

Standards of Clinical Nursing Practice and Role Delineations



Society of Gastroenterology Nurses and Associates, Inc.

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SGNA Practice Committee 2013-14

Michelle R. Juan, MSN, RN, CGRN - Chair
Ann Herrin, BSN, RN, CGRN - Co-chair
Catherine Concert, DNP, RN, FNP-BC CGRN
Judy Lindsay, MA, BSN, RN, CGRN
Midolie Loyola, MSN, RN, CGRN
Beja Mlinarich, BSN, RN, CAPA
Marilee Schmelzer, PhD, RN
Sharon Yorde, BSN, RN, CGRN
Kristine Barman, BSN, RN, CGRN
Cynthia M. Friis, Med, BSN, RN-BC

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STANDARD

Standards of Clinical Nursing Practice

Preface

Gastroenterology nurses and associates perform some tasks independently. Some tasks depend upon collaboration with others and some tasks depend on the performance or judgment of another member of the health care team. These components will differ significantly depending upon the nurse practice act in each state, professional or vocational licensure, educational background, and place of employment.

Standards are authoritative statements used by the nursing professions to describe the responsibilities for which practitioners are accountable. Standards of Clinical Nursing Practice include:

- Standards of Practice for the Registered Nurse in the Gastroenterology setting,
- Standards of Professional Performance for the Registered Nurse in the Gastroenterology setting, and
- Standards of Practice for the Licensed Practical/Vocational Nurse in the Gastroenterology setting.

The standards for Registered Nurses (RNs) are in accordance with the American Nurses Association (ANA) Scope and Standards of Practice (2010). The licensed practical/vocational nurse standards are in accordance with the National Federation of Licensed Practical Nurses, Inc. (2003).

This document provides examples for implementation of the Standards of Practice as they relate to the roles of: advanced practice nurses (APRN), registered nurses, licensed practical/vocational nurses (LPN/LVN), and nursing assistive personnel (NAP), in the gastroenterology role. Role delineations have been defined by the Society of Gastroenterology Nurses and Associates, Inc. and are included in this document. Gastroenterology nurses should adhere to the Standards of Practice, complete the nursing process, and address other nursing practice issues and concerns (ANA, 2010).

Definition of Terms

Competency refers to an expected and measurable level of performance that integrates knowledge, skills, abilities, and judgment based on established scientific knowledge and expectations for nursing (ANA, 2010).

Gastroenterology refers to the study of the structure, functions, and diseases of digestive organs.

Gastroenterology Nurse refers to practitioners (APRN, RN, LPN/LVN) in gastroenterology, hepatology, or endoscopy.

Gastroenterology (GI) Registered Nurse refers to Advanced Practice Registered Nurse (APRN) and Registered Nurse (RN).

Licensed Practical/Vocational nurse refers to Licensed Practical Nurse (LPN) and Licensed Vocational nurse (LVN).

Nursing Assistive Personnel (NAP) refers to individuals who are trained to function in an assistive role in the gastroenterology setting.

Standards of Practice describe a competent level of clinical nursing practice.

Standards of Professional Performance describes a competent level of behavior in the professional role.

Standards of Practice for the Registered Nurse in the Gastroenterology and/or Endoscopy Setting

Standard I: ASSESSMENT

Standard: The GI Registered Nurse is accountable for collecting comprehensive data pertinent to the patient's health or situation.

Competencies:

1. Prioritizes data collection based on the patient's immediate condition or anticipated needs and the relationship to the proposed intervention.
2. Collects comprehensive, pertinent data using appropriate evidence-based assessment techniques, instruments, and tools.
 - a. Obtains data by interview, examination, observation, and review of health records.
 - b. Obtains data related to age-appropriate assessment and needs.
 - c. Data include, but are not limited to:
 - 1) Preferences, values, expressed needs and knowledge of healthcare situation.
 - 2) Function and status of significance to the gastroenterology/endoscopy patient, such as: airway patency, body image/need for privacy, current level of comfort or pain, physical limitations, communication barriers, elimination patterns, nutrition and hydration status, safety measures which may be needed, self-care deficits, skin integrity/color/turgor, venous access, and/or the ability to swallow.
 - 3) Knowledge of health maintenance and practice of health promotion and disease prevention activities.
 - 4) Educational needs/developmental level.
 - 5) Previous access to and utilization of the health care systems.
 - 6) Current diagnosis(es), medications, and treatment(s).
 - 7) Environmental, occupational, recreational, psychosocial, cultural and spiritual information.
 - 8) Past medical history.
 - 9) Review of body systems.
3. Synthesizes available data, information, and knowledge relevant to the situation to

- identify patterns and variations.
4. Assess family dynamics and impact on the health and wellness.
 5. Involves the patient, family, and health care providers, and environment, if appropriate, for holistic data collection.
 6. Documents relevant data in a retrievable format.

Standard II: DIAGNOSIS

Standard: The GI Registered Nurse analyzes the assessment data to determine the nursing diagnoses or issues.

Competencies:

1. Derives the nursing diagnosis from the assessment data. Gastroenterology/endoscopy examples may include:
 - a. Potential adverse reactions related to sedation and analgesia.
 - b. Potential safety risks related to alterations in level of consciousness.
 - c. Potential for bleeding related to alterations in blood clotting mechanism.
 - d. Knowledge deficit related to newly-diagnosed gastrointestinal disorder.
2. Validates nursing diagnoses and identifies actual or potential risks with the patient, family and health care providers, when possible and appropriate.
3. Documents diagnoses and risk factors, to facilitate the expected outcome and plan, facilitating and determining expected outcomes and contributing to a plan of care.

Standard III: OUTCOME IDENTIFICATION

Standard: The GI Registered Nurse identifies expected outcomes for a plan individualized for the patient or situation.

Competencies:

1. Derives culturally appropriate, expected outcomes from the diagnoses.
2. Documents expected outcomes as measurable goals in a time frame for attainment. Gastroenterology/endoscopy examples may include:
 - a. The patient will meet discharge criteria within a specified time frame.
 - b. The patient will successfully perform a return-demonstration of ostomy care prior to discharge.
 - c. The patient's primary caregiver will correctly demonstrate administration of feeding via PEG/gastrostomy tube prior to discharge.
 - d. The patient will identify the name, dose and frequency, purpose and potential side-effects of the medications prescribed.
3. Involves the patients, families, and health care providers and others in formulating expected outcomes.
4. Develops expected outcomes that facilitate continuity of care.
5. Modifies expected outcomes according to changes in the status of the patient or evaluation of the situation.

Standard IV: PLANNING

Standard: The GI Registered Nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.

Competencies:

1. Develops an individualized plan based on gastroenterology patient's conditions or needs, considering elements such as:
 - a. The ability of the patient to tolerate preparation for diagnostic or therapeutic interventions,
 - b. The patient/significant other's readiness to learn,
 - c. The use of appropriate teaching methods,
 - d. The skills necessary to comply with preparation and post-procedure instructions,
 - e. Any co-existing health conditions (e.g., tuberculosis, Human Immunodeficiency Virus [HIV], hepatitis), and
 - f. The patient's age and developmental level.
2. Establishes the plan priorities with the patient, family, and others as appropriate.
3. Ensures that the plan reflects current gastroenterology nursing practice and includes:
 - a. Priorities for nursing action,
 - b. A logical sequence of actions to attain the outcome,
 - c. Current evidence-based practice,
 - d. Appropriate and available resource utilization,
 - e. Consideration of the patient's rights and responsibilities,
 - f. A multidisciplinary approach to care, and
 - g. Current evidence, trends, and research.
4. Modifies the plan according to the ongoing assessment of the patient's response and other outcome indicators.
5. Documents the plan using standardized language or recognized terminology.

Standard V: IMPLEMENTATION

Standard: The GI Registered Nurse implements the identified plan.

Competencies:

1. Utilizes evidence-based interventions and treatments which are specific to the diagnosis or problem. Examples may include:
 - a. Intervening as necessary to ensure patient safety,
 - b. Acting as a patient advocate,
 - c. Ensuring modesty, privacy and confidentiality, and
 - d. Respecting diversity of the patient or group.
2. Implements interventions which comply with existing professional practice standards and institutional policies and procedures. Examples may include:

- a. Infection control,
 - b. Sedation and analgesia,
 - c. Radiation safety,
 - d. Handling of hazardous materials, and
 - e. Health teaching and promotion.
3. Implements the plan in a timely manner in accordance with patient's safety goals.
 4. Documents implementation and any modifications, including changes or omissions, of the identified plan.
 5. Collaborates with health care providers from diverse backgrounds to implement and integrate the plan.
 6. Provides health teaching to promote healthy life styles, risk reducing behaviors, developmental needs, activities of daily living, self-care, and preventative health care.

Standard VI: EVALUATION

Standard: The GI Registered Nurse evaluates progress toward attainment of outcomes.

Competencies:

1. Conducts a systematic, ongoing, criterion-based evaluation of the outcomes, including elements such as:
 - a. Response to diagnostic or therapeutic interventions,
 - b. Level of understanding about disease process, and
 - c. Demonstration of appropriate self-care techniques.
2. Uses ongoing assessment data to revise diagnoses, outcomes, plan and implementation as needed to attain expected patient outcomes.
3. Collaborates with the patient and others involved in the care or situation in the evaluation process.
4. Documents the results to the evaluation.

**Standards of Professional Performance for the Registered Nurse in the
Gastroenterology and/or Endoscopy Setting**

Standard I: ETHICS

Standard: The GI Registered Nurse practices ethically.

Competencies:

1. Utilizes the Guide to the Code of Ethics for Nurses: Interpretation and Application (Fowler, 2008) to guide practice.
2. Maintains patient confidentiality.
3. Serves as a patient advocate, assisting patient with self-advocacy skills and informed decision-making.
4. Delivers care in a manner which preserves and protects patient autonomy, dignity, rights, values, and beliefs.

5. Takes appropriate action in instances of unethical or inappropriate behavior.
6. Advocates for equitable patient care.

Standard II: EDUCATION

Standard: The GI Registered Nurse attains knowledge and competence that reflects current nursing practice.

Competencies:

1. Acquires knowledge and skills appropriate to gastroenterology and endoscopy nursing.
2. Demonstrates a commitment to lifelong learning through self-reflection and inquiry to identify learning needs.
3. Demonstrates accountability for maintaining competency and participates in educational activities relevant to professional issues and changing needs in gastroenterology nursing practice.
4. Shares educational findings, experiences, and ideas with peers.

Standard III: EVIDENCE-BASED PRACTICE and RESEARCH

Standard: The GI Registered Nurse integrates the findings of peer-reviewed, published scientific evidence and research in practice.

Competencies:

1. Utilizes current evidenced-based nursing knowledge, including valid research findings to guide practice.
2. Participates, as appropriate to education level and position, in the formulation of evidenced-based practice through research which may include:
 - a. Identifying clinical problems suitable for nursing research;
 - b. Participating in data collection;
 - c. Participating in a unit, organization, or community research committee or program;
 - d. Sharing research activities with peers and colleagues;
 - e. Conducting research;
 - f. Reading and critiquing research for application to practice; and/or
 - g. Using knowledge gained from research findings in the development and revision of policies and procedures.

Standard IV: QUALITY OF PRACTICE

Standard: The GI Registered Nurse contributes to quality nursing practice.

Competencies:

1. Participates in quality improvement as appropriate to the individual's position, education and practice environment. These activities may include:
 - a. Identifying aspects of care important for quality monitoring (e.g., timely discharge);
 - b. Identifying indicators used to monitor quality, safety, and effectiveness of nursing care (e.g., use of reversal agents, return to baseline status);
 - c. Collecting data to monitor quality and effectiveness of nursing practice;
 - d. Analyzing quality data to identify opportunities to improve nursing practice;
 - e. Formulating recommendations to improve nursing practice;
 - f. Implementing activities to enhance the quality of nursing practice;
 - g. Participating interdisciplinary teams that evaluate clinical practice or health service; and/or
 - h. Developing, implementing, and/or evaluating policies and procedures to improve quality of practice.
2. Utilizes the results of quality improvement activities to initiate changes in nursing practice.

Standard V: COMMUNICATION

Standard: The GI Registered Nurse communicates effectively in a variety of formats in all areas of practice.

Competencies:

1. Assess his or her communication skills.
2. Seeks continuous improvement of communication.
3. Conveys information in communication formats that promote accuracy.
4. Contributes his or her own professional perspective in discussions with interprofessional team.
5. Maintains communication with other providers to minimize risks associated with transfers and transition in care delivery.

Standard VI: LEADERSHIP

Standard: The GI Registered Nurse demonstrates leadership in the GI/endoscopy practice setting and in the profession.

Competencies:

1. Demonstrates a commitment to continuous, lifelong learning and education for self and others.
2. Mentors others for the advancement of gastroenterology nursing practice.
3. Promotes advancement of the gastroenterology nursing practice through participation within SGNA.
4. Seeks ways to advance gastroenterology nursing autonomy and accountability.

Standard VII: COLLABORATION

Standard: The GI Registered Nurse collaborates with patient, family, and others in the conduct of nursing practice.

Competencies:

1. Communicates with patient, the family, and health care providers regarding patient care and the nurse's role in the provision of care.
2. Participates in building consensus or resolving conflicts in the context of patient care.
3. Adheres to the standards and applicable codes of conduct to create a work environment that promotes cooperation, respect, and trust.
4. Cooperates in creating a documented plan focused on outcomes and decisions related to care and delivery of services that indicates communication with patients, families, and others.

Standard VIII: PROFESSIONAL PRACTICE EVALUATION

Standard: The GI Registered Nurse evaluates his/her own nursing practice in relation to professional practice standards, guidelines, and relevant statutes and regulations.

Competencies:

1. Engages in self-evaluation of practice on a regular basis, identifying areas of strength as well as areas for professional growth.
2. Obtains informal feedback regarding his/her own practice.
3. Takes action to achieve goals identified during the evaluation process.
4. Participates in peer review as appropriate.
5. Provides the evidence for practice decisions and action as part of the evaluation process.
6. Provides age-appropriate and developmentally appropriate care in a culturally and ethnically sensitive manner.
7. Interacts with peers and colleagues to enhance his/her own professional nursing practice.

Standard IX: RESOURCE UTILIZATION

Standard: The GI Registered Nurse utilizes appropriate resources to plan and provide safe and effective nursing services.

Competencies:

1. Identifies patient care needs, potential for harm, complexity of the task, and desired outcome when considering resource allocation.
2. Delegates elements of care to appropriate healthcare workers in accordance with any applicable legal or policy parameters or principles.
3. Advocates for resources, including technology that enhances nursing practice.
4. Assists the patient and family in identifying and securing appropriate services to address needs across the healthcare continuum.

Standard X: ENVIRONMENTAL HEALTH

Standard: The GI Registered Nurse practices in an environmentally safe and healthy manner.

Competencies:

1. Attains knowledge of environmental health concepts
2. Promotes a practice environment that reduces environmental health risks for workers and patients.
3. Communicates environmental health risks and exposure reduction strategies to patients, families, colleagues, and communities.
4. Participates in strategies to promote healthy communities.

Standards of Practice for the Licensed Practical/Vocational Nurse in the Gastroenterology and/or Endoscopy setting

Standard I: Education

1. Complete a formal and approved education program in practical nursing.
2. Successfully pass the National Council Licensure Examination for practical nurses.
3. Acquire knowledge and skills applicable to gastroenterology nursing.
4. Responsible for maintaining the highest possible level of professional competency at all times.
5. Participate in continuing education and opportunities to enhance personal growth and professional development.

Standard II: Legal/Ethical Status

1. Respond appropriately in situations in which unprofessional conduct by a peer or other health care provider occurs.
2. Recognize and have a commitment to meet the ethical and moral obligations of practice of nursing.
3. Will not accept or perform professional responsibilities which the individual knows he/she is not competent to perform.

Standard III: Practice

1. Accept assigned responsibilities as an accountable member of the health care team (HCT).
2. Function within the limits of educational preparation and experience as related to the assigned duties.
3. Function with other members of the HCT in promoting and maintaining health and prevention of disease for the gastroenterology patient.
4. Know and utilize the nursing process in planning, implementing, and evaluating health services and nursing care for the individual patient or group.
 - a. Planning
 - i. Data collection of health status of the individual patient.
 - ii. Report information gained from data collection.
 - iii. Identify patient outcomes.
 - b. Implementation
 - i. Observe, record, and report significant changes which require intervention or different goals.
 - ii. Apply nursing knowledge and skills to promote and maintain health and prevent disease.
 - iii. Carry out therapeutic regimens and protocols under supervision according to institutional policy, state nurse practice act, and professional standards.
 - c. Evaluation
 - i. Evaluate the plan of care for the gastroenterology patient.
 - ii. Encourage patient and appropriate others to be involved in the evaluation process.
 - iii. Collaborate with others to modify the plan of care.
5. Participate in the development of policies concerning the health and nursing needs of society and the roles and functions of the LPN/LVN.

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POSITION STATEMENT

Role Delineation of the Registered Nurse in a Staff Position in Gastroenterology

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Definitions

Role delineation is a description of the responsibilities and functions of a health care worker in a specific role, including the current activities common to this role.

Background

The role of the Gastroenterology (GI) Registered Nurse has expanded with advancing technology and defined patient needs. Recognizing that the role of the staff nurse in gastroenterology continues to evolve, the following is a statement intended to broadly describe the responsibilities and functions of the Registered Nurse in a staff role specializing in gastroenterology nursing. The roles that the GI Registered Nurse assumes depend on his/her basic nursing preparation, specialized formal or informal education, and clinical experiences. Certification in gastroenterology through the American Board of Certification for Gastroenterology Nurses (ABCGN) validates the acquisition of specialized skills and knowledge. Registered Nurses practice in a variety of settings, such as hospitals, private offices, ambulatory care centers, and clinics (SGNA, 2008). The GI Registered Nurse functions within the scope of practice as defined by state nurse practice acts, job description of the employing facility, *Standards of Clinical Nursing Practice and Role Delineation Statements* (SGNA, 2009), and the *Guide to the Code of Ethics for Nurses: Interpretation and Application* (Fowler, 2008).

Position

The GI Registered Nurse is accountable for the quality of nursing care rendered to patients. The GI Registered Nurse assumes responsibility for assessing, diagnosing, identifying outcomes, planning, implementing, and evaluating nursing care of patients. Additionally, the GI Registered Nurse role includes directing and supervising nursing care for patients in the gastroenterology setting. The GI Registered Nurse is responsible for determining the education and competency level of assistive personnel to whom he/she is delegating patient care (American Nurses Association [ANA], 2010). The following are general statements describing the GI Registered Nurse role congruent with the ANA (2010) criteria.

The role of the GI Registered Nurse in gastroenterology includes, but is not limited to:

1. Systematically assessing the health status of individuals and record related health data,

2. Establishing nursing diagnoses,
3. Planning and implementing nursing interventions,
4. Providing pre, intra, and post procedure education to the patients, families, significant others, and/or caregivers ,
5. Providing health promotion strategies and education to patients and their support system,
6. Administering and evaluating pharmacological and other therapeutic treatment regimens mandated by the particular situation, evidence-based practice, and recent advancements in gastroenterology,
7. Evaluating outcomes of nursing intervention and initiating change when appropriate,
8. Documenting relevant data in accordance with institutional policy,
9. Employing strategies to promote a healthy and safe environment,
10. Making ethical and moral decisions surrounding patient care,
11. Acknowledging diversity when providing patient care,
12. Assisting the physician and/or advanced provider during diagnostic and therapeutic procedures to promote optimal patient outcomes,
13. Promoting optimal patient outcomes by recognizing changes in the patient's health status and responding appropriately,
14. Performing diagnostic studies as ordered,
15. Assisting in the management of follow up care,
16. Collaborating with the patient and interprofessional team to ensure quality and continuity of care,
17. Communicating effectively with the patient and interprofessional team to ensure quality and continuity of care,
18. Serving as a patient advocate,
19. Acting as a resource for others,
20. Serving as a mentor for others,
21. Participating in lifelong learning (e.g., continuing education, certification),
22. Contributing to evidence- based practice by participating in research activities (e.g., data collection),
23. Integrating evidence and research findings into nursing practice,
24. Participating in self-evaluation reflective of professional practice standards,
25. Utilizing appropriate resources to provide safe and effective nursing services,
26. Participating in performance improvement activities, and
27. Participating as an active member in professional and consumer organizations, contributing to professional publications, and presenting at professional meetings.

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SGNA Practice Committee 2012 - 13

Michelle E. Day MSN BSN RN CGRN Chair

Michelle Juan MSN ACNS-BC RN CGRN Co Chair

Cynthia M. Friis MEd BSN RN-BC

Laura Hart RN BSN CGRN

Ann Herrin, BSN RN CGRN

Judy Lindsay MA BSN RN CGRN

Robin Novak ADN RN

Marilee Schmelzer PhD RN

Jo Sienknecht RN CGRN

Barbara Zuccala MSN RN CGRN



POSITION STATEMENT

Role Delineation of the Licensed Practical/Vocational Nurse in Gastroenterology

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Definitions

Role delineation is a description of the responsibilities and functions of a healthcare worker in a specific role, including the current activities common to this role.

Background

Licensed Practical Nurses (LPN)/Licensed Vocational Nurses (LVN) practice in a variety of settings, such as hospitals, nursing homes, private offices, ambulatory surgery centers, and clinics (Kelsey, 2006). Recognizing that the role of the LPN/LVN in gastroenterology continues to evolve, the following is a statement intended to broadly describe the responsibilities and functions of the LPN/LVN in this specialty. The roles which the LPN/LVN assumes depend on his/her basic nursing preparation, specialized formal or informal education, and clinical experiences. The LPN/LVN functions within the scope of practice as defined by state nurse practice acts, job description of the employing facility, *Standards of Clinical Nursing Practice and Role Delineation Statements* (SGNA, 2009), and the *Nursing Practice Standards for the Licensed Practical/Vocational Nurse* (National Federation of Licensed Practical Nurses, Inc., 2003).

Position

Under the supervision of a licensed registered nurse (RN) or physician, the LPN/LVN is accountable for the quality of nursing care he or she provides to patients and utilizing the nursing process, assumes responsibility for planning, implementing, and evaluating nursing care for assigned patients in the gastroenterology setting.

The role of the LPN/LVN includes, but is not limited to:

1. Contributing to the planning, implementation, and evaluation of patient care,
2. Observing, recording, and reporting significant changes in the patient's healthcare status,
3. Documenting patient data to ensure continuity in the provision and coordination of patient care,
4. Effectively communicate with patients, significant support person(s), and members of interdisciplinary healthcare team incorporating interpersonal and therapeutic communication skills (National Association for Practical Nurse Education and Service,

- Inc. [NAPNES], 2007),
5. Administering and evaluating pharmacological and other therapeutic treatment regimens within the limitations of licensure and institutional policy,
 6. Assisting the physician and/or Gastroenterology (GI) Registered Nurse during diagnostic and therapeutic procedures to promote optimal patient outcomes by team collaboration,
 7. Performing diagnostic studies as ordered by a physician within the limitations of licensure and institutional policy,
 8. Assisting with follow-up care,
 9. Collaborating with other inter-professional health care members,
 10. Acting as a resource for others,
 11. Serving as a mentor for other LPN/LVNs and Nursing Assistive Personnel,
 12. Participating in life long self-development activities to advance and maintain current knowledge and skills for continuing competency,
 13. Participating in data collection for research and evidence-based practice to improve patient outcomes,
 14. Participating in quality management activities, and
 15. Participating as an active member in professional and consumer organizations.

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Michelle E. Day MSN BSN RN CGRN Chair	Judy Lindsay MA BSN RN CGRN
Michelle Juan MSN ACNS-BC RN CGRN Co Chair	Robin Novak ADN RN
Cynthia M. Friis MEd BSN RN-BC	Marilee Schmelzer PhD RN
Laura Hart RN BSN CGRN	Jo Sienknecht RN CGRN
Ann Herrin, BSN RN CGRN	Barbara Zuccala MSN RN CGRN



POSITION STATEMENT

Role Delineation of Nursing Assistive Personnel in Gastroenterology

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Definitions

Accountability refers to being responsible and answerable for actions or inactions of self or others in the context of delegation (NCSBN, 2005).

Delegation refers to entrusting the performance of a selected nursing task to an individual who is qualified, competent, and able to perform such tasks (ANA, 2005; National Council of State Boards of Nursing (NCSBN), 2005).

Nursing Assistive Personnel refers to individuals who are trained to function in an assistive role in the gastroenterology setting. Nursing Assistive Personnel who have specialized training or education in a specific area (gastroenterology), may be further classified as Technicians, for example, GI assistants, GI technicians, GTS (GI Technical Specialist) or AGTS (Advanced GI Technical Specialist) who have direct patient care responsibility and are supervised by a GI Registered Nurse (RN) (ANA, 2007).

Role delineation is a description of the responsibilities and functions of a healthcare worker in a specific role, including the current activities common to this role.

Supervision refers to the provision of guidance or direction, oversight, evaluation, and follow-up by the licensed nurse for the accomplishment of a nursing task delegated to nursing assistive personnel (NCSBN, 2005).

Background

To meet the challenges of continuing change in the health care industry, Nursing Assistive Personnel have become an integral part of the health care team in all gastroenterology practice settings (Newhouse, Steinhauser & Berk, 2007; Kleinman & Saccomano, 2006).

Position

Nursing Assistive Personnel will only accept or perform responsibilities which the individual knows he/she is competent to perform. After demonstrating required competencies, Nursing Assistive Personnel contribute to optimal patient outcomes by providing delegated patient care

activities within specified limits (NCSBN, 2005).

The role of the Nursing Assistive Personnel in gastroenterology includes but is not limited to:

1. Completes tasks as delegated by RN within defined role functions and documented competency,
2. Assists in data collection to identify the patient's needs, problems, concerns or human responses (e.g., vital signs),
3. Assists, under the direction of the GI Registered Nurse, in the implementation of the established plan of care,
4. Assists the physician and GI Registered Nurse before, during, and after diagnostic and therapeutic procedures,
5. Reprocesses and maintains equipment according to standards of infection control, policies/procedures and manufacturers' instructions,
6. Provides and maintains a healthy and safe environment for the patient and staff by complying with regulatory agency requirements and standards set forth by professional organizations and institutional policies,
7. Acknowledges the diversity of patients,
8. Participates in lifelong learning (e.g., continuing education),
9. Maintains knowledge of current practice issues related to the field of gastroenterology,
10. Complies with legal and practice standards inherent in patient care (e.g., patient's bill of rights)
11. Conducts oneself in an ethical manner,
12. Participates in performance improvement activities as directed,
13. Collaborates with the interprofessional team to ensure quality and continuity of care,
14. Communicates effectively with patient and interprofessional team to ensure quality and continuity of care.

Nursing Assistive Personnel are encouraged to complete the SGNA GI Associate's Programs to become a GI Technical Specialist (GTS) and an Advanced GT Specialist (AGTS).

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SGNA Practice Committee 2012 - 13

Michelle E. Day MSN BSN RN CGRN Chair
Michelle Juan MSN ACNS-BC RN CGRN Co Chair
Cynthia M. Friis MEd BSN RN-BC
Laura Hart RN BSN CGRN
Ann Herrin, BSN RN CGRN

Judy Lindsay MA BSN RN CGRN
Robin Novak ADN RN
Marilee Schmelzer PhD RN
Jo Sienknecht RN CGRN
Barbara Zuccala MSN RN C



POSITION STATEMENT

Role Delineation of the Advanced Practice Registered Nurse in Gastroenterology

Disclaimer

The Society of Gastroenterology Nurses and Associates, Inc. (SGNA) assumes no responsibility for the practices or recommendations of any member or other practitioner, or for the policies and procedures of any practice setting. Nurses and associates function within the limitations of licensure, state nurse practice act, and/or institutional policy.

Definitions

Role delineation is a description of the responsibilities and functions of a health care worker in a specific role, including the current activities common to this role.

Advanced Practice Registered Nurse refers to a Registered Nurse (RN) who has completed an accredited graduate program as a Clinical Nurse Specialist and/or Nurse Practitioner and practices in gastroenterology.

Background

Increasing complexity of patient care, rising healthcare costs, a shortage of physicians, and concerns about the quality of healthcare have directed national attention toward the Advanced Practice Registered Nurse (APRN). Advanced Practice Registered Nurse licensing and certification are regulated by individual states and differ nationwide (Institute of Medicine [IOM], 2010; Newhouse et al., 2011). Advanced Practice Registered Nurses are differentiated from basic nursing practice by expansion, specialization, and advancement (Hamric, Spross, & Hanson, 2009).

In order to attain national uniformity, the American Nurses Association (ANA) (2010a) proposed a consensus model with the following requirements for an APRN:

- obtained a license to practice in the APRN role,
- completed an accredited graduate education program,
- passed a national certification examination, and
- acquired the advanced knowledge, expertise and autonomy necessary for health promotion and for assessing, diagnosing, and managing patient care.

Although many nurses have advanced education (e.g., nurse educators and administrators), the ANA definition applies only to nurses who provide direct patient care (ANA, 2010b).

The APRN functions within the scope of practice defined by his or her graduate degree, the state nurse practice act, job description of the employing facility, the *Nursing: Scope and Standards of Practice* (ANA, 2010a), the *Guide to the Code of Ethics for Nurses: Interpretation and Application* (Fowler, 2008), the *Standards of Practice for Nurse Practitioners* (American Academy of Nurse Practitioners [AANP], 2010), and the *Statement on Clinical Nurse Specialist Practice and*

Education (National Association of Clinical Nurse Specialists [NACNS], 2004). The APRN's education and certification are population focused (e.g., family, pediatric, adult-gerontology). Specialization within the advance practice role is determined by the individual professional nursing specialties. The responsibilities and functions of APRNs specializing in gastroenterology are continually evolving. The gastroenterology APRNs practice in a variety of settings, including: hospitals, private offices, ambulatory care centers, and clinics. Their scope of practice is more advanced and complex than the gastroenterology RN's and APRNs have greater responsibility and autonomy.

Position

The APRN provides service through core competencies of direct care, consultation, research, expert guidance, leadership, ethical decision making, and collaboration (Hamric et al., 2009). The care provided to gastroenterology patients may include, but is not limited to, advanced assessment, diagnosis, outcomes identification, treatment/care planning, implementation, evaluation, patient education, and endoscopy procedures.

Advanced Practice Registered Nurses build upon the roles of the Registered Nurse by acquiring advanced and specialized knowledge and skills through graduate-level education in a population-focused specialty (ANA, 2010a). The following are general statements describing the APRN role congruent with the ANA (2010a) criteria.

The role of the APRN in gastroenterology includes, but is not limited to:

1. Provides advanced assessment of the GI patient,
2. Initiates, performs, and interprets diagnostic tests and/or endoscopic procedures,
3. Systematically compares and contrasts clinical and diagnostic findings with normal and abnormal variations in making differential diagnoses,
4. Identifies expected outcomes that incorporate scientific evidence and are achievable through implementation of evidence-based practices,
5. Identifies expected outcomes that incorporate cost effectiveness, clinical benefits, and patient satisfaction,
6. Designs strategies to meet the multifaceted needs of complex patients,
7. Selects therapeutic interventions that reflect current best evidence (e.g., expert clinical judgment, advanced scientific knowledge),
8. Evaluates the accuracy of the diagnosis and the effectiveness of the interventions to achieve expected outcomes,
9. Incorporates new knowledge and evidence-based research to develop innovative strategies to improve GI nursing care practices,
10. Provides leadership in the coordination of interprofessional health care for integrated delivery of patient services in the GI patient care setting,
11. Provides expert consultation to influence the identified plan, enhance the abilities of others, and effect change,
12. Prescribes evidenced-based treatments, therapies, and procedures, considering the patient's comprehensive healthcare needs,
13. Prescribes pharmacological agents within his or her prescriptive authority and state law,
14. Evaluates and incorporates complementary and alternative therapy into education and practice,

15. Provides leadership in the design and implementation of quality improvements,
16. Mentors others in the acquisition of clinical knowledge, skills, and judgment,
17. Participates in lifelong learning (e.g., continuing education, certification), and
18. Models advanced practice by being a leader in professional and practice issues through active membership in professional and consumer organizations, publication of scholarly works, and presentations at professional meetings.

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Judy Lindsay MA BSN RN CGRN
Robin Novak ADN RN
Marilee Schmelzer PhD RN
Jo Sienknecht RN CGRN
Barbara Zuccala MSN RN CGRN

