.12 Administer therapies for the management of potential or actual health needs and Counsel patients on adopting healthy lifestyles

2.1.3.13 Prescribes and manages medication as per the given authorization

Nb This list is not exhaustive

2.1.4 Work in partnership with individuals, families and communities across a range of settings.

2.1.5 Participate in and/or lead complex discharge planning processes

2.1.6 Provide patient/family education and counseling

2.2 Competency Standard 2.2: Communication and teamwork

Uses communication skills to ensure that other members of the health care team, the patient and their family are and remain fully informed.

Performance Criteria:

- 2.2.1 Initiates, develops and terminates therapeutic relationship with individuals, families and groups through the use of appropriate communication and interpersonal skills.
- 2.2.2 Consistently communicates relevant, accurate and comprehensive information in verbal, written and electronic forms in a timely manner to ensure the delivery of safe, competent and ethical care.
- 2.2.3 Works with others to affect change and produce positive outcomes through the sharing of knowledge of the individual and/or the situation.
- 2.2.4 Participates in building consensus or resolving conflict in the context of patient care.
- 2.2.5 Demonstrates the ability to work as a team member by engaging in teamwork and the team-building processes, and promoting mutual respect of each other's scopes of practice.
- 2.2.6 Works in collaboration with other members of the wider multidisciplinary team across patient pathways.
- 2.2.7 Communicates about health assessment findings and/or diagnoses, including outcomes and prognosis.
- 2.2.8 Uses coaching and communication skills to facilitate the development of effective clinical teams.
- 2.2.9 Works with all disciplines to achieve the best health outcomes for patients
- 2.2.10 Uses interpersonal skills to facilitate small group function and contribute to high performance teams.
- 2.2.11 Provides consultation to health care team regarding clinical situations (within area of expertise)
- 2.2.12 Provides consultation to the community to collaboratively develop standards, policies, practices and procedures to ensure seamless care for patients
- 2.2.13 Consults with and/or refers clients to other health-care providers at any point in the care continuum when the client's condition is not within the nurse practitioner scope of practice or the individual nurse practitioner's competence.
- 2.2.14 Acts as a consultant to and/or refers and accepts referrals from health-care providers, community agencies and allied non-health-care professionals.

3. DOMAIN THREE: Leadership and Management

Exhibits leadership qualities required to manage nursing care safely and effectively. This domain includes concordance with the Health Care Institution Code of Behaviors as the operating framework.

3.1 Competency Standard 3.1: Leadership

Exhibits leadership qualities and manages nursing care safely, efficiently and ethically.

Performance Criteria:

- 3.1.1 Applies clinical reasoning, critical thinking and problem solving skills to the organization, provision, management and evaluation of care.
- 3.1.2 Provides leadership for establishment and implementation of goals related to nursing practice
- 3.1.3 Participates in decision-making processes regarding decisions which impact on nursing practice at all levels

- 3.1.4 Participates in the Performance Management Program
- 3.1.5 Participates on hospital/departmental committees
- 3.1.6 Participates in continuing education activities
- 3.1.7 Accountable to align activities and performance with strategic goals and objectives of Health Care Institution
- 3.1.8 Contributes to unit/program/departmental strategic planning
- 3.1.9 Provides leadership to and participates in professional organizations
- 3.1.10 Advocates to influence health care practice, policy and outcomes
- 3.1.11 Creates and maintains medical directives/proctor agreements and/or clinical pathways necessary to support clinical practice
- 3.1.12 Maintains knowledge of current legislative and regulatory issues related to NP practice
- 3.1.13 Manages self, and where appropriate organizes others, to ensure effective workload prioritization and time management.
- 3.1.14 Provides feedback, offers suggestions for change and deals effectively with the impact of change on own practice, the team and/or on the organization.
- 3.1.15 Advocates for, and contributes to, the creation and maintenance of a positive working environment and team working.
- 3.1.16 Participates in mentorship and coaching of others to maximize the effectiveness of nursing interventions, the provision of quality health care and the profession.
- 3.1.17 Acts as an expert nurse role model for colleagues, students and other members of the care team by treating all with respect, trust and dignity.
- 3.1.18 Seeks ways to advance nursing autonomy and accountability.
- 3.1.19 Promotes and maintain a positive image of nursing.
- 3.1.20 Assumes leadership responsibilities, as appropriate, in the delivery of nursing and health care.
- 3.1.21 Demonstrates clinical leadership in the design and evaluation of services for health promotion, health protection or the prevention of injury and/or illness.
- 3.1.22 Uses effective strategies for changing clinician and team behavior to encourage adoption of evidencebased practices and innovations in care delivery.
- 3.1.23 Uses leadership, team building, negotiation, and conflict resolution skills to build partnerships within and across systems, including communities.
- 3.1.24 Provides leadership in conflict management and negotiation to address problems in the healthcare system.

3.2 Competency Standard 3.2: Quality Improvement and Safety

Ensures nursing practice meets organizational quality and safety standards and guidelines and participates in continuous quality improvement.

Performance criteria:

- 3.2.1 Practices in accordance with approved quality standards and guidelines reflecting recognized evidence based best practice.
- 3.2.2 Collaborates and consults with others to develop quality and risk management strategies and/or practices and extend and evaluate the quality of nursing care.



- 3.2.3 Monitors and ensures the quality of health care practices and beyond by providing leadership in the establishment of standards, policies and procedures relevant to nursing practice
- 3.2.4 Acts immediately and appropriately in accordance with the national and/or institutional disaster plan as needed, assuming a leadership role in triage and coordination of care for patients.
- 3.2.5 Implements quality assurance and risk management strategies.
- 3.2.6 Ensures a safe environment by identifying actual and potential risks and takes timely action to meet national legislation and workplace health and safety principles.
- 3.2.7 Acknowledges own limitations in knowledge, judgment and/or skills, and functions within those limitations.
- 3.2.8 Recognizes less than optimum or unsafe practice in self and others and intervenes, records and reports, and acts to access and/or provides support to ensure remediation of deficiencies.
- 3.2.9 Participates in ongoing quality improvement and risk management initiatives.
- 3.2.10 Adheres to and implements infection control policies and procedures.
- 3.2.11 Communicates and records safety concerns to the relevant authority and documents response.
- 3.2.12 Evaluates factors related to safety, effectiveness, availability, and cost to design and implement best practices.
- 3.2.13 Serves as a resource to various populations for the purpose of influencing the delivery of healthcare and the formation of policy.
- 3.2.14 Uses the change process to influence the introduction of innovations and adaptations to specialist practice and service organization.
- 3.2.15 Evaluates impact of NP and other nursing practice on systems of care using nurse sensitive outcomes.
- 3.2.16 Provides leadership in planning data collection and quality monitoring.

3.3 Competency Standard 3.3: Delegation and Supervision

Delegates and provides supervision to team members according to their competence and scope of practice

Performance Criteria:

- 3.3.1 Delegates to others, activities commensurate with their abilities and scope of practice.
- 3.3.2 Uses a range of supportive strategies when supervising aspects of care delegated to others.
- 3.3.3 Maintains accountability and responsibility when delegating aspects of care to others.

4 DOMAIN FOUR: Education, learning and development

4.1 Competency Standard 4.1: Education and facilitation

Demonstrates commitment to support and develop other members in the healthcare team, as well as patients, families, community and society to enable their active participation care.

Performance criteria:

- 4.1.1 Shares and disseminates professional knowledge and research findings with others.
- 4.1.2 Contributes to the formal and informal education and professional development of students and colleagues facilitating and where appropriate coordinating learning opportunities.



QCHP

المجلس القطري للتخصصات الصحية
Qatar Council for Healthcare Practitioners
التسجيل والترخيص
Registration & Licensing



- 4.1.3 Acts as an effective preceptor and a mentor when assigned, undertaking appropriate preparation and updating to undertake the role.
- 4.1.4 Takes opportunities to learn together with others in order to contribute to health care improvement.
- 4.1.5 Identifies and participates in opportunities to share skills, knowledge, and strategies for patient care and system improvement with colleagues and other healthcare providers.
- 4.1.6 Promotes a learning environment that enables nursing and other healthcare personnel to make optimal contributions and systems to function most effectively.
- 4.1.7 Designs health information and patient education (teaching materials/educational program etc.) appropriate to the patient's developmental level, health literacy level, learning needs, readiness to learn, and cultural values and beliefs.
- 4.1.8 Participates in pre-professional, graduate and continuing education of nurses and other health care providers.
- 4.1.9 Uses appropriate teaching/learning strategies to provide diagnostic information that is relevant, theorybased and evidence-informed.
- 4.1.10 Completes learning needs assessment as appropriate to guide interventions with staff.
- 4.1.11 Promotes and implements professional development of staff nurses and continuing education activities.
- 4.1.12 Provides leadership in identifying nursing research opportunities and establishing a research agenda.
- 4.1.13 Collaborates with individuals and groups to identify and address specific learning needs for patients and professionals in health care
- 4.1.14 Provides/promotes educational programs for development of patients/children/families and health care practitioners within the hospital and beyond
- 4.1.15 Participates in the academic community by providing education, clinical supervision and mentorship through academic cross-appointment

4.2 Competency Standard 4.2: Lifelong learning

Assumes responsibility for own professional development through lifelong learning to ensure continued competence and performance improvement.

Performance criteria:

- 4.2.1 Takes advantage of informal learning opportunities to educate nursing colleagues and health team members
- 4.2.2 Undertakes regular self-assessment and reviews own practice through reflection, peer review, competency assessment, critical examination and evaluation.
- 4.2.3 Instigates planned updating knowledge and skills for safe, person-centered, evidence-based practice.
- 4.2.4 Actively engages in ongoing professional development and performance improvement of self and others.
- 4.2.5 Maintains a record of learning and professional development activities and accreditation.
- 4.2.6 Evaluates own clinical and professional performance according to the standards of the appropriate professional and regulatory bodies, and takes action to improve practice.
- 4.2.7 Proactively seeks and participates in experiences and learning opportunities that will advance his or her knowledge of interventions, therapeutics, and clinical skills on a regular basis.
- 4.2.8 Pursues and participates in educational and mentoring opportunities to increase effectiveness as a change agent.



4.2.9 Contributes to the advancement of the profession as a whole by disseminating outcomes of NP practice through presentations and publications.

4.3 Competency Standard 4.3: Promotion of health and patient education

Will enable and provide information on maintaining and optimizing health and maximizing self-care.

Performance criteria:

- 4.3.1 Identifies and responds creatively to new opportunities for health/ patient education based on clients and community needs, available resources, and using strategies based on the best evidence available.
- 4.3.2 Acts to empower the individual, family and community to adopt healthy lifestyles and concord with self-management of ill-health to promote wellbeing.
- 4.3.3 Provides relevant health information and patient education to individuals, families and communities to assist in achieving optimal health and rehabilitation.
- 4.3.4 Demonstrates understanding of traditional healing practices within an individual's, family's and/or community's health belief systems and incorporates appropriately and/or provides education if adversely affecting optimum health.
- 4.3.5 Recognizes the potential for patient education and teaching for health and wellbeing in nursing interventions.
- 4.3.6 Applies knowledge of a variety of teaching and learning strategies with individuals, families and communities to effect and evaluate learning and concordance with treatment and advice.

5 DOMAIN FIVE: RESEARCH AND IMPROVEMENT

This domain articulates the requirement that the NP should practice incorporating best available evidence to provide quality health care and contribute to the creation and/or implementation of knowledge through active participation

5.1 Competency Standard 5.1: Evidence-Based Practice

Integrates evidence and research findings into practice.

Performance Criteria:

- 5.1.1 Identifies and implements novel research based treatments or innovations to improve patient care
- 5.1.2 Critically reviews, analyzes, interprets and applies evidence to clinical practice
- 5.1.3 Disseminates research and clinical findings through publications, presentations, seminars, etc
- 5.1.4 Utilizes current evidence-based knowledge, including research findings, to guide nursing practice.
- 5.1.5 Incorporates credible critically appraised evidence into nursing practice and when initiating change.
- 5.1.6 Participates in the formulation of evidence-based practice based on best available credible research and/or national and international professional consensus and guidance and audit.
- 5.1.7 Disseminates personal or third-party research, practice development and audit findings with colleagues and peers in order to enhance nursing interventions and inform care delivery.
- 5.1.8 Takes personal responsibility to critically evaluate and integrate relevant research findings into decision making about health care management and interventions.

- 5.1.9 Chooses, applies, or withholds interventions in a manner that is substantiated by relevant research and appropriate to the needs of the patient or system.
- 5.1.10 Designs programs for effective implementation of research findings and other evidence in clinical practice.
- 5.1.11 Cultivates a climate of clinical inquiry across spheres of influence.

5.2 Competency Standard 5.2: Using data and information systems

Uses data systems to enhance the quality and delivery of patient care.

Performance Criteria:

- 5.2.1 Acquires the information technology skills needed to inform and provide optimum healthcare care and document accurately outcomes of interventions.
- 5.2.2 Understands how to use technology and data to assist in problem identification and identification of deficiencies that can be remediated to enable improvements in patient care.
- 5.2.3 Analyses data accurately and comprehensively leading to appropriate interpretation of findings and development of implementation plans.

5.3 Competency Standard 5.3: Research Participation

Uses research, evaluation, service improvement and audit findings to enhance the quality of patient care and protect the rights of those participating

Performance Criteria:

- 5.3.1 Participates in activities that disseminate research findings such as, publications, journal clubs, grand rounds and presentations.
- 5.3.2 Develops and / or participates in research - as a primary investigator or in collaboration with others - to improve, enhance or benefit patient care, nursing practice and/or the organization/health system
- 5.3.3 Promotes research, evaluation, service improvement initiatives and audit designed to improve healthcare practice and disseminate findings to colleagues, patients, families, communities, and society.
- 5.3.4 Undertakes appropriate development to ensure competency to recruit, ensure informed consent is obtained, support involvement, facilitate, monitor and where appropriate advocate withdrawal of individuals participating in clinical research and evaluation.
- 5.3.5 Implements research-based innovations for improving care.
- 5.3.6 Undertakes appropriate development to ensure competency to recruit, ensure informed consent is obtained, support involvement, facilitate, monitor and where appropriate advocate withdrawal of individuals participating in clinical research and evaluation.
- 5.3.7 Collaborates with senior investigators and/or members of the interdisciplinary team in conducting research relevant to practice.

.....



Section 3. Specialization Framework

3.1 Model for Specialist Role Development

In the absence of a common understanding on what constitutes specialization in nursing practice has resulted in a lack of consistency in titling, scopes of practice, education standards, and regulatory control within countries and across countries. Consequently, questions about defining scopes of practice, how to educate specialists, what is an appropriate career structure and how to regulate practice remain unresolved.

The International Council of Nurses(ICN) developed the standards for specialist practice which is underpinned by the assumptions listed below.

Specialist practice:

- Concentrates or delimits focus to a part of the whole field of nursing e. g critical care, women’s health, mental health, and school health.
- Integrates both specialization and role expansion. For example acquires new practice knowledge and skills (e.g. advanced physical assessment, prescribing authority) within the specialist practice area and incorporates new roles such as research, policy development for the specialist field.
- Acquires greater depth and breadth of knowledge within the specialty area; higher levels of critical and analytical thinking and a wider range of clinical competence, all of which legitimizing greater role autonomy within areas of practice. These in some cases may overlap traditional boundaries of medical practice, or in other take the lead in providing new services.

ICN (1992) believes that to bring order and consistency to the development of nursing specialties certain conditions need to exist. They include:

1. The adoption of a systematic means for designating nursing specialties.
2. The setting of minimum standards for education, practice, and maintenance of competence.
3. The establishment of a regulatory mechanism.
4. Integrating nursing specialties into human health resources planning.

A framework for the development of nursing specialties and advanced practice for levels of nursing practice beyond the generalist role is based on World Health Organization Eastern Mediterranean Region **Framework for the Nursing Specialist Practice** developed in 2013. It consists of:

1. A definition of a nurse specialist.

2. Criteria for designating a nursing specialty.
3. Levels of nursing specialist practice: description of the level of practice; proposed professional title; educational requirement; and the regulatory mechanism.

Definition

A specialist nurse holds a current license as a generalist, and has successfully completed a nursing education program that meets the prescribed standard for specialist education. The specialist nurse is authorized to function within a defined scope of practice in a specified field of nursing. (GCC Nursing Technical Committee Workshop, November, 2013)

Criteria for Designating a Specialty

- | | |
|-------------------|--|
| Criteria 1 | The specialty is national in its geographic scope. |
| Criteria 2 | There is both a demand and a need for the specialty service to meet priority health needs. |
| Criteria 3 | The specialty subscribes to the overall purpose, functions, professional and ethical standards of nursing/midwifery. |
| Criteria 4 | Entry into specialty practice is through a successful completion of an academic program that prepares for practice in a specialty field. |
| Criteria 5 | The specialty has distinct and defined areas knowledge, which underpin the application of specially focused competency-based practice in the specialty. Both knowledge and are being continually expanded and refined. |
| Criteria 6 | Specialty had a mechanism for maintaining and advancing expertise through various combinations of formal and informal learning experiences. |
| Criteria 7 | The specialty is officially recognized and supported by the health system. |

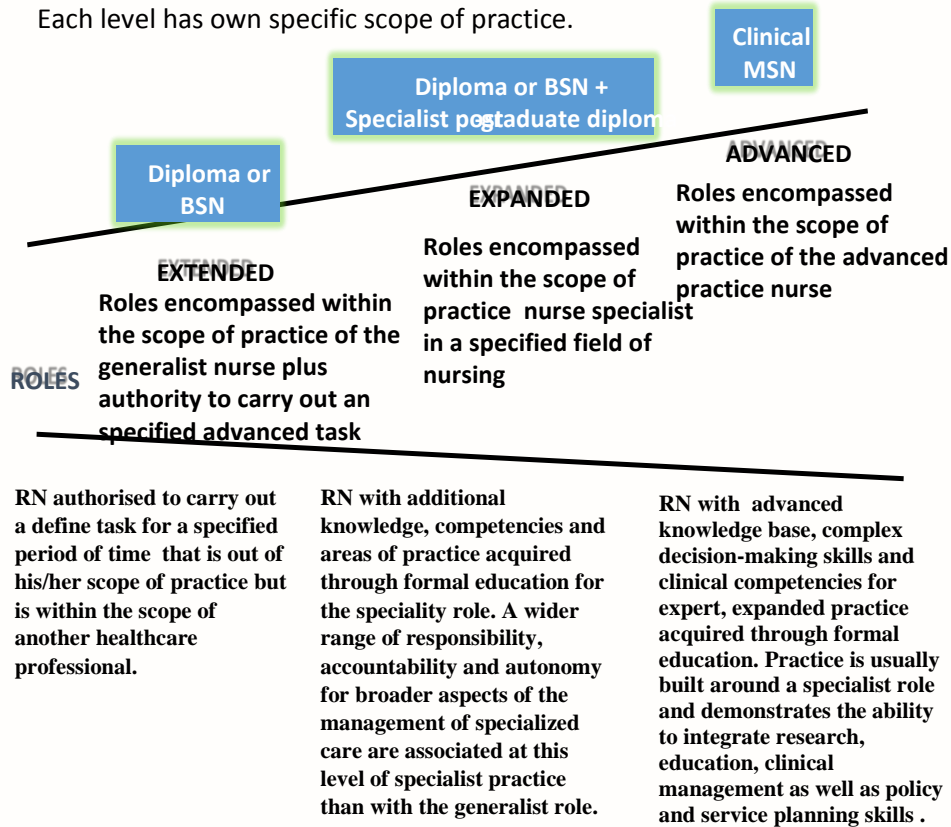
Three levels of practice are described in it, all building on the foundation of the generalist nurse. These are:

- An extension of the nursing role with the inclusion of a particular skill or area of practice responsibility (advanced task) that was not previously associated with the nurse's role such as prescribing specific medication, insertion of CVP line, ordering diagnostic test, intravenous injection or triage;
- An **expanded** role with additional competencies and areas of practice that are encompassed within a specialist role that involves greater responsibility, accountability and autonomy for the management of care in a specialty field such as critical care nursing, community health/public health nursing and palliative care; and
- An **advanced** role that combines role extension and expansion, such as advanced assessment, complex decision-making, and for advanced clinical competencies, with higher levels of clinical autonomy, for example when nurses can initiate treatment, order diagnostic tests, are recognized as a first point of entry, undertake case management and have referral privileges.(See the diagram below adapted from GCC framework for specialist practice)



Model for Specialist Role Development

Each level has own specific scope of practice.



3.2 Levels of Nursing Specialist Practice

Level of specialization	Description of level	Title	Level of education	Regulation
Extended	A registered nurse who is authorized to carry out a define task for a specified period of time that is out of his/her scope of practice but is within the scope of another healthcare professional. The transfer of authority maybe across professions, e.g. physician to nurse, or within the profession e.g., nurse to nursing assistant.	Registered Nurse	Similar to what is required for entry into practice as a generalist nurse: Diploma or BSN with in-house competency- based training in the advanced task.	Authorization: A time-limited and context specific (e.g. setting, type of patient) authorization to carry out the task. The authorization is conferred by the employing institution using procedures that conform to policies and guidelines issued by an official body. This may be the agency responsible for regulating health professionals or, in its absence, the Ministry of Health.
Expanded	A registered generalist nurse who has acquired additional knowledge, competencies, in areas of practice through formal education for the specialty role. A wider range of responsibility, accountability, and autonomy for broader aspects of the management of specialized care are associated at this level of specialist practice than with practice in the generalist role.	Registered Nurse Specialist (With area of specialty indicated) Example Registered Paediatric Nurse Specialist	Postgraduate diploma in the area of specialization	Registration: Professional specialist qualification is recognized through registration with the relevant authority. In some jurisdictions, the regulatory authority may choose to record the specialist qualification as a supplement to the existing register for the general nurse. Others may open a separate register for nurse specialists. Eligibility for the initial registration/recording of the qualification includes proof of completion of an accredited specialty education program in an accredited institution. Eligibility to renew registration or a recorded qualification includes, as a minimum, evidence of recent practice in the area of specialization, and continuing professional development (CPD). Frequency of renewal, the required number of practice hours and type and amount of continuing professional development will vary according to QCHP requirement.

Level of specialisation	Description of level	Title	Level of education	Regulation
Advanced	A registered nurse who has acquired through formal education an advanced knowledge base, complex clinical competencies and decision-making skills for expert, expanded practice. Practice is built around a specialist role. It demonstrates the ability to integrate research, education, clinical management as well as policy and service planning skills.	Registered Advanced Practice Nurse (With area of specialty indicated) Example Registered Advanced Practice Cardiac Nurse	A clinical MS in the area of specialization	Registration and Licensure: Professional qualifications are registered and a license to practice in the advanced role issued by the relevant agency regulating nursing is required. Eligibility for the initial registration of qualification and issue of the first license includes proof of completion of an accredited specialty programmer in an accredited institution. Eligibility to renew the license includes, as a minimum, evidence of recent practice in the area of specialization and CPD. Frequency of renewal, required number of practice hours and type and amount of continuing professional development will vary according to QCHP requirement..

GCC Framework for Specialist Practice -----November 2013