



JOB ROLE PROFILE	REGISTERED NURSE (LEVEL 1)	DATE
<b>PURPOSE</b>	<p>The Job Role Profile - Registered Nurse (Level 1) identifies the language, literacy and numeracy standards required to perform effectively in the role.</p> <p>The table below identifies typical tasks, and states the level of workplace standard applicable to the tasks.</p>	

TASK	WORKPLACE STANDARD/S
<b>READING</b>	
<p><b>Read understand and appropriately action the following printed information:</b></p> <p><b>Client-related:</b></p> <ul style="list-style-type: none"> <li>› Care plans</li> <li>› Progress reports</li> <li>› Communication books</li> <li>› Medication / Webster packs</li> <li>› Clinical charts</li> <li>› Medical terminology/abbreviations (in line with Scope of Practice)</li> <li>› Industry-specific terminology</li> <li>› Material Safety Data Sheets and other WHS information</li> </ul> <p><b>Organisation-related:</b></p> <ul style="list-style-type: none"> <li>› Operating instructions for equipment</li> <li>› Standard Operating Procedures</li> <li>› Maps</li> <li>› Surveys</li> <li>› Policies and procedures</li> <li>› Organisational documentation</li> <li>› Minutes/memos</li> <li>› Read research papers, relevant texts/resources, e.g. MIMS, therapeutic guidelines, etc.</li> </ul>	<p><b>Assumes independent work with familiar supports, mostly familiar context and routine texts and may involve a number of steps.</b></p> <ul style="list-style-type: none"> <li>› Select and apply the strategies and procedures needed to perform a range of tasks after reading appropriate documents (care plans)</li> <li>› Interpret information from a range of tables, charts, and graphics, e.g. medication charts /Webster pack</li> <li>› Read and interpret a flowchart or diagrammatic texts, e.g. organisational chart.</li> <li>› Use workplace software and access assistance via the 'help' facility</li> <li>› Use both online and hard copy resources to find information, e.g. policies and procedures</li> <li>› Identify key messages in longer documents such as progress reports</li> </ul>

TASK	WORKPLACE STANDARD/S
<b>WRITING</b>	
<p><b>Complete and/or prepare:</b></p> <ul style="list-style-type: none"> <li>› Organisational forms, e.g. Personal detail form</li> <li>› Client/resident documentation, e.g. Continence, wound treatment and assessment, cognitive assessments, transfer documentation, etc.</li> <li>› Reports <ul style="list-style-type: none"> <li>› progress notes</li> <li>› incident reports</li> <li>› performance reviews</li> </ul> </li> <li>› Care plans</li> <li>› Time sheets</li> <li>› Email and other electronic communication</li> <li>› Communication books</li> <li>› Client/resident support documents</li> <li>› Surveys</li> <li>› Minutes/agendas, etc.</li> <li>› Instructional documentation</li> <li>› Presentations/education sessions</li> </ul>	<p><b>Works independently and uses own familiar support resources.</b></p> <ul style="list-style-type: none"> <li>› Write routine reports, e.g. an accident report, incident report, or summary of a case</li> <li>› Enter routine data into a client management system</li> <li>› Prepare an agenda for a meeting</li> <li>› Take notes/ minutes of a meeting</li> <li>› Use email for routine communication</li> <li>› Complete a work-related routine survey</li> <li>› Understand medical terminology</li> <li>› Provide constructive feedback, e.g. performance reviews</li> </ul>
<b>NUMERACY</b>	
<p><b>Complete time sheets.</b></p> <p><b>Apply financial/business literacy related to:</b></p> <ul style="list-style-type: none"> <li>› Budgets</li> <li>› KPIs</li> </ul> <p><b>Undertake calculations for:</b></p> <ul style="list-style-type: none"> <li>› Workflow</li> <li>› Rostering</li> <li>› Medication calculations</li> </ul>	<p><b>May work with expert/mentor where support is requested.</b></p> <ul style="list-style-type: none"> <li>› Measure familiar and predictable quantities using simple and routine measuring instruments</li> <li>› Keep a record of hours of work and fill in a time sheet</li> <li>› Read and interpret timetables and schedules</li> <li>› Read, interpret and discuss financial data with clients</li> </ul>

TASK	WORKPLACE STANDARD/S
<b>ORAL COMMUNICATION</b>	
<p><b>Verbally communicate with:</b></p> <p><b>Residents and clients to:</b></p> <ul style="list-style-type: none"> <li>› Source client/resident preferences</li> <li>› Assessing levels of comfort</li> <li>› Engage resident/client with the community</li> <li>› Informing residents of tasks/activities being undertaken</li> <li>› Effectively communicate with clients who have dementia or other cognitive conditions or disabilities.</li> </ul> <p><b>› Families</b></p> <ul style="list-style-type: none"> <li>› To provide resident/client updates and general conversation.</li> <li>› Team members/peers regarding</li> <li>› Supervision/delegation</li> <li>› Workplace communication</li> <li>› Hand-over/sharing information</li> <li>› Leadership</li> <li>› Advocating on behalf of resident/client</li> </ul> <p><b>› Appropriately communicates verbally to:</b></p> <ul style="list-style-type: none"> <li>› Engage in general conversation</li> <li>› Conduct workplace communication</li> <li>› Deal with difficult behaviour (conflict resolution)</li> <li>› Provide workplace coaching and mentoring</li> <li>› Provide constructive feedback/ and input</li> <li>› Participate in meetings and other forums</li> <li>› Have difficult conversations (advanced care directives, end-of-life care, death and dying, performance management)</li> <li>› Presentations/education sessions</li> </ul>	<p><b>Works independently and uses own familiar support resources.</b></p> <ul style="list-style-type: none"> <li>› Listens and responds to routine complaints requiring limited negotiation</li> <li>› Listens to clear sequenced instructions of several steps and asks clarifying questions when required</li> </ul> <p><b>Works independently and initiates and uses supports from a range of established resources.</b></p> <ul style="list-style-type: none"> <li>› Deals with conflict and difficult behaviours listening actively to clarify points and differing opinions to resolve issues</li> <li>› Can present workplace procedure to a colleague or manager</li> <li>› Facilitates team discussions and negotiations suggested workplace practice changes or suggestions</li> <li>› Provide constructive feedback and discussion - event driven</li> <li>› Provide leadership and delegation of tasks to team</li> <li>› Make and communicate decisions based on sound assessments - seek assistance where required</li> <li>› Negotiate with others to achieve desired outcomes using a range of oral strategies, e.g. persuasion, presenting an opinion or presenting options for compromise</li> <li>› Has an understanding of health literacy</li> <li>› Can use basic office equipment, including photocopier, telephone, etc.</li> </ul>

TASK	WORKPLACE STANDARD/S
<p><b>LEARNING</b></p> <ul style="list-style-type: none"> <li>› Participate in ongoing learning and professional development.</li> <li>› Understand learning style of others.</li> <li>› Apply new strategies and techniques.</li> <li>› Actively participate in performance reviews.</li> <li>› Identify learning and professional development opportunities.</li> <li>› Proactive in sourcing information for ongoing learning and development.</li> <li>› Accept guidance and advice from mentors.</li> <li>› Evaluate data/information in order to assist in the decision-making process, i.e. ISOBAR</li> <li>› Use of evidence-based practice to determine best course of care/action.</li> </ul>	<p><b>Works independently and uses own familiar sources.</b></p> <ul style="list-style-type: none"> <li>› Familiar with own strengths and weaknesses as a learner and takes these into account when selecting learning options.</li> <li>› Will approach trusted, more experienced colleague to act as sounding board or mentor.</li> </ul> <p><b>Works independently and initiates and uses support from a range of established resources.</b></p> <ul style="list-style-type: none"> <li>› Gather information on a range of courses, assessing and comparing them to identify the most appropriate learning pathway.</li> </ul>
<p><b>DIGITAL LITERACY</b></p> <ul style="list-style-type: none"> <li>› <b>Use of organisational systems/technology, including:</b></li> <li>› rostering system</li> <li>› care system</li> <li>› online learning</li> <li>› pays</li> <li>› quality systems</li> <li>› mobile devices</li> <li>› tasks in an online environment</li> <li>› support residents in digital literacy</li> <li>› teleconferencing, Skype, etc.</li> <li>› Telehealth</li> <li>› Support Health Professionals to monitor health status</li> <li>› marketing/social media, e.g. Twitter, Facebook</li> <li>› email</li> <li>› clinical support equipment</li> <li>› undertake online research.</li> </ul>	<p><b>Assessed as necessary skills</b></p> <ul style="list-style-type: none"> <li>› Operate, or follow instructions to operate, mobile devices.</li> <li>› Access and interpret information from familiar software programs, e.g: instant messaging, reports, spreadsheets.</li> <li>› Selects personally relevant information online.</li> <li>› Navigate and use appropriate workplace online tools and resources.</li> <li>› Use of basic office equipment, including photocopier, telephone, etc.</li> </ul> <p><i>NB: Familiarisation with some or all of the above skills should be included as part of staff induction program.</i></p>