

# The New Zealand Occupational Health Nurses Association Inc.



**Judith Vercoe: National President**

The Hon Kate Wilkinson (Minister of Labour)  
asked this question

“But tell me, what makes you different”

‘Establish minimum standards for occupational health and safety consultants to ensure advice and services provided to workplaces reflects current practice and knowledge’

‘The DOL maintains and promotes a register of accredited occupational and safety consultants on its website’

Pearce N, Dryson E, Gander P, Langley J, Wagstaffe M  
National profile of occupational health and safety in New Zealand.  
Report to the Minister of Labour. NOHSAC: Wellington 2007

Domain One:

Professional responsibility

Domain Two:

Management of nursing care

Domain Three:

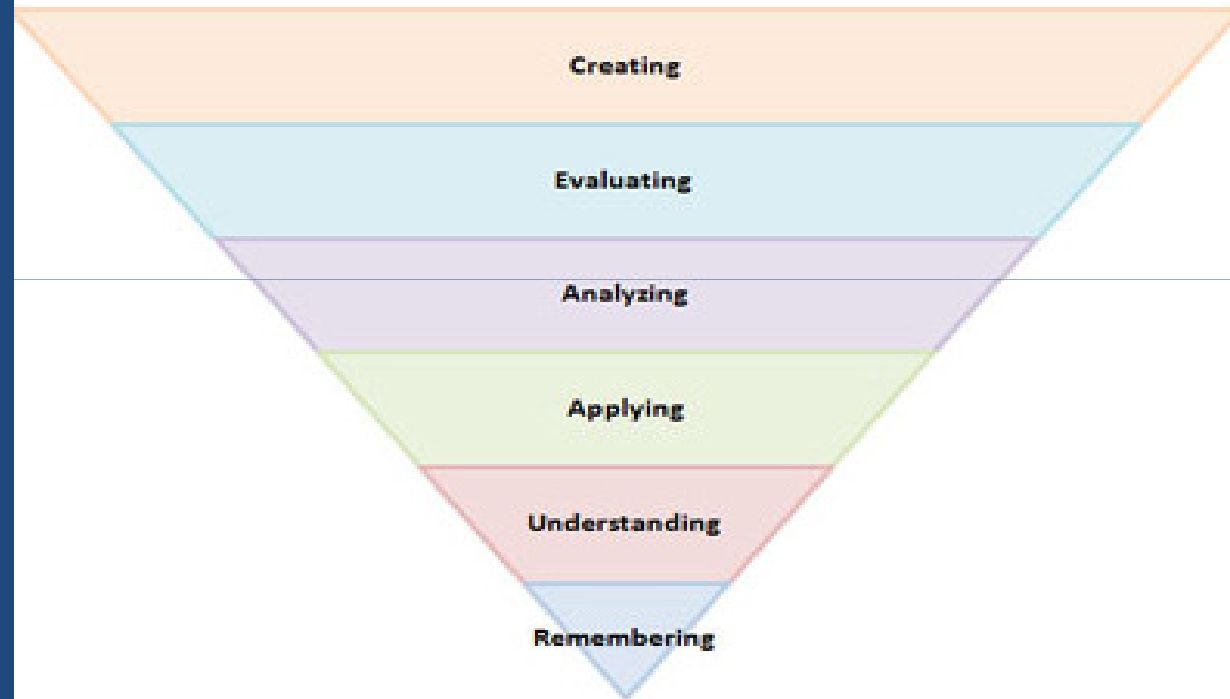
Interpersonal relationships

Domain Four:

Interprofessional health care and quality  
improvement

- RNs not practicing in direct client care are exempt from competencies in domain two and three that only apply to clinical practice
- Specific competencies are included at the end of domains two and three
- Those practicing in direct client care and management must meet both sets of competencies

## Bloom's Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

Pohl, M. (2000). *Learning to Think, Thinking to Learn*

- The cognitive domain (Anderson, 2000) involves knowledge and the development of intellectual skills
- The affective domain (Krathwohl, Bloom, Masia, 1973) includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes.

## Three domains of educational activities described:

- Cognitive: mental skills (*Knowledge*)
- Affective: growth in feelings or emotional areas (*Attitude*)
- Psychomotor: manual or physical skills (*Skills*)

Domain One: Competencies: 1.1 – 1.5

1.1: Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical and relevant legislated requirements

Indicator eg: Demonstrates the knowledge of and access, policies and procedural guidelines that have implications to practice

## Domain Two: Competencies: 2.1 – 2.9

2.1: Provides planned nursing care to achieve identified outcomes

Indicator eg: Identifies examples of the use of evidence in planned nursing care

Domain Two:

## Nurses in Management

Indicator eg:

Promotes an environment that contributes to ongoing demonstration and evaluation of competencies

Remembering, understanding, applying, analysing, evaluating

Domain Two:

## Nurses in Management

Indicator eg:

Promotes an environment that contributes to ongoing demonstration and evaluation of competencies

Remembering, understanding, applying, analysing, evaluating

Awareness, active participation, valuing, organising, internalising values

## Competence

The combination of skills, knowledge, attitudes, values and abilities that underpin effective performance as a nurse

Remembering; understanding; applying; analysing; evaluating;  
creating

Awareness; active participation; valuing; organising; internalising  
values

## Competent

The person has competence across all domains of competencies applicable to the nurse, at a standard that is judged to be appropriate for the level of nurse being assessed

Remembering; understanding; applying; analysing; evaluating; creating

Awareness; active participation; valuing; organising; internalising values

## Conclusion:

Occupational Health Nurse, H&S Adviser or H&S Manager – could be any manner of titles

Working as a Registered Nurse with a current practising certificate = working within the RN Scope of Practice

‘Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful’

Samual Johnson 1709 – 1784

# References

Bloom B. S. (1956). *Taxonomy of Educational Objectives Handbook: The Cognitive Domain*. New York: David McKay Co Inc.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1973). *Taxonomy of Educational Objectives, the classification of Educational Goals. Handbook ii: Affective domain*. New York: David McKay Co., Inc.

Nursing Council of NZ: *Competencies for registered nurses: Ki te whakarite i nga ahuatanga o nga Tapuhi e pa ana mo nga iwi katoa Regulating nursing practice to protect public safety*. December 2007

Pohl, M. (2000). *Learning to Think, Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow.