



SINGAPORE NURSING BOARD

CORE COMPETENCIES OF REGISTERED NURSE (PSYCHIATRIC) (RNP)

Registered Nurses (Psychiatric) (RNPs) utilise evidence-based nursing knowledge and professional nursing judgement to assess health needs, provide nursing care, educate clients and support individuals and families to manage their health holistically. They practise in collaboration with other healthcare professionals. They are accountable for their scope of practice including the supervision and delegation of mental health care activities. RNPs may practise in a variety of clinical contexts depending on their education preparation and practice experience.

Core Competencies

The Singapore Nursing Board's Core Competencies for Registered Nurse (Psychiatric) are a set of minimum standards of performance that define the requisite qualities, attributes and skills for an RNP to practise in Singapore.

These Core Competencies supplement the Code for Nurses and Midwives to define the minimum level of performance of an RNP and is set at the entry to practice level.

The Core Competencies are not setting specific; they are applicable to any practice setting.

The Core Competencies set the foundation for RNPs to maintain their competence and to acquire additional competencies or skills to deliver safe client care.

Purpose of Core Competencies

- (1) Inform nurses on the minimum competencies for RNP practice.
- (2) Direct post-registration nursing curriculum development and review.
- (3) Guide the competency development and assessment of RNP students.
- (4) Assess the competencies of internationally qualified RNPs seeking employment in Singapore.
- (5) Assess RNPs seeking re-registration.
- (6) Evaluate RNPs involved in professional disciplinary cases.

Related Definitions

Core competencies: a standard set of performance domains and their corresponding behavioural standards which a RNP is required to demonstrate.

Competency: the necessary knowledge, skills and attitudes a RNP must possess in order to perform a set of defined activities to an expected standard.

Competence: the ability of an RNP to demonstrate the knowledge, skills, judgment and attitudes required to perform activities within the defined scope of practice at an acceptable level of proficiency.

Competent: being able to demonstrate the necessary ability, knowledge, skills and attitudes across the domains of competencies at a standard that is determined to be appropriate for that level at which an RNP is being assessed.

Core Competencies of Registered Nurse (Psychiatric)

A Registered Nurse (Psychiatric) (RNP) is a person who has completed a professional post-registration mental health nursing programme accredited by the Singapore Nursing Board (SNB) or its equivalent, for the purpose of registration, or has been assessed to be competent to practice as an RNP.

The Core Competencies are organised into 4 domains. A domain is an organised cluster of competencies. Each domain has associated competency standards, with each standard representing a major function/functional area to be performed by an RNP. Competency indicators represent sub-functions of a competency standard.

Competence Domain 1: Professional, Legal and Ethical Nursing Practice

Competence Domain 2: Management of Care

Competence Domain 3: Leadership and Management

Competence Domain 4: Professional Development

Domain		Competency Standard	Competency Indicators
1	Professional, Legal and Ethical Nursing Practice	Demonstrate understanding, knowledge, accountability and responsibility of the legal obligations for mental health nursing practice.	a) Understand the legislative framework, the role of the SNB and its regulatory functions; the SNB Code for Nurses and Midwives. b) Perform nursing interventions according to institutional and national standards/guidelines. c) Practise in accordance with institutional/national legislation, policies and procedural guidelines. d) Maintain clear and legible documentation and records. e) Maintain own physical, psychological & emotional fitness to practice and deliver safe care f) Demonstrate responsibility and accountability for care within scope of practice and level of competence. g) Practise in accordance with the expected competencies of RNP. h) Corroborate, collaborate and co-operate with team members and other healthcare professionals. #Maintain dignity of clients
2	Management of Care	Demonstrate effective communication	a) Listen, clarify and communicate clearly through verbal/non-verbal, written and electronic means as appropriate to ensure effective communication with clients, families and the multidisciplinary team.

Domain		Competency Standard	Competency Indicators
2	Management of Care	Ensure consistent and continuous holistic quality of care	<ul style="list-style-type: none"> a) Perform comprehensive and systematic client assessment. b) Formulate a plan of care in collaboration with clients, families, caregivers and multidisciplinary team. c) Implement and document planned nursing care in a timely manner. d) Evaluate and modify plan of care to meet expected outcomes. e) Demonstrate critical thinking, problem solving and clinical reasoning in decision making. f) Utilise well-conducted/evaluated research findings in practice as appropriate (practice based on evidence). g) Participate in decision-making concerning care of clients as well as coordinating their care with other healthcare providers and caregivers. h) Collaborate with clients, families, nursing colleagues, other healthcare providers and the community to ensure continuity of quality care. i) Maintain and update technical/clinical skills related to mental health nursing practice.
		Maintain safe milieu through the use of quality assurance and risk management strategies	<ul style="list-style-type: none"> a) Provide a safe milieu for clients and staff. b) Participate in continuous quality improvement and quality assurance activities. c) Reflect on practice outcomes and makes changes to practice when appropriate. d) Delegate, monitor and supervise work performed by nursing colleagues and other ancillary care staff. e) Acknowledge limitations in knowledge and competence and seek help on competency gaps.
		Apply strategies to promote mental health and prevent illnesses	<ul style="list-style-type: none"> a) Conduct educational needs assessment. b) Apply principles of learning and teaching in health promotion and education for individuals, groups & communities. c) Teach aspects of care to clients, families and healthcare providers as appropriate. d) Acquire and provide appropriate written resources for clients, families and caregivers when needed.

Domain		Competency Standard	Competency Indicators
3	Leadership and Management	Demonstrate effective clinical leadership in the provision of quality mental health care.	<ul style="list-style-type: none"> a) Evaluate the effectiveness of mental health nursing practice and leadership. b) Apply critical thinking skills within a problem-solving context. c) Initiates and engages in dialogue on new initiatives and change processes in mental health nursing.
		Use principles of quality improvement and incorporates them into mental health nursing practice.	<ul style="list-style-type: none"> a) Facilitate optimal resource utilisation. b) Formulate, Implement and Evaluate new initiatives and change processes related to mental health nursing and healthcare. c) Participates in safety and quality improvements projects/ initiatives
		Provide a safe working environment	<ul style="list-style-type: none"> a) Perform risk assessment and analysis. b) Plan, organise, supervise, monitor and evaluate workplace health & safety practices in a mental health clinical setting. c) Corroborate, collaborate and cooperate with multidisciplinary teams and community partners.
4	Professional Development	Demonstrate accountability for one's development and status as a professional Registered Nurse (Psychiatric).	<ul style="list-style-type: none"> a) Promote and maintain the professional role of the psychiatric nurse by upholding the Code for Nurses and Midwives. b) Reflect on current mental health nursing practice and applies evidence-based and/or best practice knowledge and technical skills. c) Participate in and contribute to research/evidence-based practice projects/committees. d) Contribute to the education and professional development of others. e) Take steps to remedy deficits in skills and/or personal knowledge. f) Participate in continuing professional development activities to maintain competency in mental health nursing practice.
		Demonstrate ability to apply knowledge and skills in research in different healthcare settings.	<ul style="list-style-type: none"> a) Demonstrate basic knowledge and participates in the research process. b) Appraise and utilises research findings.

References

Nurses and Midwives Act, Cap 209 (2012 Revised edition). Singapore.

Singapore Nursing Board (2018) Code for Nurses and Midwives. Singapore: Singapore Nursing Board



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GENERIC SKILLS OF REGISTERED NURSE (PSYCHIATRIC) (RNP)

Generic Skills refer to a set of general mental health nursing skills that a Registered Nurse (Psychiatric) (RNP) is expected to perform upon registration in Singapore. The RNP Generic Skills does not include specialist mental health nursing, e.g. addition, intellectual disability and forensic mental health care. The Generic Skills of a Registered Nurse (RN) applies to RNPs who are also registered as RNs. Together with the Core Competencies for RNP, the generic skills define the requirements for registration as an RNP in Singapore. The generic skills are not setting specific and have been organized into categories and specific skills for ease of use when assessing the RNP's performance. These generic skills are required to be taught and form part of the post-registration nursing curriculum prior to graduation and/or completion of the mental health nursing programme. Performance assessments of these skills incorporate cognitive, psychomotor and attitudinal domains.

Purpose of Generic Skills

- (1) Establish minimum requirements for teaching and assessment of nursing skills during the post-registration mental health nursing programme.
- (2) Provide a list of expected nursing skills that an RNP should perform at entry level across all settings.

S/N	Skills Category	Specific Skills
1	Nurse Client Relationship	
1.1	Therapeutic nurse-client relationship	<ol style="list-style-type: none">a) Establish rapport and promote trust through mutual respect, genuineness, empathy, acceptance and collaborationb) Engage with the client and caregiver/s to explore goals, learning and growth needsc) Apply therapeutic communication techniques to reduce emotional distress, facilitate cognitive and behavioural change
2	Client Assessment/Re-assessment	
2.1	Nursing Assessment	<ol style="list-style-type: none">a) Assess, analyse and document data to identify health status, potential for wellness and health care deficitsb) Perform mental state examinationc) Collaborates with the client, family/caregivers and other members of the healthcare team to gather nursing assessments through observation, engagement, examination and interview

S/N	Skills Category	Specific Skills
2	Client Assessment/Re-assessment	
2.2	Psychiatric Risk Management	a) Manage Self Harm/Suicide <ul style="list-style-type: none"> • Screen to ensure no harmful objects are brought in • Keep all potentially dangerous objects, drugs and lotions out of reach • Be aware of vulnerable clients' whereabouts • Monitor & document client's behaviour in nursing notes • Ensure daily review of clients on suicide risk monitoring • Alert all staff of client's suicide risk c) Manage Harm to Others/Aggression <ul style="list-style-type: none"> • Identify Trigger factors • Apply principles of de-escalation with verbal de-escalation as the first line. • Use of intervention tools • Utilize a least restraint approach to care
3	Care of clients with acute and chronic conditions	
3.1	Collaborative practice	a) Apply knowledge of disorders of developmental health and mental health b) Utilize relevant resources and diagnostic tools c) Determine appropriate and available therapeutic modalities that meet the client's needs and assist the client to access necessary resources d) Formulate and document plan of care in collaboration with the client, family/caregivers and mental health team e) Collaborate with client, family/caregivers and other members of the healthcare team to evaluate the effectiveness and appropriateness of plan of care
3.2	Administration of Psychotropic Medication	a) Apply 5 rights in administering medications b) Recognise side effects and adverse effects of psychopharmaceutic agents. c) Assess, evaluate and document: <ul style="list-style-type: none"> • Effectiveness of medication • Side/adverse effects • Client's response/adherence b) Educate on medications as prescribed to improve medication adherence.
3.3	Therapeutic Modalities	Conduct therapeutic modalities (not limiting): <ul style="list-style-type: none"> • Supportive therapy • Structured activities • Community meetings • Psychoeducation • Social skills training • Reality Orientation

S/N	Skills Category	Specific Skills
3	Care of clients with acute and chronic conditions	
3.4	Electroconvulsive Therapy (ECT) Care	Manage patient undergoing ECT: <ul style="list-style-type: none"> • Understand the definition, indications, and potential side-effects • Pre-ECT preparation • Post-ECT management
4	Adult Care with Psychogeriatric Conditions	
4.1	Nursing Assessment and Management	a) Perform Mini-Mental State Examination b) Perform Abbreviated Mental Test c) Assess and evaluate client's behaviour for Delirium and Behavioural Psychological Symptoms of Dementia d) Promote hydration e) Monitor medications adherence f) Monitor for self-harm/suicide g) Conduct Reality Orientation h) Provide sensory aids as appropriate
5	Child and Adolescent Care	
5.1	Nursing Assessment	a) Knowledge of child and adolescent development b) Identify common mental health disorders and its characteristics c) Conduct comprehensive mental health assessment – to identify “trigger” factors
5.2	Management of Care	a) Collaborate with children and adolescents with mental health conditions, families and carers in recovery-focused approaches
		b) Plan Behavioural Modification Programme for children and adolescents with behavioural issues
		c) Implement care for abused children/adolescents
		d) Conduct social skills training through: <ul style="list-style-type: none"> • Communications • Making friends • Mannerism • Assertiveness • Positive reinforcement

S/N	Skills Category	Specific Skills
6	Care Transition: Psychiatric Rehabilitative Care	
6.1	Assessment	Assess and evaluate: <ul style="list-style-type: none"> • Readiness • Personal goal • Willingness to participation
6.2	Management of Care	a) Utilize the following assessment tools: <ul style="list-style-type: none"> • Rehabilitation outcome measures • Pre and post modules test • Rehabilitation goal setting using personal effectiveness plan • Wellness Recovery Plans b) Implement vital aspects of rehabilitation: <ul style="list-style-type: none"> • Physical aspects • Psychological aspects • Social aspects • Vocational • Recreational • Community resources c) Collaborate with clients, families and caregivers <ul style="list-style-type: none"> • Facilitator • Advocator
6.3	Community Resources	Provide information on: <ul style="list-style-type: none"> • Community Mental Health support services/partners • Assertive community treatment/mobile • Crisis team • Case management • Group homes/nursing homes • Day centres / clubhouse
7	Community Care	
7.1	Assessment and Management of Care	a) Address mental health issues of the community through: <ul style="list-style-type: none"> • Screening and interview • Assessment and planning • Consultation/collaboration with other healthcare professionals b) Conduct home visit and manage plan of care c) Recognise and manage potential risk in the community: <ul style="list-style-type: none"> • Self-harm • Harm to others • Decide on appropriate care and referral d) Facilitate multidisciplinary collaboration and provide linkage to community resources for clients, families and caregivers