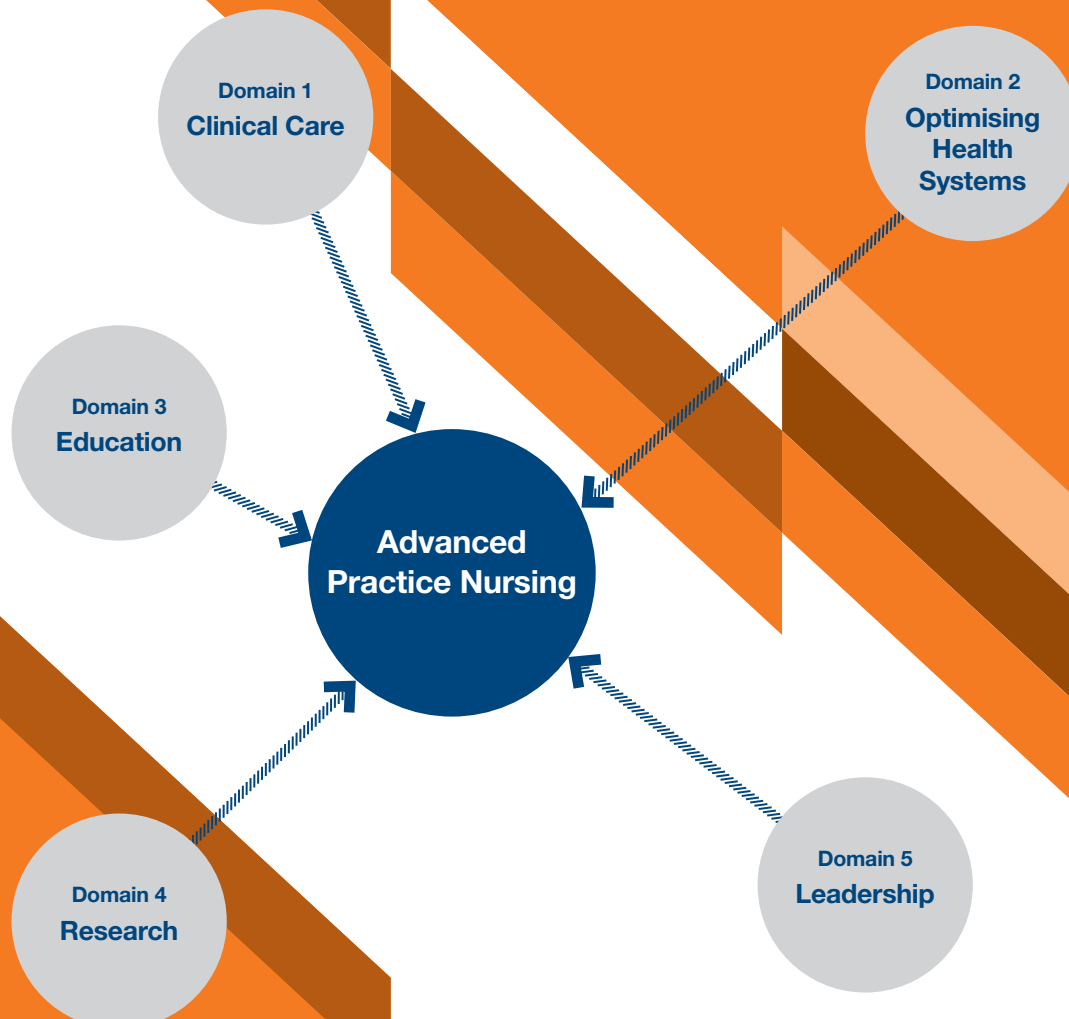




The Australian Advanced Practice Nursing Self-Appraisal Tool

The ADVANCE Tool



Overview

Advanced practice in nursing is a level and type of practice rather than a designation of specific titles and roles. Having the tools to identify advanced practice is important and has implications for the nursing profession and the broader healthcare system.

The Australian Advanced Practice Nursing Self-Appraisal (ADVANCE) tool provides a standardised understanding of advanced practice that will support health service planning and cross-discipline team development. Furthermore, the facility to demonstrate achievement of practice at this level is necessary for nurses' individual career planning, succession planning, and can inform postgraduate nursing education curricula.

This tool will be useful **for nurse clinicians to:**

- Supply evidence of advanced practice experience in application for entry to Nurse Practitioner masters courses
- Support an application for any positions that require advanced practice nursing.

The tool will be useful **for service managers in:**

- Designing advanced practice nursing positions
- Determining the most appropriate use of advanced practice nurses in service planning and delivery
- Measuring cost effectiveness of advanced practice nursing
- Budget planning and resource allocation.

The Advanced Practice Nursing Self-Appraisal Tool is grounded in evidence and is one of the deliverables from a ten-year program of research. Other outcomes of this research program include:

- Identifying a model of advanced practice nursing relevant to the Australian context¹.
- Development/amendment and validation of a survey instrument to measure advanced practice^{2,3}.
- Delineating the practice profile of advanced practice nursing from other levels of practice⁴.
- Identifying advanced practice nursing in Australia⁵.
- Standardisation of Australian nursing titles⁶.
- Providing an evidence base for international discussion about advanced practice nursing.

The Tool

The ADVANCE Tool was developed from a survey tool drawn from the Strong Model of Advanced Practice^{7,8}. The Strong Model is an advanced practice nursing framework developed in the USA by a group of advanced practice nurses and academics at Strong Memorial Hospital, University of Rochester Medical Centre^{7,8}. With permission from the original authors, the model has been amended and validated to accommodate contemporary nursing practice in Australia and the Australian health service context^{2,3,9}.

The ADVANCE tool includes five domains of nursing practice namely: **Clinical Care, Optimising Health Systems, Education, Research and Leadership**.

For each domain there is a definition and description of the activities relating to that domain. Our research has shown that nursing practice at an advanced level achieves relatively high scores across all domains. This is practice informed by layers of knowledge underpinned by academic preparation and clinical experience. Nursing activities at this level, whilst seemingly manifest are often structured in complexity.

As a consequence of this complexity some advanced practice nursing activities are clearly observable and others are not. The latter may be practice activities that include higher-order problem solving, advanced planning, critical thinking, ethical decision making and other complex actions. Clinical care activities may be performed in conjunction with related but non-observable activities such as watchful patient response monitoring, reflection on relevant research or planning a potential staff development session. Furthermore, a nurse practising at an advanced level is likely to engage in work-related activities of research, leadership and or education outside of clinical work hours.

Hence, each of the advanced practice domains include observable and non-observable activities which may be practised simultaneously.

How to use this tool

First, take time to carefully read and familiarise yourself with navigating through the tool. Note the five domains and the definition and the activities related to each. The domains are set out consecutively and for each domain there is two parts: Part A – Activity scoring & domain score; Part B – Justification & evidence.

Then complete each domain section as follows:

Part A: Consider each activity. Use the Likert scale (4 to 0) to select the score that indicates the extent to which you engage in that activity. Calculate and enter the average score for that domain (*to obtain the average score add all domain activity scores then divide by the number of activities*).

Part B: Provide justification of your domain score with descriptions and examples from your current practice. This section is a narrative validation of your own measurement of your level of nursing practice in the domain. Your manager or peer will review and evaluate your domain score justification.

Based on research, the minimum mean scores for all domains to indicate advanced practice are as follows:

DOMAIN 1: CLINICAL CARE	DOMAIN 2: OPTIMISING HEALTH SYSTEMS	DOMAIN 3: EDUCATION	DOMAIN 4: RESEARCH	DOMAIN 5: LEADERSHIP
2	2	2	1.7	1.7

Domain 1 Clinical Care

Part A: Activity scoring

Definition: Practice in this domain includes activities carried out on behalf of individual patients/clients focusing on specific needs, including procedures, assessments, interpretation of data, provision of physical care and counselling. Clinical Care also includes care coordination, care delivery, and guidance and direction to others relevant to a specific patient population.

Following is a list of activities that are components of Clinical Care. For each of the activities, please indicate the extent of time, in your current position, that you would spend on each one, by recording a number from 4 to 0 against each Activity

Activities

4 = very great extent 3 = great extent 2 = some extent 1 = little extent 0 = not at all

- | | |
|--|-------|
| 1.1 Conduct and document patient history and physical examination | _____ |
| 1.2 Assess psychosocial, cultural and religious factors affecting patient needs | _____ |
| 1.3 Identify and initiate required diagnostic tests and procedures | _____ |
| 1.4 Gather and interpret assessment data to formulate plan of care | _____ |
| 1.5 Perform specialty-specific care and procedures | _____ |
| 1.6 Assess patient/family response to therapy and modify plan of care based on response | _____ |
| 1.7 Communicate plan of care and response to patient and/or family | _____ |
| 1.8 Provide appropriate education (counselling) to patient & family | _____ |
| 1.9 Document appropriately on patient record | _____ |
| 1.10 Serve as a consultant in improving patient care and nursing practice based on expertise in area of specialisation | _____ |
| 1.11 Facilitate the process of ethical decision making in patient care | _____ |
| 1.12 Coordinate inter/intra disciplinary plan for care of patients | _____ |
| 1.13 Collaborate with other services to optimise patient's health status | _____ |
| 1.14 Facilitate efficient movement of patient through the healthcare system | _____ |

Domain 1 Clinical Care

Part B: Justification and evidence

(attach additional pages if necessary)

Supporting Statements: Provide a rationale for your overall domain 1 score drawing upon examples and descriptions of your current practice with reference to the activities of the domain and the domain definition. Specific activities, projects, portfolios you are involved in may be emphasised.

Justification for domain score:

Manager/Peer Review Evaluation:

Yes Agree

No Disagree

Rationale for evaluation outcome:

Domain 2 Optimising Health Systems

Part A: Activity scoring

Definition: This domain includes activities that contribute to effective functioning of health systems and the institutional nursing service including role advocacy, promoting innovative patient care and facilitating equitable, patient-centred health systems.

Following is a list of activities that are components of Optimising Health Systems. For each of the activities, please indicate the extent of time, in your current position, that you would spend on each one, by recording a number from 4 to 0 against each Activity.

Activities

4 = very great extent 3 = great extent 2 = some extent 1 = little extent 0 = not at all

- | | |
|---|-------|
| 2.1 Consult with others regarding conduct of projects or presentations | _____ |
| 2.2 Contribute to, consult or collaborate with other health care personnel on recruitment and retention activities | _____ |
| 2.3 Participant in strategic planning for the service, department or hospital | _____ |
| 2.4 Provide direction for and participate in unit/service quality improvement programs | _____ |
| 2.5 Actively Participate in assessment, development, implementation and evaluation of quality-improvement programs in collaboration with nursing leadership | _____ |
| 2.6 Provide leadership in the development, implementation, and evaluation of standards of practice, policies and procedures | _____ |
| 2.7 Serve as a mentor | _____ |
| 2.8 Advocate the role of the nurse | _____ |
| 2.9 Serve as a spokesperson for nursing and the health facility when interacting with other professionals, patients, families and the public | _____ |



Domain 2 Optimising Health Systems

Part B: Justification and evidence

(attach additional pages if necessary)

Supporting Statements: Provide a rationale for your overall domain 2 score drawing upon examples and descriptions of your current practice with reference to the activities of the domain and the domain definition. Specific activities, projects, portfolios you are involved in may be emphasised.

Justification for domain score:

Manager/Peer Review Evaluation:

Yes Agree

No Disagree

Rationale for evaluation outcome:

Domain 3 Education

Part A: Activity scoring

Definition: These are activities that involve enhancement of caregiver, student and public learning related to health and illness. This also includes aiding patients and families to manage illness and to promote wellness, informal staff development and formal presentations to healthcare professionals

Following is a list of activities that are components of Education. For each of the activities, please indicate the extent of time, in your current position, that you would spend on each one, by recording a number from 4 to 0 against each Activity.

Activities

4 = very great extent 3 = great extent 2 = some extent 1 = little extent 0 = not at all

- | | |
|--|-------|
| 3.1 Evaluate education programs and recommend revision as needed | _____ |
| 3.2 Serve as educator and clinical preceptor for nursing, medical students, staff, and/or others | _____ |
| 3.3 Identify learning needs of various populations and contribute to development of education programs/resources | _____ |
| 3.4 Serve as informal educator to staff while providing direct care activities | _____ |
| 3.5 Facilitate professional development of nursing staff through education | _____ |
| 3.6 Provide appropriate patient and family education | _____ |



Domain 3 Education

Part B: Justification and evidence

(attach additional pages if necessary)

Supporting Statements: Provide a rationale for your overall domain 3 score drawing upon examples and descriptions of your current practice with reference to the activities of the domain and the domain definition. Specific activities, projects, portfolios you are involved in may be emphasised.

Justification for domain score:

Manager/Peer Review Evaluation:

Yes Agree

No Disagree

Rationale for evaluation outcome:

Domain 4 Research

Part A: Activity scoring

Definition: Activities that support a culture of practice that challenges the norm, that seek better patient care through scientific inquiry and promote innovative problem solving to answer clinical questions. This includes conducting clinical research, identifying funding sources and using evidence to guide practice and policy.

Following is a list of activities that are components of Research. For each of the activities, please indicate the extent of time, in your current position, that you would spend on each one, by recording a number from 4 to 0 against each Activity.

Activities

4 = very great extent 3 = great extent 2 = some extent 1 = little extent 0 = not at all

- | | |
|--|-------|
| 4.1 Conduct clinical research | _____ |
| 4.2 Participate in investigations to monitor and improve quality of patient care practices | _____ |
| 4.3 Identify funding sources for the development and implementation of clinical projects/programs | _____ |
| 4.4 Uses research and integrates theory into practice and recommends policy changes | _____ |
| 4.5 Identify clinical data necessary for inclusion in information systems for nursing research and quality assurance projects | _____ |
| 4.6 Collaborates with Information specialists in the design of data systems for research and quality assurance projects in nursing | _____ |



Domain 4 Research

Part B: Justification and evidence

(attach additional pages if necessary)

Supporting Statements: Provide a rationale for your overall domain 4 score drawing upon examples and descriptions of your current practice with reference to the activities of the domain and the domain definition. Specific activities, projects, portfolios you are involved in may be emphasised.

Justification for domain score:

Manager/Peer Review Evaluation:

Yes Agree

No Disagree

Rationale for evaluation outcome:

Domain 5 Leadership

Part A: Activity scoring

Definition: Activities and attributes that allow for sharing and dissemination of knowledge beyond the individual's institutional setting. These activities promote nurses, nursing and healthcare and include disseminating nursing knowledge, serving in professional organisations, and acting as a consultant to individuals and groups. Leadership also includes setting directions and modelling standards towards optimising population and patient care outcomes.

Following is a list of activities that are components of professional Leadership. For each of the activities, please indicate the extent of time, in your current position, that you would spend on each one, by recording a number from 4 to 0 against each Activity.

Activities

4 = very great extent 3 = great extent 2 = some extent 1 = little extent 0 = not at all

- | | |
|--|-------|
| 5.1 Disseminates nursing knowledge through presentation or publication at local, regional, national or international levels | _____ |
| 5.2 Serve as a resource or committee member in professional organisation | _____ |
| 5.3 Serve as a consultant to individuals and groups within the professional/lay communities and other hospitals/institutions | _____ |
| 5.4 Represent nursing in institutional/community forums on the educational needs of populations | _____ |
| 5.5 Represents a professional nursing image at institutional and community forums | _____ |
| 5.6 Collaborates with other healthcare professionals to provide leadership in shaping public policy on healthcare | _____ |

Domain 5 Leadership

Part B: Justification and evidence

(attach additional pages if necessary)

Supporting Statements: Provide a rationale for your overall domain 5 score drawing upon examples and descriptions of your current practice with reference to the activities of the domain and the domain definition. Specific activities, projects, portfolios you are involved in may be emphasised.

Justification for domain score:

Manager/Peer Review Evaluation:

Yes Agree

No Disagree

Rationale for evaluation outcome:

Definition of terms

Understanding the meaning and usage of *advanced* in the nursing profession has been constrained by the multiple descriptions, roles and titles that are used interchangeably and ambiguously in relation to a type of nursing and a level of practice. There is a vast body of literature reporting confusion internationally about definitions and titles related to advanced *nursing* practice and advanced *practice* nursing.

Some writers^{10, 11} have clarified this issue by questioning what is being described or qualified by the term advanced. If it is practice that is advanced (as in *advanced practice*), this signifies the performance or the work of nursing. If it is nursing that is advanced (as in *advanced nursing*), this signifies the discipline of nursing.

Drawing on these insights and in order to inform appropriate application of this tool the following evidence-informed definitions are provided for these commonly used terms.

Advanced Practice Nursing

Advanced practice nursing is the experience, education and knowledge to practice at the full capacity of the registered nurse practice scope. It is a level and type of clinical practice that involves cognitive and practical integration of knowledge and skills from the clinical, health systems, education and research domains of the discipline and positions the advanced practice nurse as a leader in nursing and health care. Practice at this level is enabled through master level education.

Advanced Nursing

Advanced nursing is promotion of the nursing discipline through innovation, generation, and expansion of the knowledge, science, education and service models of nursing. Advanced nursing supports interaction between the Discipline and the Profession of nursing.

Nurse Practitioner

Nurse practitioner is an advanced practice nurse endorsed by the NMBA who has direct clinical contact and practises within their scope under the legislatively protected title 'nurse practitioner' under the National Law. (Nursing and Midwifery Board of Australia. 1 June 2016). <http://www.nursingmidwiferyboard.gov.au/Registration-Standards.aspx>

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Reference to the Strong Model of Advanced Practice to be attributed to reference # 7 above
Reference to the original advanced practice survey tool to be attributed to reference # 8 above

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