



# The Provisional Hong Kong Academy of Nursing Limited

## Guidelines for Academy Colleges in Certifying Advanced Practice in Nursing

**Education Committee  
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Academy of Nursing Limited**

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# THE PROVISIONAL HONG KONG ACADEMY OF NURSING LIMITED GUIDELINES FOR ACADEMY COLLEGES IN CERTIFYING ADVANCED PRACTICE IN NURSING

TABLE OF CONTENTS	Page
<b>A. INTRODUCTION</b>	
I. Role of the Education Committee .....	3
II. Functions of the Education Committee .....	3
III. Accrediting Academy Colleges for Specialist Certification .....	3
1. Composition of the Assessment Team .....	3
2. Responsibilities of the Assessment Team .....	4
 <b>B. ASSESSMENT CRITERIA</b>	
I. Governance and Administration .....	5
II. Organizational Structure and Decision Making .....	6
III. Program Planning, Development and Design .....	7
1. Committee structure .....	7
2. Terms of reference and membership of committee(s) .....	7
3. Curriculum and syllabus of the specialty training program .....	7 - 8
4. Admission Criteria to Ordinary Membership .....	8 - 9
5. Admission Criteria to Fellow Membership .....	9
6. Competencies of Members .....	10
7. Criteria of Mentors .....	10
8. Log Book .....	11
IV. College Examination and Certification Policy .....	12
1. Examination Handbook .....	12
2. Examination Policy .....	13
3. Examination Process and Grading System .....	13
V. Recognized Education Program and Teaching Faculties .....	14
VI. Accreditation of Training Sites and Clinical Teachers .....	15
VII. Program Benchmarking and Quality Assurance .....	16
Appendix 1 .....	17
Appendix 2 .....	18 - 20
Appendix 3 .....	21
Appendix 4 .....	22
Appendix 5 .....	23 – 31
Appendix 6 .....	32 – 35
Appendix 7 .....	36

## **A. INTRODUCTION**

### **I. Role of the Education Committee**

The Education Committee, on behalf of The Provisional Hong Kong Academy of Nursing Limited (PHKAN, here below called 'the Academy'), have a role to accredit the certifying bodies which are the Academy Colleges in offering specialist certification examination in the regulation advanced practice in nursing. In such regard, the education programs that are offered or endorsed by the Academy Colleges and their certification examinations are the Academy's concern.

### **II. Functions of the Education Committee**

1. To co-ordinate and monitor postgraduate education programs and training and continuing nursing education of the Academy Colleges to ensure that they are of the standard set by the Academy;
2. To ensure proper organization and conduct of examinations; and
3. To advise the Council on education and training policy of the Academy, and on any other matters concerning postgraduate education and training and continuing nursing education.

### **III. Accrediting Academy Colleges for Specialist Certification**

The Academy Colleges, applying to the Academy to prove its satisfaction of their standards, levels of educational requirements and specialist certifying examinations are required to provide evidence substantiated with documents supplemented with on-site visits or other proof as appropriate. An Assessment Team (AT) under the Education Committee (EduC) of the Academy will be formed to execute the accreditation function.

1. Composition of the Assessment Team
  - i. Chair of the Education Committee or Delegate;
  - ii. One Member from the Education Committee;
  - iii. One Member from another Academy College;
  - iv. One External Member in the related speciality.

When assigning members to the Assessment Team, special attention is made that members do not have any possible conflict of interest in the exercise.

2. Responsibilities of the Assessment Team

- i. Study the submitted evidence for accreditation;
- ii. Assess whether the Academy College satisfies the requirements as specified in Section B;
- iii. Submit a written report with recommendations of the outcome of the exercise to the Academy Council with the endorsement of the Education Committee.

**B. ASSESSMENT CRITERIA**

This section outlines the areas that the Assessment Team will be scrutinizing and the information that needs to be provided by the Academy Colleges for the reference of the Assessment Team is enlisted. The listed information specified in each of the subsections should not be regarded as an exclusive list but serves as an illustrative menu to help Academy Colleges to prepare the documents / evidence that showcase their standards in certifying advanced practice in the associated specialties.

**I. Governance and Administration**

The Academy College is responsible to carry out the main functions of the Academy, that is, the regulation of advanced practice in nursing. The Assessment Team including local/overseas experts will pay regular visits to the Academy Colleges in specified timeline to ensure proper organization and conduct of examinations delivered by the Colleges. Information in support of this section includes:

1. Mission statement and objectives of the College;
2. Membership of the governing body, College Council or committee;
3. Terms of Reference of the governing body, College Council or committee;
4. Curriculum vitae for all members of the College Council or committee;
5. Annual reports and minutes of meetings of the operation of the Academy College in regard to education and regulation of the related specialty; and
6. Strength of the administrative staff, including full time and part time.

## **II. Organizational Structure and Decision Making**

The Academy Colleges should have a structured examination system and governing committees. Some of the related information that can be provided to substantiate the proper order of the structure include:

1. An organization structure showing the major committees and sub-committees;
2. Membership and terms of reference of major committees and advisory bodies, if any;
3. Information on the decision-making process ( samples of related meeting notes);  
and
4. Statements on the role and credentials of committee chairs, course leaders, external advisors / examiners, if any.

### III. Program Planning, Development and Design

The Academy College would have a curriculum display that link the education program with the required competencies of the candidates in the specified specialty areas. The Academy College may be a provider of the educational programs to the candidates or a certifying agent in recognizing other providers that offer programs that equip the candidates with the necessary competencies. Some of the information that is relevant to this section include:

1. Committee structure responsible for the program planning, development and design;
2. Terms of reference and membership of committee(s);
3. Curriculum and syllabus of the specialty training program;
  - i. Academic Experience – a total of 500 hours

	Generic Core (167 hours)	Advance Practice Core (167 hours)	Specialty Core (167 hours)
Structured courses at post-graduate level (60 – 100%)	<i>Illustrative examples:</i>  Research; Healthcare policy; Healthcare system organization; Healthcare financing; Ethics;	<i>Illustrative examples:</i>  Advanced health assessment, Advanced physiology, psychology, sociology and pathophysiology; Advanced pharmacology;	<i>Illustrative examples:</i>  According to the clinical core competence defined by the specialty, including but not limited to:
Structured courses provided by specialty course providers (0 - 40%)	Professional role development; Theoretical function of nursing practice; Human diversity and social issues; Health promotion & disease prevention;	Evidence-base practice; Clinical teaching and research; Team collaboration and communication;	Clinical leadership and patient advocacy; Advanced case management and patient care; Special interventions;
TOTAL	1/3 of 500 hours	1/3 of 500 hours	1/3 of 500 hours

ii. Clinical Experience – a total of 500 hours

The Academy College sets its own standards of specialty-related clinical experiences which are usually clearly communicated to the candidates in the format of a clinical log book.

The 500 clinical hours should be accomplished within a 4 years' time span.

The experience can be of 100% under supervision or with some (at most 50%) in work placement situations, as follows:

- a. 50% - 100% supervised practice;
- b. 0% - 50% work placement.

The definition of supervised practice refers to the experience in which there is an on-site designated appointed mentor who is an Academy Fellow in current practice. The work placement experience is the situation in which there is no on-site designated appointed mentor. However, the experience is recognized as a learning component with explicit learning objectives and evidence of learning assessed by a recognized supervisor/mentor.

The evidence of learning can compose one or more of the following outputs:

- Case studies
- Student portfolio (learning progress review)
- Reflective paper
- Practice project
- Nurse round (on-site /simulation)
- Group project (should compose less than 10% of the total marks)

4. Admission Criteria to Ordinary Membership

- i. Holder of a valid RN license certified by the Nursing Council of Hong Kong;
- ii. RN who has worked in the specialty for at least an accumulative 4 years in the most recent 6 years;
- iii. RN who has completed recognized 500 hours of theory in the specified specialty curriculum;



- iv. RN who has completed 500 hours of clinical practice in the related specialty;
- v. Holder of a master degree in nursing or related practice;
- vi. Make a self-declaration on whether there is criminal conviction / professional misconduct. *Example of self-declaration in Appendix 1.*
- vii. Passing the membership certification examination –  
A Multiple-choice Questions Examination of 150 questions;
- viii. Presented clinical logbook and relevant documentation that demonstrates the satisfaction of required competence in the 500 hours clinical hours.

5. Admission Criteria to Fellow Membership

- i. Holder of a valid RN license certified by the Nursing Council of Hong Kong;
- ii. Ordinary Member of the Academy College and PHKAN;
- iii. Worked in the specialty for at least an accumulative 6 years in the most recent 9 years;
- iv. With 6 years specialty experience of which the current 3 years must be working in the specialty applied for;
- v. Make a self-declaration on whether there is criminal conviction / professional misconduct. *Example of self-declaration in Appendix 1.*
- vi. Achieved 60 CNE points within a 3-year Continuing Nursing Education (CNE) Cycle, of which 45 CNE points should be specialty related;
- vii. Demonstrate significant contribution in nursing practice and/or service development;
- viii. Passed the assessment stipulated by college;
- ix. Recommended by 2 Fellow Members of his/her college to PHKAN for consideration of granting Fellow Membership;

Members need to apply for fellowship within 3 years upon becoming eligible, otherwise the eligibility would lapse.

## 6. Competencies of Members

The Academy College sets its standards of specialist training based on the competence framework of the Academy outline as below:

Domain 1 - Managing clients with complex health conditions.

Domain 2 - Enhancing therapeutic nurse-client relationship.

Domain 3 - Demonstrating effective leadership and team work.

Domain 4 - Enhancing quality assurance and improvement.

Domain 5 - Managing and negotiating innovative and effective approaches to care delivery.

Domain 6 - Enhancing professional attributes of general and advanced practice.

Domain 7 - Enhancing personal attributes.

*Please refer to Appendix 2 for the generic competency framework of the Academy*

The Hong Kong College of Education and Research in Nursing and the Hong Kong College of Nursing and Health Care Management have sets of competency domains similar to the above but specially designed for the two non-clinical specialties.

## 7. Criteria of Mentors

- i. Active Ordinary Member or Fellow of PHKAN.
- ii. Cannot at the same time undergo specialty training in any other specialties within the Academy Colleges.
- iii. Actively engaged in the practice of nursing and/or its specialties.
- iv. Able to conduct training in accredited training programs.
- v. Cannot hold trainer status in more than 2 specialties.
- vi. Ratio on trainee to be decided by individual colleges.

8. Log Book

Each of the Academy Colleges will have its own design of the log book.

*An Illustrative example of items is in Appendix 3.*

More illustrative examples are available in the Academy website.

#### IV. College Examination and Certification Policy

The Academy Colleges should have clear examination and certification policies.

- Each college is to establish its own list of competencies expected of a fully competent practicing nurse with at least 4 years of experience.
- The examination consists of 150 multiple-choice questions and each college is to set its own questions.
- The length of examination time is 3 hours;
- The passing mark is 70%. The marking is on criterion base.
- Ratio of the multiple-choice questions is 30% – 60% scenario-based questions and 40% – 70% independent questions;
- Taxonomy for examination questions is at 3 levels of cognitive ability at the ratio of:

	Level of cognitive ability	% of items
1.	Knowledge/comprehension	20 – 30%
2.	Application	20 – 30%
3.	Critical thinking	40 – 50%

The following items are illustrative of the essential information that should be made available to the candidates.

1. Examination Handbook
  - i. Eligibility of candidates for examinations;
  - ii. Fulfillment of theoretical and clinical hours;
  - iii. Examination format, frequency and duration;
  - iv. Examination application process;
  - v. Examination Arrangement;
  - vi. Post-examination arrangement;
  - vii. Appeal process.

2. Examination Policy
  - i. Committee structure responsible for the examination and certification;
  - ii. Terms of reference and membership of committee(s);
  - iii. Types and length of examination, admission criteria, grading of examination results;
  - iv. Process of setting examination questions and the approval process;
  - v. Sample certificates.
  
3. Examination Process and Grading System
  - i. Membership Certification Examination
  - ii. Examination Panel
  - iii. Examination Application Process
  - iv. Examination Arrangement
  - v. Post Examination Arrangement
  - vi. Grading of Examination Results

*Illustrative examples in Appendix 4.*

## **V. Recognized Education Program and Teaching Faculties**

The Academy Colleges may offer specialty programs to the candidates but very often will admit candidates who have studied other education programs. The Academy Colleges are responsible for assessing the content and level of these educational programs and their quality before admitting the candidates for certifying examinations.

### **1. Membership of the Assessment Panel;**

The list of members and their qualifications in assessing the educational programs that are recognized by the Academy Colleges as equivalent to the standards as specified in their specialty competence framework.

### **2. List of recognized training programs**

The assessed list of programs, with specified training institutes, that are recognized as providing education as equivalent to the standards as specified in their specialty competence framework.

*An illustrative example of training program matching competencies is in Appendix 5.*

*The corresponding domains of competency framework is in Appendix 6.*

## **VI. Accreditation of Training Sites and Clinical Teachers**

The Academy Colleges are responsible in selecting the training sites that would suit the needs in providing the learning opportunities for the candidates. These sites should be accredited by the Academy Colleges to be recognized as training sites for the related specialty. This applies to the clinical teachers who act as mentors and supervisors for the candidates. The clinical teachers should be certified by the Academy Colleges.

### 1. Profile of clinical training grounds;

- Clinical establishment
- Staff establishment
- Workload statistics
- Service provision
- Professional development
- Resources

Requirement of elements in *Appendix 7*.

### 2. List of Fellows qualified to be clinical teachers.

## **VII. Program Benchmarking and Quality Assurance**

The Academy Colleges are responsible for benchmarking their accredited programs and certified Members/Fellows with peers and international counterparts.

1. Committee structure for the benchmarking and quality assurance;
2. Terms of reference of any external bodies or advisory committee;
3. Communication documents with education providers and clinical departments, trainers and mentors;
4. Program quality report.



**Example of Self-declaration**

1. I have / have never been convicted of a criminal offence punishable with imprisonment (irrespective of whether actually sentenced to imprisonment) in Hong Kong or elsewhere.
2. I am / am not currently the subject of any on-going criminal proceedings(s) in Hong Kong or elsewhere.
3. I have / have never been found guilty of professional misconduct by any professional body in Hong Kong or elsewhere.
4. I am / am not currently the subject of any on-going disciplinary proceeding(s) by any professional body in Hong Kong or elsewhere.

## The Academy Generic Competency Framework for Advanced Practice Nurse

### A. Key domains of the competence framework for advanced practice nurses

Domain I	Managing clients with complex health conditions.
Domain II	Enhancing therapeutic nurse-client relationship.
Domain III	Demonstrating effective leadership and team work.
Domain IV	Enhancing quality assurance and improvement.
Domain V	Managing and negotiating innovative and effective approaches to care delivery.
Domain VI	Enhancing professional attributes of general and advanced practice.
Domain VII	Enhancing personal attributes.

### B. Statements describing the competence for advanced practice nurses

The following statements will not apply to the Hong Kong College of Education and Research in Nursing, and the Hong Kong College of Nursing and Health Care Management which will derive their own statements reflecting the same 7 key domains specified above.

#### Domain I Managing clients with complex health conditions

1. Manages complete episode of care for complicated health cases and refers aspects of care to own and other professions.
2. Provides case management services to meet multiple client health care needs.
3. Plans and implements diagnostic strategies and therapeutic interventions to help clients with unstable and complex health care problems regain stability and restore health in collaboration with the client and multidisciplinary health care team.
4. Rapidly assesses client's unstable and complex health care problems through synthesis and prioritization of historically and immediately derived data.
5. Selects, may perform, and interprets common screening and diagnostic laboratory tests.
6. Diagnoses and manages acute and chronic diseases while attending to the illness experience.
7. Diagnoses unstable and complex health care problems utilizing collaboration and consultation with the multidisciplinary health care team as indicated by setting, specialty, and individual knowledge and experience.
8. Reviews medication regime and counsels clients concerning drug regimens, drug side effects, and interactions.
9. Assesses and adjusts plans for continuous management of client's health status by monitoring variation in wellness and illness.
10. Obtains specialist and referral care for clients while remaining the primary care provider.
11. Monitors client data base for follow-up, consultation, referral, and outcomes.

## Domain II Enhancing therapeutic nurse-client relationship

1. Demonstrates skills in promoting therapeutic interaction to effect clients' change in health behavior.
2. Provides guidance and counseling regarding symptom management.
3. Provides emotional and informational support to clients and their families.
4. Uses human skills to enhance effectiveness of relationship.
5. Applies principles of self-efficacy/empowerment in promoting behavior change.
6. Monitors and reflects own emotional response to client interaction and uses as data to further therapeutic interaction.
7. Facilitates staff to debrief on overwhelming emotion and grief associated with nurse-client relationship.
8. Communicates a sense of "being present" with the client.

## Domain III Demonstrating effective leadership and team work

1. Coordinates human and environmental resources necessary to manage rapidly changing situations.
2. Leads hospital/community health education and promotional activities.
3. Empowers staff to assume increasing responsibilities for complicated client care with delegation, support and supervision.
4. Provides leadership in the interdisciplinary team through the development of collaborative practices or innovative partnerships.
5. Demonstrate effective leadership skills and be able to exert influence in a group.
6. Provides leadership in professional activities.

## Domain IV Enhancing quality assurance and improvement

1. Leads the on-going process of setting and revising guidelines, protocols, standards and contingency plan.
2. Develops a tracking system within the practice to ensure that clients receive appropriate preventive services.
3. Monitors peers, self and delivery system through Quality Assurance, Total Quality Management, as part of Continuous Quality Improvement.
4. Manages complaints and monitors malpractice.
5. Benchmarks various care programs with outcome measures and advise on clinical management or recommend review of intervention as indicated.
6. Initiates and implements quality improvement strategies and clinical audits in collaboration with various health disciplines.

#### Domain V Managing and negotiating innovative and effective approaches to care delivery

1. Employs appropriate diagnostic and therapeutic interventions and regimens for specific client groups with attention to safety, cost, acceptability, efficacy and cost-effectiveness.
2. Suggests implementation of evidenced-based practice and facilitates changes.
3. Uses evidence and rationale to leverage senior and other on decision making.
4. Contributes to the development of overall client care delivery system and adopts appropriate nursing models in system to achieve optimal outcomes.
5. Re-engineers the work process.
6. Establishes detailed implementation schedules, resources planning, achievement indicators, and monitoring mechanism to support the service development plan.
7. Envisions change impacts. Be prepared to take reasonable risk to facilitate change and open to innovations.

#### Domain VI Enhancing professional attributes of general and advanced practice

1. Applies principles of epidemiology and demography in clinical practice.
2. Promotes and fosters ethical practice and advocacy for clients.
3. Applies/develops a theory-bases conceptual framework to guide practice.
4. Attains self-advancement professionally through initiating and involving in evidence based practice and research activities.
5. Masters the application of advanced health care technology in specific area and shows knowledge on the evidence found.
6. Critically evaluates and applies research studies pertinent to client care management and outcomes.
7. Applies/conducts research studies pertinent to primary care and/or specialty practice management.
8. Demonstrates expertise on area(s) of nursing. Be a resource person for referrals in this areas.
9. Interprets own professional strengths, role, and scope of ability to peers, clients and colleagues.
10. Acts as a role model and sets exemplary standard of professional behaviours.
11. Supports socialization, education, and training of novice practitioners by serving as a preceptor, role model and mentor.
12. Motivates and support staff to be self-developing and achieve higher professional goals.
13. Interprets and markets the advanced practicing nurse role to the public and other health care professionals.
14. Participates in legislative and policy-making activities which influence advanced nursing practice and health services.

#### Domain VII Enhancing personal attributes

1. Analyzes situation critically and draws relationship among issues.
2. Maintains active membership in professional organization.

**Sample of Logbook Content**

Illustrated examples provided by Association of Hong Kong Diabetes Nurse.

1. Complication screening and education.
2. Telephone communication / intervention.
3. Team work and collaboration.
4. Clinical management of diabetes and related conditions.
5. Management of acute complications.
6. Management of chronic complications.
7. Individuation self-management education.
8. Group self-management education,
9. Community resources and program.
10. Quality assurance activities.

## **Examination Process and Grading System**

### **Examination Panel**

- An examination panel appointed by the College Council reporting to the Examination Committee;
- The Panel consists of 3 persons who are experienced in education and examinations:
  - a chief examiner;
  - 2 members;
- The Panel should be responsible for:
  - Setting examination questions;
  - Validation and testing of questions;
  - Finalize examination questions;
  - Marking of examination papers;
  - Report result and make recommendations to the Examination Committee.

### **Examination Application Process**

- Notification of written examination 6 months prior to the examination date;
- Registration is made to Academy Colleges 3 months prior to the examination date;
- Vetting of applicants by Examination Committee;
- Confirmation to candidates of eligibility of sitting the examination 1 month before examination;
- Payment of examination fees (no refund for no show, refund for special reasons).

### **Examination Arrangement**

- Prepare setting and confirm seating arrangement;
- Examination is administered by the Examination Panel supervised by the Chief Examiner;
- Checking of candidate identity, distribute paper and collect papers with sealed cover.

### **Post Examination Arrangement**

- Chief Examiner distribute papers to members for marking of paper;
- Random check of examination paper and 0%of the highest and lowest marks;
- Report examination result to Examination Committee together with recommendation;
- Result is endorsed by College Council and inform candidate of the result by Secretariat office;
- Any appeal should be made in writing within 4 weeks upon release of examination results;
- A reviewer appointed by the Council shall review the paper and report to Council;
- Recommendation of the reviewer and decision made by the Council shall be final.

### **Grading of Examination Results**

Pass for marks over 70%. The marking is on criterion base.

**An Illustrative Example of a training program matching the competency framework.  
The corresponding domains of competence is in Appendix 4.**

Example provided by Hong Kong College of Midwives

Name Of Institute: Hospital Authority - School of Midwifery

Course : Post-registration Diploma in Midwifery

	Domains						
	I	II	III	IV	V	VI	VII
<b>Competence Area 1: General Competencies</b>							
<b>General Knowledge:</b>							
1. human anatomy & physiology related to childbearing						3	
2. physical, emotional, physiology relevant to childbearing		1-3,8					
3. cultural variations & their influence on childbearing		3,8					
4. family-centered care		1					
5. assessment skills	2,5	1					
6. inform choice for decision making					1,3		4
7. communication, counseling & teaching skills		2,4,5,7					6
8. maternal & newborn cardiopulmonary resuscitation	3,4		1				2
9. common drugs used in obstetrics	3,4						
10. principles of infection control				2			
11. documentation principles							6
<b>General Skills:</b>							
1. assess, plan, provide & evaluate safe & effective midwifery care	1-6	1		3	1		2
2. provide advice & holistic care to the woman & her family		1,3-5,7-8			1	3	6
3. identify maternal, fetal or baby's factors which necessitate consultation or referral, & initiate appropriate actions	1-6	1			1		2
4. provide up-to-date information & support the woman with informed choice for decision making and obtain informed consent		2-3					6

	Domains						
	I	II	III	IV	V	VI	VII
5. communication & counseling		1-8					6
6. BCLS & other emergency measures	2-6	1					
7. obstetric drugs administration		1,4			3		
8. maintain health conducive environment				2			
9. documentation							6
<b>General Attitude:</b>							
1. respect woman's emotional, social, cultural & lifestyle needs		3,6,8					
2. be empathetic & supportive		1,3,4					
3. encourage involvement of family member in the care of woman		1,3,4					
4. be committed to provide evidence-based information & facilitate woman to make informed choice		3		3	1,3		
5. concerning safety		1		3	1		
6. promote & support continuity of care	5-6			3			
<b>Competence Area 2: Professional Midwifery Practice</b>							
<b>A. Care during pregnancy</b>							
<b>~ Knowledge</b>							
1. process of conception						3	
2. basic fetal development & growth		1				3	
3. maternal physiological adaptation & management of common discomforts of pregnancy		1				3	
4. diagnosis of pregnancy						3	
5. establishing EDC						3	
6. psychological & cultural aspects of pregnancy		1,8				3	
7. nutritional requirements during pregnancy		1				3	
8. maintenance of health lifestyle in pregnancy		1				3	
9. antenatal care & examinations		1				3	
10. antenatal screening & diagnostic tests used during pregnancy		1				3	



	<b>Domains</b>						
	I	II	III	IV	V	VI	VII
11. indicators of normal pregnancy and conditions deviated from normal	1,2,4,5	1					4
12. preparation for labor & birth		1				3	
13. breastfeeding		1				3	
14. parenthood		1				3	
15. local maternity services and care options available					4	1	
<b>~ Skills</b>							
1. obtain comprehensive health history		1				3	
2. perform physical & abdominal exam for the woman		1				3	
3. interpret results of antenatal screening tests & routine investigations	5	1				3	
4. assess & monitor maternal & fetal well-being & the progress of pregnancy	2,3,5,6	1				3	
5. assess maternal nutritional status & its relationship to fetal growth, and give appropriate advice when required	2	1,3				3	
6. advise & manage common discomforts of pregnancy		1,2				3	
7. recognize common abnormalities & emergencies, and initiate appropriate actions	1-6	1	1		1	3	4
8. educate & counsel the woman with special needs		1-3					
9. provide antenatal education regarding antenatal, labor, postnatal & newborn care		1-3				3	
10. promote & support breastfeeding		1,3				3	
<b>B. Care during labor and birth</b>							
<b>~ Knowledge</b>							
1. maternal & fetal anatomy related to progress of labor		1				3	
2. maternal & fetal physiological adaptation to labor & birth		1				3	

	Domains						
	I	II	III	IV	V	VI	VII
3. psychosocial & cultural aspects of labor & birth		1,8					
4. normal labor progress & the use of partograph		1				3	
5. maternal & fetal assessments during labor		1				3	
6. pain relief in labor		1				3	
7. midwifery management of vaginal birth		1				3	
8. immediate newborn care & assessment		1				3	
9. principles of neonatal resuscitation	3,4	1	1			3	
10. early initiation of breastfeeding & bonding		1				3	
11. intrapartum conditions that are deviated from normal & the respective management	1-6	1			1		4
<b>~ Skills</b>							
1. assess & monitor maternal & fetal conditions during intrapartum period	1-6	1				3	
2. perform abdominal/vaginal exam		1				3	
3. support & care woman & her family in the intrapartum period		1,3-4				3	
4. provide/assist in pain relief in labor		1,3-7				3	
5. conduct spontaneous vaginal birth		1,4				3	
6. perform episiotomy & perineal repair		1				3	
7. assist in operative deliveries	3,4	1				3	
8. perform initial steps in neonatal resuscitation	3,4	1	1			3	4
9. initiate measures to promote maternal & newborn bonding		1,3				3	
10. support early initiation of breastfeeding		1,3				3	

	Domains						
	I	II	III	IV	V	VI	VII
<b>C. Care during puerperium</b>							
<b>~ Knowledge</b>							
1. maternal physiological & role adaptation in postpartum period		1				3	
2. psychosocial & cultural aspects of the puerperium		8					
3. nutritional requirements of woman during postpartum period & lactation		1				3	
4. principles of effective breastfeeding		1				3	
5. common breastfeeding problem & its management	1-3,6	1				3	
6. postnatal care & exam		1				3	
7. common discomforts in postnatal period & the respective management	3,5-6	1				3	
8. common postpartum conditions that are deviated from normal & its related management	1-6				1		4
9. postpartum mood disorders & its management	1-3,5-6	2-7	1		1		
<b>~ Skills</b>							
1. assess & monitor maternal & fetal conditions in the postpartum period	5,6	1				3	
2. provide support & care to the woman & her family in the postpartum period		1,3-4,6					
3. promote parent-infant bonding		1,3				3	
4. educate the woman & her family regarding self care & infant care		1,3,7				3	
5. facilitate & support the choice of infant feeding		1,3,5				3	
6. assist the mother to establish & sustain breastfeeding		1,3-4,7				3	
7. counsel the postpartum woman/family on sexuality & family planning		1-3					3,6
8. advise & manage common discomforts in the postpartum period	5-6	1-3				3	

	Domains						
	I	II	III	IV	V	VI	VII
9. recognize postpartum mood disorders & initiate appropriate actions	1-3,5-6	2-6	1		1		
<b>D. Care of the newborn (up to 6 weeks of age)</b>							
<b>~ Knowledge</b>							
1. neonatal physiological adaptation		1				3	
2. exam of newborn		1				3	
3. physical, emotional & nutritional needs of the newborn		1				3	
4. growth & development of the newborn		1				3	
5. routine neonatal screening tests		1				3	
6. common neonatal problems & the respective management	1-3,5	1-2				3	
<b>~ Skills</b>							
1. support the newborn's transition to extra-uterine life following birth		1				3	
2. perform newborn exam		1				3	
3. perform ongoing assessment of the newborn in the postnatal period		1				3	
4. provide physical, nutritional & emotional care to newborn		1,3				3	
5. educate & support parents in providing care to the baby		1,3,7				3	
<b>Competence Area 3: Primary Health Care</b>							
<b>~ Knowledge &amp; Skills on</b>							
1. human sexuality		1,3		2		3	
2. family structure & function		1,3		2		3	
3. pre-conception care		3		2		3	
4. family planning & the use of contraceptive methods		1,3		2		3	
5. common endemic sexually transmitted diseases		1-3		2		3	
6. psychosocial issues of the woman at reproductive age		1,3,8		2		3	
7. social issues in breastfeeding		1,3,8		2		3	
8. HK childhood immunization		1-3		2		1,3	
9. health & social resources in the community		1-3		2			

	<b>Domains</b>						
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
10. vital statistics in maternity care		3		2		1	
11. health promotion & health education		3	2	2-3			
<b>~ Attitude</b>							
1. supportive in enhancing the social well-being of the woman & her family		1,3,5				3	2
2. proactive in identifying the woman's health needs & positive in meeting these needs		1,3				3	
3. concerned about contemporary public health issues that are related to maternity services					4		
4. respect for the woman's choices of locally available & culturally acceptable methods of family planning		5,8					2
5. active in participating in activities for health promotion & health education		3	2,6	2-3			
6. committed to protecting the health of the woman and the society		1	2,6	2-3			
<b>Competence Area 4: Professional, Ethical and Legal Aspects of Midwifery Practice</b>							
<b>~ Knowledge</b>							
1. general structure of the health care system					4	1	
2. structure & functions of the Midwives Council of HK						3	
3. Midwives Registration Ordinance, Cap 162, Laws of HK						3	1
4. Conduct & Practice in Midwifery issued by the Midwives Council of HK	1-6	1-8	1,2,6	2-4	1-5,7	1-14	1-7
5. Handbook for Midwives issued by the Midwives Council of HK	1-6	1-8	1,2,6	2-4	1-5,7	1-14	1-7
6. roles & responsibilities of a midwife	1-6	1-8	1,2,6	2-4	1-5,7	1-14	1-7
7. ethical & legal aspects of midwifery practice		1				2	

	<b>Domains</b>						
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
8. evidence-based practice		1-2		3	2-3	4-6	
9. continuing professional development					4-5	4-5,7,11,13-14	7
10. reflective midwifery practice				3		9,12	
<b>~ Skills</b>							
1. keep in pace with the contemporary trend & issues in health care system			1-2	3		8	
2. practice in accordance with: Midwives Registration Ordinance, Cap 162, Laws of HK; Conduct & Practice in Midwifery issued by the Midwives Council of HK; Handbook for Midwives issued by the Midwives Council of HK; & contemporary ethical principles and legal requirements	1-6	1-8	2		1-5,7	1-14	1-7
3. communicate & work collaboratively with other professionals to improve the delivery of care to the woman & family			2	3			5-6
4. appreciate research findings relevant to midwifery practice		1-3	2	3		4,6-7	
5. participate in development & management of midwifery practice			2,6				7
6. participate in self reflection, peer review, continuing education & other activities that ensure & validate quality practice			1-2,6	2-4	1-5,7	9	
<b>~ Attitude</b>							
1. committed to personal integrity, honesty & self-discipline						4,9-11	1
2. respect for life, dignity & human rights, regardless of nationality, race, age & social status		8		3			
3. positive in accepting challenges & growing responsibilities					3,5,7	4,6-7,13-14	2
4. accepting professional responsibilities & be accountable for one's own practice						4-5,8-11	2

	<b>Domains</b>						
	<b>I</b>	<b>II</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>VI</b>	<b>VII</b>
5. sensitive to one's own attitude, biases & values and their potential impact on practice						10	1
6. concerned about maintaining and promotion of professional image						10	1
7. committed to act as a role model for other colleagues		7				6,9-11	3
8. supportive to professional organizations in functions conducive to professional development						4-7,11	7
9. committed to life-long learning and professional development						4-7,11-12	7

**Hong Kong College of Midwives**  
**Competency Framework for Advanced Practice Midwives**

**Domain I**

***Managing women with complex conditions arising from pregnancy, childbirth and puerperium***

1. Manages complete episode of care for complicated midwifery cases and refers aspects of care to own and other professions.
2. Detects complicated and abnormal situations arising from pregnancy, childbirth and puerperium.
3. Reacts to regain stability and restore woman's health in collaboration with the woman and multidisciplinary health care team.
4. Plans and implements strategies and therapeutic interventions to help women with emergency situations.
5. Assesses and adjusts plans for continuous management of woman's health status by monitoring variation in wellness and illness.
6. Monitors woman's data base for follow-up, consultation, referral, and outcomes.

**Domain II**

***Enhancing therapeutic midwife – woman / client relationship***

1. Demonstrates competency in the skills needed to support women and their families during antenatal, labour and postnatal period.
2. Provides guidance and counseling regarding symptom management.
3. Provides emotional and informational support to women and their families.
4. Communicates a sense of “company” with the women.
5. Establishes partnerships and therapeutic relationships through safe, effective, compassionate, respectful and non-discriminatory communication.
6. Respects professional boundaries and applies therapeutic principles to engage, maintain and, where appropriate, terminates therapeutic relations and with women by adaptation of apposite communicate and interpersonal skills.



7. Facilitates health behavioral changes by role modeling, effective communication and education.
8. Demonstrates cultural competency by integrating cultural beliefs and practices of individual into management plans.

### **Domain III**

#### ***Effective leadership and team work***

1. Coordinates human and environmental resources necessary to manage rapidly changing situations.
2. Leads hospital/community health education and promotional activities.
3. Empowers midwives to assume increasing responsibilities for complicated client care with delegation, support and supervision.
4. Provides leadership in the interdisciplinary team through the development of collaborative practices or innovative partnerships.
5. Demonstrate effective leadership skills and be able to exert influence in a group.
6. Provides leadership in professional activities.

### **Domain IV**

#### ***Quality assurance and improvement***

1. Leads the on-going process of setting and revising guidelines, protocols, standards and contingency plan.
2. Develops a tracking system within the practice to ensure that clients receive appropriate preventive services.
3. Monitors peers, self and delivery system through Quality Assurance, Total Quality management, as part of Continuous Quality Improvement.
4. Manages complaints and monitors malpractice.
5. Benchmarks various care programs with outcome measures and advise on clinical management or recommend review of intervention as indicated.
6. Initiates and implements quality improvement strategies and clinical audits in collaboration with various health disciplines.

## **Domain V**

### ***Managing and negotiating innovative and effective approaches to care delivery***

1. Employs appropriate diagnostic and therapeutic interventions and regimens for specific woman / client groups with attention to safety, cost, acceptability, efficacy and cost-effectiveness.
2. Suggests implementation of evidenced-based practice and facilitates changes.
3. Uses evidence and rationale to leverage senior and other on decision making.
4. Contributes to the development of overall client care delivery system and adopts appropriate midwifery models in system to achieve optimal outcomes.
5. Re-engineers the work process.
6. Establishes detailed implementation schedules, resources planning, achievement indicators, and monitoring mechanism to support the service development plan.
7. Envisions change impacts. Be prepared to take reasonable risk to facilitate change and open to innovations.

## **Domain VI**

### ***Enhancing professional attributes of general and advanced practice***

1. Applies principles of epidemiology and demography in clinical practice.
2. Promotes and fosters ethical practice and advocacy for clients.
3. Applies / develops a theory-based conceptual framework to guide practice.
4. Attains self-advancement professionally through initiating and involving in evidence based practice and research activities.
5. Masters the application of advanced health care technology in obstetrics area and shows knowledge on the evidence found.
6. Critically evaluates and applies research studies pertinent to client care management and outcomes.
7. Applies / conducts research studies pertinent to primary care and/or midwifery practice management.
8. Demonstrates expertise on area(s) of midwifery. Be a resource person for referrals in this area.

9. Interprets own professional strengths, role, and scope of ability to peers, clients and colleagues.
10. Acts as a role model and sets exemplary standard of professional behaviours.
11. Supports socialization, education, and training of novice practitioners by serving as a preceptor, role model and mentor.
12. Motivates and supports staff to be self-developing and achieve higher professional goals.
13. Interprets and markets the advanced practicing midwife role to the public and other health care professionals.
14. Participates in legislative and policy-making activities which influence advanced midwifery practice and health services.

## **Domain VII**

### ***Enhancing personal attributes***

1. Maintains a professional image which includes attitude and appearance.
2. Possesses excellence in the performance of midwifery duties.
3. Be assertive in expressing oneself in a confident behavior.
4. Analyzes situation critically and act on reason and moral principles.
5. Maintains good relationship with other professionals.
6. Demonstrates good communication ability in oral and written form.
7. Recognizes continuous professional development is a life-long process.

## **Accreditation Criterial of Training Site**

### **Purpose**

1. To facilitate approval of training programs;
2. To ensure the standards of practice of training site;
3. To determine the sufficiency of clinical experience;
4. To provide public confidence in training site.

### **Essential Elements for Accreditation**

1. Clinical establishment
  - Facilities of the clinical service' such as number of wards and beds, clinic sessions and centres.
2. Staff establishment
  - Nursing staff; the number for each rank;
  - Availability of fellows and advanced practice nurses;
  - Medical and other disciplines.
3. Workload statistics
  - Case load for the specialty / subspecialty, average bed occupancy.
4. Service Provision
  - Specialty services; acute, sub-acute, extended and home care, including nurse-led service.
5. Professional Development
  - Continuing Nursing Education (CNE) and the Post-registration Education in Midwifery system (PEM);
  - Recognized or accredited training site for specialty training programs;
  - Availability of in-service or structured specialty training for staff.
6. Resources
  - Availability of specialty mentors – number and years of experience;
  - Learning resources – clinical guidelines and protocols, clinical learning objective or log book.

Draft 1 – 2 March 2015

Draft 2 – 5 March 2015