The Hong Kong Academy of Nursing

Guidelines for Program Planning and Examination

The Hong Kong Academy of Nursing Limited
LG1, School of Nursing,
Princess Margaret Hospital,
232 Lai King Hill Road, Lai Chi Kok,
Kowloon, Hong Kong
http://www.hkan.hk

Original Version
(Title: Guidelines for Academy Colleges in Certifying Advanced Practice in Nursing
Created on: 7 February 2015,
Last Revised on: 18 April 2015)

Current Version
Created on: 17 August 2015
Last Revised on: 22 December 2015

Incorporated as The Hong Kong Academy of Nursing Limited
# TABLE OF CONTENTS

I. Introduction .................................................................................................................. 3  
II. Accreditation Committee ......................................................................................... 3  
III. Education Committee ............................................................................................. 4  
IV. Academy Colleges .................................................................................................. 4  
V. Members of The Hong Kong Academy of Nursing ................................................. 5  
VI. Specialty Training Program .................................................................................... 5  
VII. Examination ........................................................................................................... 8  
VIII. Program Evaluation & Quality Assurance ............................................................. 9  
IX. Accrediting Academy Colleges for Specialist Certification .................................... 9  
X. List of Document to be submitted to Education Committee .................................... 10  

## Appendices

1. Fourteen Academy Colleges .................................................................................... 11  
2. Pathway to Membership and Fellowship in Specialty Nursing .............................. 12  
3. Curriculum Design .................................................................................................. 15  
4. The Hong Kong Academy of Nursing Competence Statements for  
   Advanced Practice Nurses ....................................................................................... 16  
5. Examination Process and Grading System ............................................................ 19
I. INTRODUCTION

1. The Hong Kong Academy of Nursing (HKAN) is an independent institution responsible for the regulation of advanced nursing practice in Hong Kong. It aims at safeguarding the public to receive safe and quality health care services. The HKAN will ensure the Academy Colleges have attained the required standards when granting Members/Fellows practicing a nursing specialty at advanced level.

2. An Advanced Practicing Nurse (APN) is defined as a Registered Nurse and/or Midwife who works both independently and in collaboration with other health care professionals to provide a wide range of advanced assessments and specialized interventions in response to the actual and potential health needs of the individual, groups or families. In serving the public in a continuum of health care service delivery, the scope of advanced nursing practice encompass areas of health promotion and maintenance, disease prevention and management as well as rehabilitation and community care in the related specialty.

3. In fulfilling the regulatory function of the HKAN in advanced nursing practice, two important committees have been set up at different time points. At the conception of the HKAN, the Accreditation Committee was introduced in October 2011. The Education Committee was then formed in May 2014 in alignment of the proposed draft bill of the Hong Kong Academy of Nursing.

II. ACCREDITATION COMMITTEE

4. Following the incorporation of The Provisional Hong Kong Academy of Nursing Limited (PHKAN) on 6 October 2011, the Accreditation Committee (AC) was set up at the same time with the following terms of reference:

- To set, monitor and enforce the standards of Academy Colleges
- To recommend to the HKAN Council the criteria for the accreditation of professional organizations to be Academy Colleges
- To recommend to the HKAN Council the procedures, documentations and fees payable for accreditation of Academy Colleges
- To conduct accreditation processes for Academy Colleges and make recommendations to the HKAN Council
- To review the existing policy and process of accreditation, and to make recommendations to the HKAN Council for improvements when necessary

5. To achieve this, a set of criteria and procedures have been compiled by the HKAN to review, evaluate and confirm the essential requirements required for Academy Colleges. Nursing specialty Colleges are required to provide evidence to the Accreditation Committee for assessment. The Colleges have to satisfy the standards stipulated by the HKAN.

6. An Accreditation Manual has been developed to accredit Academy Colleges with a standard procedure. Upon approval of the HKAN Council, accredited Colleges are recognized to be Institutional Members of the HKAN. Since 2012, a total of 14 Academy Colleges have been accredited and it gives them the right to propose College members for the HKAN to granting Ordinary Members and Fellow Members of the Academy.
III. EDUCATION COMMITTEE

7. In the draft of the Hong Kong Academy of Nursing Ordinance, an Education Committee is to be established with the following functions:

- coordinating and monitoring the programs of postgraduate education and training and continuing nursing education of the Colleges to ensure that they are of the standards set by the Academy
- ensuring the proper organization and conduct of examinations; and
- advising the Academy Council on education and training policy of the Academy, and on any other matters concerning postgraduate education and training and continuing nursing education

8. As part of the accreditation process, the Education Committee has an important role in assessing the planning and implementation of specialty training programs and the manner that examinations are conducted leading to certification of advanced practice nurses. The two working groups formed under the Education Committee, namely Examination Working Group and Specialty Training Program Working Group, have set administrative guidelines and standards in the design of specialty training, methods of assessment and criteria for certification of membership based on the competency framework of HKAN for advanced practicing nurses.

IV. ACADEMY COLLEGES

9. There are 14 Academy Colleges (see Appendix 1) that are institutional members of the HKAN. These Colleges are authorized by HKAN to provide examinations in certifying individuals to become HKAN Members/Fellows. The Academy Members/Fellows will be granted a title that reflects the specialty, and their scope of practice will be governed by the Academy College concerned. Through regulation of advanced practice in the recognized specialty areas, the HKAN and Academy Colleges are held accountable to protect the public by assuring that all certified advanced practice nurses meet the required standards of an APN.

10. Academy Colleges are constituted by specialties and subspecialties. In reference of the Australia national specialization framework (see note), there are 6 criteria that one needs to meet in establishing a recognized specialty. They are:

i. The specialty has broad application in its geographic scope,

ii. The specialty defines itself and subscribes to the overall purpose, functions and ethical standards of nursing and/or midwifery,

iii. The specialty is a distinct and defined area of nursing and/or midwifery practice, which requires an application of specially, focused knowledge and skill sets,

iv. There is both a demand for and a need for the specialty service from the community,

v. The specialty service is based on a core body of nursing and/or midwifery knowledge, which is being continually expanded and refined with mechanisms exist for supporting, reviewing and disseminating research,

vi. Specialty expertise is gained through various combinations of experience, formal and informal education programs including but not limited to continuing education and professional development.

(Note: National Nursing & Nursing Education Taskforce (2006). A National Specialization Framework for Nursing and Midwifery. Melbourne, National Nursing & Nursing Education Taskforce, p.11, see Attachment 1).
V MEMBERS OF THE HONG KONG ACADEMY OF NURSING

11. As stipulated in the draft Ordinance, there are 3 types of membership of the Academy:
– Ordinary Member
– Fellow Member
– Honorary Fellow Member

As far as Academy College is concerned, the admission of Ordinary Members and Fellow Members will be included in the assessment criteria in its application to be Academy College of the Academy.

12. According to the draft Ordinance, an Ordinary Member is a registered nurse or registered midwife who has completed at least 4 years of supervised specialty training and passed such examination held and conducted by such Academy College and accredited by the Academy.

13. As for Fellow Member, an Ordinary Member may, on the recommendation of an Academy College, apply to the Academy and be admitted to the membership of the Academy as a Fellow Member if the Council is satisfied that:
– he or she has passed an exit examination or assessment conducted by the relevant College and Accredited by the Academy; and
– he or she has completed at least 6 years of supervised post-registration training in a manner approved by the Academy

14. To enable a consistent interpretation of the admission condition, the Education Committee has proposed an explicit list of criteria for admission to Ordinary Member and Fellow Member (see Appendix 2).

VI SPECIALTY TRAINING PROGRAM

15. In general, education of advanced practice nurses in the related specialty is prepared at postgraduate level of qualification framework levels 6 to 8.

In reference of the ‘Key elements of the Career Framework, Skills for Health’ (2010) (see note) published by the United Kingdom, there are 9 levels differentiated for healthcare workers. Levels 1 to 5 are description of basic professional qualification or below and level 9 belongs to the directorate grade. Levels 6 to 8 are relevant to advanced practice nurses. Practitioners at level 7 are individuals who have a critical awareness of knowledge issues in the field and can interface between fields, innovative and take responsibility in developing and change practice in a complex and unpredictable environment. Practitioners at level 8 are people who demonstrate highly specialized knowledge, use original thinking and/or research, leaders with considerable responsibility in service development and delivery and are leaders in the specialized field.


The Academy Members are expected to have mastery performance at Level 6 and demonstrable attributes at Level 7. The Academy Fellows are expected to have mastery performance at Level 7 and demonstrable attributes at Level 8.
**Academy Member Training and Admission**

16. The entrance requirement as a trainee of an Academy Member should be a registered nurse or registered midwife, a degree holder with at least 2 years post registration experience. The specialty training should be conducted in a recognized training site and supervised by a Fellow Member of the College.

17. The training program should cover over a period of 4 years and a master qualification should be attained during such period. The curriculum requirements of the Membership are displayed in Appendix 3 and the details are displayed below. Trainees are required to record their training in a logbook certified by designated trainers or mentors.

18. In order to meet the competencies required of an APN, the Academy College has to determine the competency framework of the specialty concerned. Each College is to map out its competency details of each of the 7 domains of the generic framework proposed by HKAN 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

The complete HKAN generic competence framework is displayed in Appendix 4.

19. Each Academy College should have a committee responsible for the training program planning, development and design. The committee has to determine the curriculum and syllabus of the specialty training program and to assess a list of programs that are recognized as equivalent to the standards of the training required. The College can be a provider or to recognize training programs that meet the standards and requirement of the specialty training program.

20. The overall training program should consist of at least 500 hours of theoretical input and 500 hours of specialized clinical practice. The specialty education program consists of three major components including the generic core, advanced practice core and specialty core with 60 - 100% structured courses offered at the post-graduate level and the remaining 0 - 40% structured courses provided by specialty course providers. Each of the generic, advanced practice and specialty core takes up 1/3 of the syllabus and is delineated with illustrative examples in Appendix 3. The content of the specialty training should include and not limited to the following:

- basic sciences
- clinical skills
- review of current literature
- communication skills
- prevention and treatment of illness and the promotion of health
- teamwork
- management skills
- knowledge and skills which cross specialty boundaries
- professional ethics and conduct
21. The 500 clinical hours should be accomplished within a 4 years’ time span with at least 50% under supervision:
   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 may 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)

**Logbook**

22. The logbook is a record of learning opportunities in clinical practices. The trainer or mentor can make use of the logbook to provide support and guidance to the trainee in accomplishing the training program and help assess the competence of the trainee. There should be on-going assessment during training and the logbook is used to identify training priorities between the trainer and trainee.

23. Content of the logbook should include specific learning objectives of the training program. Case reports or scenarios are used to demonstrate the competencies achieved but not restrictive to the following areas:
   - physical and pathophysiological assessment of patient
   - patient care management of acute conditions / emergency situation of the specialty
   - proficiency in the application of condition-specific assessment tools
   - establishment of effective therapeutic relationship with patients
   - ability to work with the interdisciplinary team
   - application of evidence-based practice and use of research findings
   - active participation in clinical audits, research and quality improvement programs
   - engagement in clinical teaching, mentoring and professional development activities

**Training Sites**

24. The Colleges should have formal and pre-determined criteria for recognition of the training venues for the trainees. Profile of clinical training sites should include the following:
   - clinical establishment, such as number of specialty beds
   - patient volume
   - nurse to patient ratio
   - specialty nursing services
   - in-service training facilities
   - learning resources
   - management support
25. Colleges should be responsible for the assessment of training sites that would suit the needs in providing learning opportunities for the trainees. Training sites recognized by the Hospital Authority (HA) for post registration certificate training program are duly acknowledged to be suitable for training of the respective specialties. Other training sites, apart from those aforementioned, would need to be accredited by the Academy Colleges. A College team must visit each training site at least once every 5 years and when there is any significant change to its training capacity.

**Clinical Teachers, Mentors or Specialist Trainers**

26. The Colleges should have established standards in clinical teaching, including the minimum qualification of clinical teachers, mentors or specialist trainers. These are Fellows of the specialty and are engaged in clinical teaching of trainees at advanced nursing practice. Each trainee should be designated with a mentor or trainer who will provide clinical supervision and to sign the logbook as required.

27. In assessing the suitability of mentors or trainers, the following items should be considered:

- active Fellow members of the HKAN
- actively engaged in the practice of specialty nursing
- ability to conduct training
- not being a trainee nor a trainer of more than 2 specialties

28. The College should keep current records of the mentors or trainers for each training site. The lists (trainers and training sites) should be provided to the Education Committee for approval before commencement of training.

**Academy Fellow Training and Admission**

29. The Fellowship program is the continuation of Membership training of a specialty training program. The Fellow Member who is admitted to the Academy should possess a master degree, completed the Membership training and passed the Membership exit examination. The Fellowship training program is normally 3 years upon the completion of Membership qualification focusing at the advanced nursing practice level targeting at levels 7 to 8 of the qualification framework referencing the ‘Key Elements of the Career Framework in the Skills for Health’ in the United Kingdom (2010).

30. The exit examination for the Fellow Member can be conducted in the form of viva or other assessment methodology to ascertain the competency attained by the candidate demonstrating the competence in managing complex client conditions of the specialty concerned.

31. Upon passing the exit examination, the candidate is eligible to be recommended to HKAN Council to be admitted as Fellow of the Academy.

**VII Examination**

32. Each Academy College should have a committee responsible for planning and the conduct of examinations. An explicit policy for accepting candidates sitting the examinations should be in place.
33. The contents of the examinations should be determined by individual Academy College according to the guidelines of the Academy. Membership qualifying examinations normally consist of 150 multiple-choice questions (MCQ) and to be completed in 3 hours.

34. The passing mark is 70%. Marking is criterion-based. In setting the MCQs, 3 levels of cognitive ability are to be addressed with recommended distribution as follows and 30% to 60% of the MCQs should be scenario-based.

- Knowledge / comprehension (20 - 30%)
- Skills application (20 - 30%)
- Critical thinking (40 - 50%)

35. For the qualifying assessment of Fellowship Members, the relevant Academy College has the flexibility to decide whether it should be a formal examination conducted by a Board of Examiners, or other forms of oral examination. The format of the examination should be endorsed by the Academy before it can be considered valid.

36. Each College is to develop its examination handbook to incorporate the examination policy for admission; committee structure, examination schedule, application process, setting and conduct of examination, grading system, post examination arrangement and appeal system. An examination process and grading system is attached in Appendix 5 for reference.

37. As part of the accreditation process, the syllabus of the specialty training program, methods of education, training sites, list of mentors / trainees and format of examinations have to be formally structured and presented to the Education Committee.

VIII PROGRAM EVALUATION & QUALITY ASSURANCE

38. Each College should have explicit policies and procedures to govern the quality outcomes of training programs and examinations. Such policies and procedures are available to all trainees.

39. The governing body of the College is responsible for the process, outcomes, as well as quality improvement measures of each training program. Internal audits, user feedback and international benchmarking can be used as mechanism for program evaluation.

40. The College has to establish effective communication among Academy Colleges, education providers, universities, clinical training facilities, trainees and mentors. Both formal and informal channels are considered as part and partial of the quality assurance process.

41. As a regulatory requirement, each Academy College shall submit the annual report to the Academy to include the updated governance structure of the College, committees and sub-committees, number of Members/Fellows, examinations held, and summary of achievements of trainees, program audits, improvement plan, and financial reports.

IX ACCREDITING ACADEMY COLLEGES FOR SPECIALIST CERTIFICATION

42. 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 of the Academy will be formed to execute the accreditation function.
43. 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 specialty,
   v. Any other External Member as appropriate.

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

44. 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 VI to VIII,
   iii. Submit a written report with recommendations of the outcome of the exercise to the Academy Council with the endorsement of the Education Committee.

X LIST OF DOCUMENTS TO BE SUBMITTED TO EDUCATION COMMITTEE

45. Since the Education Committee (EC) is responsible to coordinate and monitor postgraduate education and training programs, and to ensure proper organization and conduct of examinations, Colleges are required to comply with the guidelines as outlined in this document.

46. In the process of accreditation, Colleges are recommended to submit the following documents to EC for the consideration whether the College has achieved the standards required of an Academy College:

- Committee structure responsible for the development of education programs
- Syllabus and curriculum and of the specialty training program
- Admission criteria to Member and Fellow examinations
- Sample of logbook
- Committee structure responsible for the examination and certification
- Types and length of examination, admission criteria, grading of examination results
- Process of setting examination questions and the approval process
- Appeal procedure
- Sample certificates
- Membership and Terms of Reference of the Examination Panel
- Policy to recognize training programs conducted by academic institutions/ professional bodies
- List of recognized training programs
- List of recognized training institutes, if available
- Profile of clinical training grounds
- List of training sites
- List of Fellows qualified to be clinical teachers
- Program evaluation report
- Meeting minutes with clinical departments, trainees and mentors
- Annual report
Fourteen Academy Colleges

<table>
<thead>
<tr>
<th>No.</th>
<th>Academy College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hong Kong College of Cardiac Nursing</td>
</tr>
<tr>
<td>2.</td>
<td>Hong Kong College of Community and Public Health Nursing</td>
</tr>
<tr>
<td>3.</td>
<td>Hong Kong College of Critical Care Nursing</td>
</tr>
<tr>
<td>4.</td>
<td>Hong Kong College of Education and Research in Nursing</td>
</tr>
<tr>
<td>5.</td>
<td>Hong Kong College of Emergency Nursing</td>
</tr>
<tr>
<td>6.</td>
<td>Hong Kong College of Gerontology Nursing</td>
</tr>
<tr>
<td>7.</td>
<td>Hong Kong College of Medical Nursing</td>
</tr>
<tr>
<td>8.</td>
<td>Hong Kong College of Mental Health Nursing</td>
</tr>
<tr>
<td>9.</td>
<td>Hong Kong College of Midwives</td>
</tr>
<tr>
<td>10.</td>
<td>Hong Kong College of Nursing and Health Care Management</td>
</tr>
<tr>
<td>11.</td>
<td>Hong Kong College of Orthopaedic Nursing</td>
</tr>
<tr>
<td>12.</td>
<td>Hong Kong College of Paediatric Nursing</td>
</tr>
<tr>
<td>13.</td>
<td>Hong Kong College of Perioperative Nursing</td>
</tr>
<tr>
<td>14.</td>
<td>Hong Kong College of Surgical Nursing</td>
</tr>
</tbody>
</table>
Pathway to Membership and Fellowship in Specialty Nursing

**Fellow of HKAN**

17. Recommended by 2 Fellows of Academy College of the related specialty
16. Pass the assessment stipulated by Academy College of the related specialty

**Ordinary Member of HKAN and Academy College of the related specialty**

8. Pass the Certificate Examination offered by the Academy College of the related specialty
7. Theoretical and Clinical hours endorsed by the Academy College of the related specialty

**Pathway**

6. Self-declaration on no criminal conviction or professional misconduct
5. Holder of Master Degree in Nursing or related practice
4. Proof of completion of 500 hours of clinical practice in the related specialty
3. Proof of completion of 500 hours theory in the specified specialty curriculum
2. Accumulate 4 years in the specialty in the most recent 6 years
1. Valid RN/RM Registration in Hong Kong with valid practicing certificate
Admission Criteria to Ordinary Membership

1. Holder of a valid RN license certified by the Nursing Council of Hong Kong;
2. RN who has worked in the specialty for at least an accumulative 4 years in the most recent 6 years;
3. RN who has completed recognized 500 hours of theory in the specified specialty curriculum;
4. RN who has completed 500 hours of clinical practice in the related specialty;
5. Holder of a master degree in nursing or related practice;
6. Make a self-declaration on whether there is criminal conviction / professional misconduct. Please see Attachment for example of self-declaration statements;
7. Passing the membership certification examination – A Multiple-choice Questions Examination of 150 questions;
8. Presented clinical logbook and relevant documentation that demonstrate the satisfaction of required competence in the 500 hours clinical hours.

Admission Criteria to Fellow Membership

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

Members need to apply for Fellowship within 3 years upon becoming eligible as an Academy Member, otherwise the eligibility would lapse.
Example of Self-declaration Statements

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.
Curriculum Design

<table>
<thead>
<tr>
<th>Structured courses at post-graduate level (60-100%)</th>
<th>Generic Core</th>
<th>Advanced Practice Core</th>
<th>Specialty Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illustrative examples:</td>
<td>Illustrative examples:</td>
<td>Illustrative examples:</td>
<td></td>
</tr>
<tr>
<td>- Research</td>
<td>- Advanced health assessment</td>
<td>According to the clinical core competence defined by the specialty, including but not limited to:</td>
<td></td>
</tr>
<tr>
<td>- Healthcare policy</td>
<td>- Advanced physiology, psychology, sociology and pathophysiology</td>
<td>- Clinical leadership and patient advocacy</td>
<td></td>
</tr>
<tr>
<td>- Healthcare system organization</td>
<td>- Advanced pharmacology</td>
<td>- Advanced case management and patient care</td>
<td></td>
</tr>
<tr>
<td>- Healthcare financing</td>
<td>- Evidence-base practice</td>
<td>- Special interventions</td>
<td></td>
</tr>
<tr>
<td>- Ethics</td>
<td>- Clinical teaching and research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Professional role development</td>
<td>- Team collaboration and communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Theoretical function of nursing practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Human diversity and social issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Health promotion and disease prevention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structured courses provided by Specialty Course Providers (0-40%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1/3 of 500 hours</td>
<td>1/3 of 500 hours</td>
<td>1/3 of 500 hours</td>
</tr>
</tbody>
</table>
The Hong Kong Academy of Nursing Competence Statements for Advanced Practice Nurses

Key domains of the competence framework for advanced practice nurses

<table>
<thead>
<tr>
<th>Domain 1</th>
<th>Managing clients with complex health conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain 2</td>
<td>Enhancing therapeutic nurse-client relationship</td>
</tr>
<tr>
<td>Domain 3</td>
<td>Demonstrating effective leadership and team work</td>
</tr>
<tr>
<td>Domain 4</td>
<td>Enhancing quality assurance and improvement</td>
</tr>
<tr>
<td>Domain 5</td>
<td>Managing and negotiating innovative and effective approaches to care delivery</td>
</tr>
<tr>
<td>Domain 6</td>
<td>Enhancing professional attributes of general and advanced practice</td>
</tr>
<tr>
<td>Domain 7</td>
<td>Enhancing personal attributes</td>
</tr>
</tbody>
</table>

Note: APN role is developmental, that is, there is a process for the APNs to mature in their role. The highlighted statements are expected of all entry APNs but over time, all the competence statements are expected of the advanced practice nurses (APNs).

Domain 1  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 2  Enhancing therapeutic nurse-client relationship

12. Demonstrates skills in promoting therapeutic interaction to effect clients’ change in health behavior.
13. Provides guidance and counseling regarding symptom management.
14. Provides emotional and informational support to clients and their families.
15. Uses human skills to enhance effectiveness of relationship.
17. Monitors and reflects own emotional response to client interaction and uses as data to further therapeutic interaction.
18. Facilitates staff to debrief on overwhelming emotion and grief associated with nurse-client relationship.
19. Communicates a sense of “being present” with the client.

Domain 3  Demonstrating effective leadership and team work

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

Domain 4  Enhancing quality assurance and improvement

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

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

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

**Domain 6  Enhancing professional attributes of general and advanced practice**

39. Applies principles of epidemiology and demography in clinical practice.
40. Promotes and fosters ethical practice and advocacy for clients.
41. Applies/develops a theory-based conceptual framework to guide practice.
42. Attains self-advancement professionally through initiating and being involved in evidence based practice and research activities.
43. Masters the application of advanced health care technology in specific areas and shows knowledge of the evidence found.
44. Critically evaluates and applies research studies pertinent to client care management and outcomes.
45. Applies/conducts research studies pertinent to primary care and/or specialty practice management.
46. Demonstrates expertise in area(s) of nursing. As a resource person for referrals in these areas.
47. Interprets own professional strengths, role, and scope of ability to peers, clients and colleagues.
48. Acts as a role model and sets exemplary standard of professional behaviors.
49. Supports socialization, education, and training of novice practitioners by serving as a preceptor, role model and mentor.
50. Motivates and supports staff to be self-developing and to achieve higher professional goals.
51. Interprets and markets the advanced practicing nurse role to the public and other health care professionals.
52. Participates in legislative and policy-making activities which influence advanced nursing practice and health services.

**Domain 7  Enhancing personal attributes**

53. Analyzes situations critically and draws relationships among issues.
54. Maintains active membership in professional organization.

**References**

Hospital Authority, Hong Kong (2002) Core competencies for registered nurses & advanced nursing practice in the Hospital Authority. Hong Kong: the Author.

Appendix 5

Examination Process and Grading System

Examination leading to Ordinary Membership
• State the Examination Eligibility Requirements in the Examination Handbook.
• Candidates should sign the Exam Application Honor Statement
• Candidates should complete 150 MCQ in 3 hours.
• The examination is to be held once every year

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 shall 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 10% 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
• Passing mark 70%

***