Emergency Care Assessment and Treatment

Education and RPL Guide

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Contents

1. Introduction

Emergency Care Assessment and Treatment (ECAT) is a state-wide, co-designed program that standardises nurse-initiated emergency care, reduces unwarranted clinical variation and improves patient and staff experience. The ECAT program is supported by a standardised education pathway and includes a set of clinical protocols to enable nurses to initiate emergency care according to their scope of practice. The program supports the consistent delivery of timely care for patients across rural, regional, and metropolitan emergency care settings. The ECAT Education and RPL Guide should be read in conjunction with the NSW Health Policy Directive *The Use of Emergency Care Assessment and Treatment (ECAT) Protocols* (PD2024_011). The Policy Directive outlines the roles, responsibilities and processes related to the use of the ECAT Protocols.

The ECAT program builds on existing nurse-initiated guidelines, standing orders and protocols. The ECAT Education and RPL Guide supports the transition of the existing nursing workforce to use the ECAT Protocols by recognising and documenting prior learning. Recognition of prior learning (RPL) is the formal acknowledgement and assessment of evidence of a nurse's skills, knowledge and capabilities obtained through prior learning (Australian Nursing and Midwifery Accreditation Council (ANMAC, 2022). The ECAT Education and RPL Guide is informed by the Nursing and Midwifery Board (NMBA) Standards of Practice (NMBA, 2017; NMBA, 2016) and current NSW nursing educational programs. All enrolled or registered nurses are regulated by the Australian Health Practitioner Regulation Agency (Ahpra) and must have completed an approved course and qualify to meet the NMBA registration requirements (Ahpra n.d.).

2. Developing the Education and RPL Guide

The ECAT Education and RPL Guide was developed following an extensive review of the learning outcomes of current state-wide educational programs (as at July 2023) for emergency nurses and an in-depth analysis of the knowledge, skills and training required to use the ECAT Protocols.

The following documents underpinned the development of the ECAT Education and RPL Guide:

- NMBA Registered Nurse Standards for Practice
- NMBA Enrolled Nurse Standards for Practice
- NMBA Code of Conduct for Nurses
- International Council of Nurses Code of Ethics
- NMBA Decision-Making Framework for Nursing and Midwifery
- College of Emergency Nursing Australia (CENA) - Practice Standards for the Specialist Emergency Nurse
- NSW Health Emergency Nurse Capability Framework

Section 6 details the evidence, programs and learning packages that were used to inform the development of the RPL and Education Guide (see section 6 ECAT Protocol Sections).

3. Scope of Practice

As regulated health professionals, nurses are responsible and accountable for ensuring they practice safely and have the capability for practice (NMBA, 2017; NMBA, 2016). The scope of practice of an individual is that which they are educated, authorised and competent to perform (NMBA, 2016,). An individual's scope of practice is also determined by the employer's requirements (position description) to perform their role. A nurse must decide whether a task is within their scope of practice, whether they are the most appropriate person to perform that task, and whether they have been supported by their organisation to perform that task. This is consistent with the NMBA decision making framework (NMBA, 2020).

The ECAT Protocols cover a wide range of adult and paediatric emergency presentations, and a nurse must consider their individual scope of practice when using the protocols. Every nurse is responsible for knowing which parts of the protocols are within their scope of practice.

ECAT Protocols can be used by both enrolled and registered nurses, however enrolled nurses:

- Must only use the unshaded portions of the ECAT Protocols under the supervision of a registered nurse.

- Can only undertake unshaded intravenous cannulation and pathology collection if they have completed the Peripheral Intravenous Access for Adult and Paediatrics education program or received RPL.

- Cannot complete shaded portions of the ECAT Protocols.

- Are not authorised to initiate any medications (including unshaded medications) under protocol.

- Can administer medications ordered under protocol by an authorised registered nurse.

4. Knowledge, Skills and Training Requirements

The following section outlines the knowledge, skills and training that is required to use the ECAT Protocols and should be read in conjunction with the NSW Health Policy Directive *The Use of Emergency Care Assessment and Treatment (ECAT) Protocols*.

The ECAT Protocols include unshaded, pink shaded/ diamond and blue shaded/triangle portions to indicate where different levels of knowledge, training and skills are required to initiate interventions and investigations. To assist nurses with colour vision deficiency, shaded portions also include a shape symbol (diamond or triangle).

Prior to using the unshaded portions of the ECAT Protocols, registered and enrolled nurses must have completed the education outlined in section 4.1 Education and training required for all ECAT Protocols.

Registered nurses must complete additional education and training to use the shaded portions of the ECAT Protocols.

4.1 Education and training required for all ECAT Protocols

Prior to using the ECAT Protocols registered and enrolled nurses **must have** completed the following education and training appropriate for their patient cohort:

1. Courses targeted as part of the State-wide Mandatory Training Policy (red flagged in My Health Learning) and courses targeted by Local Health District Chief Executives (blue flagged in My Health Learning); and

2. Learning Pathway Between the Flags: Recognise and Respond to Deterioration in Adult Patients (Nursing)*; and/or

3. Learning Pathway Between the Flags: Recognise and Respond to Deterioration in Paediatric Patients (Nursing)*.

4. Nursing in Emergency Care Settings Module

   The Nursing in Emergency Care Settings module includes:

   • Introduction to emergency nursing (including cognitive bias and situational awareness)

   • Building the full clinical picture (including red flags)

   • Providing care to patients in emergency care settings

   • Communication in the emergency care environment

5. ECAT – Introduction to Protocols Module

   The ECAT – Introduction to Protocols module includes:

   • Safety and governance principles in the context of ECAT

   • Practicing safe, appropriate, and responsive quality nursing (scope of practice)

   • ECAT Protocol structure

   • Using the ECAT Protocols (identify ECAT protocol, initiate care, re-assess, progress)

   • Clinical reasoning and decision making in context of ECAT (cognitive bias and situational awareness)

   • Communicating when using the ECAT Protocols

*Or previous versions of Between the Flags education.

4.2. Additional education and training related to the Acute Behavioural Disturbance Protocols

The Acute Behavioural Disturbance ECAT Protocols can only be used by nurses who have completed NSW Health Violence Prevention and Management - Personal Safety.

See section 5 for Recognition of Prior Learning.

4.3. Education and training related to Peripheral Venepuncture, Cannulation and Pathology

Registered and enrolled nurses may only perform peripheral venepuncture/cannulation and request pathology included within an ECAT Protocol if they have completed the NSW Health Peripheral Intravenous Access for Adults and Paediatrics education program or have demonstrated relevant recognition of prior learning.

See section 5 for Recognition of Prior Learning.

4.4 Education and training specific to shaded portions of the ECAT protocols

4.4.1 Pink shading / diamond – RPL available

Only registered nurses can use the pink shaded/ diamond portions of the ECAT Protocols, and only once they have successfully completed the 'NSW Health Emergency Nursing Transition to Specialty Practice' program or have demonstrated relevant recognition of prior learning.

See section 5 for Recognition of Prior Learning.

4.4.2 Blue shading / triangle – RPL available

Blue shaded/triangle portions of the protocols cover a variety of interventions and investigations. Only registered nurses can use the blue shaded/ triangle portions of the ECAT Protocols, and only the specific intervention/investigation where they have successfully completed the relevant education and training component or have demonstrated relevant recognition of prior learning.

See section 5 for Recognition of Prior Learning.

5. Recognition of Prior Learning Process

Prior to transitioning to the ECAT Protocols, assessment of RPL must be undertaken locally by members of nursing leadership teams. It is the responsibility of the nurse to provide evidence of prior education and training for this assessment to be completed. RPL must be recorded in My Health Learning (MHL) via the ECAT RPL and Education Pathway by the member/s of the nursing leadership team assigning the RPL as per policy.

One of the aims of the ECAT program is to standardise emergency nursing education and training across NSW Health. RPL is available for local packages where no statewide packages are available. As new and revised statewide packages/programs are released and available in MHL the expectation is for LHDs/SHNs to use the statewide package/program. Local packages and previous versions of statewide programs/packages will be rescinded from the ECAT RPL Education Pathway 6 months following the release of the equivalent statewide package/program.

5.1 Learning Pathway

A MHL pathway has been developed to support a statewide RPL and education approach. The 'ECAT RPL and Education Pathway' consists of the identified educational components relevant to the ECAT Protocols and where applicable, the RPL that can be applied for each component. The individual components can be completed incrementally as the nurse gains more knowledge, skill, and experience.

A record of completion will be available for each component of the ECAT RPL and Education Pathway. A final record of completion will be available once all components of the ECAT RPL and Education Pathway have been completed.

Table 1 outlines the components of the ECAT RPL and Education Pathway including who is able to complete each component, if shading applies to a particular component, and whether RPL is available for a particular component.
A detailed breakdown of RPL is available in section 5.2 RPL Mapping.

> Section 5 Recognition of Prior Learning **must be** used by nursing leadership teams when assessing RPL education pathway (PD2024_011).

Table 1. ECAT RPL and Education Pathway

ECAT RPL and Education Pathway			
Component	Available to	Shading	RPL available
Education and training required for all ECAT Protocols			
1 Courses targeted as part of the State-wide Mandatory Training Policy (red flagged in My Health Learning) and courses targeted by Local Health District Chief Executives (blue flagged in My Health Learning)	Enrolled and registered nurses	n/a	n/a
2 Between the Flags Education			
2.1 Between the Flags: Recognise and Respond to Deterioration in Adult Patients (Nursing) learning pathway	Enrolled and registered nurses	n/a	n/a
2.2 Between the Flags: Recognise and Respond to Deterioration in Paediatric Patients (Nursing) learning pathway	Enrolled and registered nurses	n/a	n/a

3	**ECAT protocol pre-requisite education**			
3.1	Nursing in Emergency Care Settings Module	Enrolled and registered nurses	n/a	No
3.2	ECAT Introduction to Protocols Module	Enrolled and registered nurses	n/a	No
Additional education and training related to the Acute Behavioural Disturbance Protocols				
4	NSW Health Violence Prevention and Management - Personal Safety	Enrolled and registered nurses	n/a	No
Education and training related to peripheral venepuncture, cannulation and pathology				
5	Education and training related to peripheral venepuncture, cannulation and pathology	Enrolled and registered nurses	Unshaded	Yes
Education and training specific to shaded portions of the ECAT protocols				
6	Pink shaded/diamond medications and interventions	Registered nurses	Pink/ diamond	Yes
7	Accessing relevant central venous access devices (CVADs)	Registered nurses	Blue/ triangle	Yes
8	Gastric tube: ballooned PEG reinsertion	Registered nurses	Blue/ triangle	Yes
9	Nurse initiated x-ray	Registered nurses	Blue/ triangle	Yes
10	Pulled elbow	Registered nurses	Blue/ triangle	Yes
11	Wound closure	Registered nurses	Blue/ triangle	Yes
12	Nitrous oxide administration	Registered nurses	Blue/ triangle	Yes
13	Intraosseous (IO) access	Registered nurses	Blue/ triangle	Yes
14	Adult Advanced Life Support level 1 interventions and/or medications	Registered nurses	Blue/ triangle	Yes
15	Adult Advanced Life Support level 2 medications	Registered nurses	Blue/ triangle	Yes
16	Paediatric Advanced Life Support interventions and/or medications	Registered nurses	Blue/ triangle	Yes
17	Nurse administered thrombolysis	Registered nurses	Blue/ triangle	Yes

5.2 RPL and Education Pathway Mapping

This section details the RPL available for the ECAT Protocols.

5.2.1 Acute Behavioural Disturbance ECAT Protocols

Evidence of the following is sufficient RPL for the Acute Behavioural Disturbance Protocols:

Protocol	Learning Program/Package
Acute Behavioral Disturbance Protocols (adult and paediatric)	NSW Health Violence Prevention and Management - Personal Safety

5.2.2 Peripheral venepuncture, cannulation and pathology

Evidence of **one** or more of the following learning programs/packages is sufficient RPL for peripheral venepuncture, cannulation and pathology:

Investigation/Intervention	Learning Program/Package
Peripheral venepuncture, cannulation and pathology	NSW Health Peripheral Intravenous Access for Adults and Paediatrics
	Local education and training package/s for peripheral venepuncture, cannulation and pathology for adult*
	Local education and training package/s for peripheral venepuncture, cannulation and pathology for paediatrics*

5.2.3 Pink shaded/diamond portions of the ECAT Protocols

Pink shaded/diamond portions of the ECAT Protocols reflect clinical skills that require further developed patient assessment, critical thinking, and decision-making for an undifferentiated patient in emergency care settings.

In addition to completing a Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse, evidence of **one** of the following learning programs/packages is sufficient RPL for the pink shaded/diamond portions of the ECAT Protocols.

Protocol Portions	Learning Program/Package
Pink shaded/diamond	NSW Health Emergency Nurse Transition to Specialty Practice Program
	NSW Health Clinical Initiatives Nurse Program (CIN)
	First Line Emergency Care Course (FLECC)

5.2.4 Blue shaded/triangle portions of the ECAT Protocols

Blue shaded/triangle portions of the protocols cover a variety of interventions and investigations. Blue shaded/triangle investigations and interventions represent areas where a nurse has developed specific skills, completed specific education, and increased their scope of practice.

In addition to completing a Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse, evidence of **one** of the following learning programs/packages is required to receive RPL for that particular blue shaded/triangle investigation/intervention.

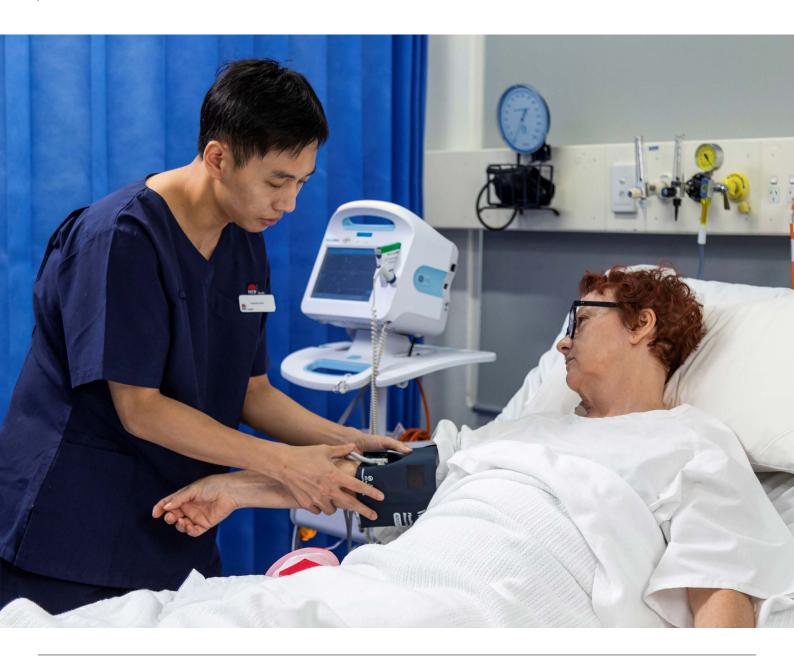| Investigation/Intervention	Learning Program/Package
Accessing relevant central venous access devices (CVADs)	Local accessing peripherally inserted central catheter (PICC) education and training*
	Local accessing tunnelled cuffed-centrally inserted central catheter (Hickman, Broviac) education and training*
	Local accessing totally implanted venous access device (Port-a-cath, Infusaport) education and training*
Gastric tube: ballooned PEG reinsertion	Local gastric tube: ballooned PEG reinsertion education and training*
Nurse initiated x-ray	NSW Health Clinical Initiatives Nurse Program (CIN)
	NSW Health Nurse Initiated X-ray (NIX) education program
	Local nurse initiated limb x-ray education and training*
	Local nurse initiated chest x-ray education and training*
Pulled elbow	Local pulled elbow education and training*
Wound closure	NSW Health Wound Closure education program
	Local wound closure using tissue adhesive education and training*
	Local wound closure using sutures and staples (including local anaesthetics) education and training*
Nitrous oxide administration	Local nitrous oxide education and training*
Intraosseous (IO) access	Local IO access education and training*
	Adult advanced life support training programs (program dependent)
	Paediatric advanced life support training programs (program dependent)
Adult Advanced Life Support level 1 interventions and/or medications	Adult Advanced Life Support level 1
	Adult Advanced Life Support level 2
	First Line Emergency Care Course (FLECC)
	Local Adult Advanced Life Support education and training*
Adult Advanced Life Support level 2 medications	Adult Advanced Life Support level 2
	First Line Emergency Care Course (FLECC)
	Local Adult Advanced Life Support education and training*
Paediatric Advanced Life Support interventions and/or medications	Paediatric Advanced Life Support
	First Line Emergency Care Course (FLECC)
	Local Paediatric Advanced Life Support education and training*
Nurse administered thrombolysis	Education and training according to NSW Health Policy Directive *Nurse Administered Thrombolysis for ST Elevation Myocardial Infarction (STEMI)* (PD2022_055)

*note as per section 5 RPL will only be available for local packages for 6 months post statewide packages become available in MHL

6. ECAT Protocol Sections

All ECAT Protocols have a standardised format. The knowledge and skills requirements for each section of the ECAT Protocols have been mapped against current statewide nursing education programs to support the RPL and education pathway. The sections include:

- History prompts

- Signs and symptoms

- Red flags

- Clinical assessment and specified intervention (A-G)

- Focused assessments. The focused assessments have been developed in a standard format (i.e look, listen, feel, move) and provide guidance to support foundational assessment skills.

- Interventions and diagnostics

- Medications

The following sections provide additional background information and details the evidence and programs that were used to inform the development of the RPL and Education Guide.

6.1 History Taking

ECAT Protocols that require this knowledge	All
Definition	• Gathering subjective and objective data, family, surgical, medical, medication and psychosocial history, and infection risk
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• History of presenting illness/presentation • Past medical history • Prehospital treatment • Past admissions, medical and surgical history • Current medications • Known allergies • Structured history taking approaches e.g. AMPLE, IMIST-AMPLE, PQRST
Postgraduate education and training which covers history taking	**Learning Program/Package**
	NSW Health Between the Flags learning pathway (adult and/or paediatric)
	NSW Health Nursing in Emergency Care Settings
	NSW Health Emergency Nursing Transition to Specialty Practice program
	First Line Emergency Care Course (FLECC)
	NSW Health Clinical Initiatives Nurse Program (CIN)

6.2 Recognition of Signs and Symptoms

ECAT Protocols that require this knowledge	All
Definition	• Gather objective and subjective evidence of a patient's condition
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• Anatomy, physiology and pathophysiology • History taking • Systematic patient assessment • Red flags
Postgraduate education and training which covers recognition of signs and symptoms	**Learning Program/Package**
	NSW Health Between the Flags learning pathway (adult and/or paediatric)
	NSW Health Nursing in Emergency Care Settings
	NSW Health Emergency Nursing Transition to Specialty Practice program
	First Line Emergency Care Course (FLECC)
	NSW Health Clinical Initiatives Nurse Program (CIN)

6.3 Red Flags

ECAT Protocols that require this knowledge	All
Definition	• Historical and clinical indicators of actual or potential clinical severity and risk of deterioration
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• Systematic patient assessment • Primary and secondary survey • Historical and clinical red flags • Time sensitive presentations
Postgraduate education and training which covers red flags	**Learning Program/Package**
	NSW Health Between the Flags learning pathway (adult and/or paediatric)
	NSW Health Nursing in Emergency Care Settings
	NSW Health Emergency Nursing Transition to Specialty Practice program
	First Line Emergency Care Course (FLECC)
	NSW Health Clinical Initiatives Nurse Program (CIN)

6.4 Clinical Assessment and Specified Interventions (A-G)

ECAT Protocols that require this knowledge	All
Definition	• A structured approach to physical assessment that considers a patient's airway, breathing, circulation, disability, exposure, fluids, glucose • Intervention – a treatment, procedure or other action taken including escalation to prevent or treat the presenting condition.
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• Comprehensive systematic physical and mental state assessment • History taking • Red flags • Escalation • Clinical signs of deterioration • Clinical risks • Escalation parameters and processes • ISBAR • Documentation • Airway emergencies • Breathing emergencies • Circulatory emergencies
Postgraduate education and training which covers clinical assessment and specified interventions (A-G)	**Learning Program/Package**
	NSW Health Between the Flags learning pathway (adult and/or paediatric)
	NSW Health Nursing in Emergency Care Settings
	NSW Health Emergency Nursing Transition to Specialty Practice program
	First Line Emergency Care Course (FLECC)
	NSW Health Clinical Initiatives Nurse Program (CIN)

6.5 Focused Assessments

Clinical assessment skills are a key part of nursing practice and all NMBA registered and enrolled nurses have the required skills to be capable of performing the ECAT focused assessments. Whilst some nurses may not have undertaken specific education and training to perform targeted focused assessments, a guide is provided in the ECAT Protocols which builds on foundational nursing knowledge and skills.

ECAT Protocols that require this knowledge	All
Definition	• Focused assessments provide a consistent structured approach to performing a detailed assessment of a specific body system(s). The focused assessment relates to the current presenting problem or concern and must be used to inform requests for investigations and inform decisions regarding interventions
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• Foundational assessment skills i.e: look, listen, feel (inspect, auscultate, palpate)

6.6 Interventions

ECAT Protocols that require this knowledge	All ECAT Protocols have interventions which are to be informed by patient assessment. Nurses should work within their current scope of practice and only undertake interventions where they have completed the specified education and training.
Definition	• Intervention – a treatment, procedure or other action taken including escalation to prevent or treat the presenting condition • Diagnostics – any medical test performed to aid in the diagnosis or detection of illness
Required knowledge/skill^ ^Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse OR Diploma of Nursing or equivalent leading to Ahpra registration as an enrolled nurse.	• Patient assessment • How to use an ECAT Protocol • Relevant learning program/packages specific to investigations/ interventions are outlined below

Learning program/package which covers the required knowledge/skill for an investigation/intervention	
Investigation/Intervention	**Learning Program/Package**
Accessing relevant central venous access devices (CVADs)	Local accessing peripherally inserted central catheter (PICC) education and training
	Local accessing tunnelled cuffed-centrally inserted central catheter (Hickman, Broviac) education and training
	Local accessing totally implanted venous access device (Port-a-cath, Infusaport) education and training
Gastric tube: ballooned PEG reinsertion	Local gastric tube: ballooned PEG reinsertion education and training
Pulled elbow	Local pulled elbow education and training
Nurse initiated x-ray (NIX)	NSW Health Nurse initiated x-ray (NIX) education program
	NSW Health Clinical Initiatives Nurse Program (CIN)
	Local nurse initiated limb x-ray education and training
	Local nurse initiated chest x-ray education and training

Learning program/package which covers the required knowledge/skill for an investigation/intervention	
Wound closure	NSW Health Wound closure education program
	Local wound closure using tissue adhesive education and training
	Local wound closure using sutures and staples (including local anaesthetics) education and training
Intraosseous (IO) access	Local IO access education and training
	Adult advanced life support training programs (program dependent)
	Paediatric advanced life support training programs (program dependent)

6.7 Medications

Medication administration is a core component of the Bachelor of Nursing degree and is a key part of nursing practice. The content and subject learning outcomes of the Bachelor of Nursing program supports the development of student knowledge and skills in pharmacotherapeutics and the quality use of medicines. This includes the supply and administration of medicines (ANMAC, 2019).

ECAT Protocols that require this knowledge	All
Definition	• Protocol medications include the drug, dose, route and frequency. Administration should be guided by the patient assessment. Medications that are shaded are only to be ordered by nurses who have completed the prerequisite education or have demonstrated the relevant RPL.
Required knowledge/ skill	• Patient assessment • How to use an ECAT Protocol • Pharmacology • The rights of medication administration • Legal obligations • Checking drug reference sources for contraindications and precautions • Monitoring and managing effects and managing allergies

Learning program/package which covers the required knowledge/skill for administration of medication		
	Description	**Education**
Unshaded	Medications frequently used in the emergency setting are key components of initiating care	Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse
Pink shaded / diamond	Medications which are either: • indicated for higher acuity conditions **AND/OR** • require further developed patient assessment skills, knowledge, and training for dynamic emergency settings with an undifferentiated patient	Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse **AND** one or more of the following: • NSW Health Emergency Nursing Transition to Specialty Practice (TTSP) program • NSW Health Clinical Initiatives Nurse Program (CIN) • First Line Emergency Care Course (FLECC)

		Bachelor of Nursing or equivalent leading to Ahpra registration as a registered nurse **AND learning programs/packages related to specific medications:**
Blue shaded / triangle	Wound closure, including local anaesthetics	NSW Health Wound closure education program
		Local wound closure using sutures and staples (including local anaesthetics) education and training
	Nitrous oxide administration	Local nitrous oxide education and training
	Adult Advanced Life Support level 1 interventions and/or medications	Adult Advanced Life Support level 1
		Adult Advanced Life Support level 2
		First Line Emergency Care Course (FLECC)
		Local Adult Advanced Life Support education and training
	Adult Advanced Life Support level 2 medications	Adult Advanced Life Support level 2
		First Line Emergency Care Course (FLECC)
		Local Adult Advanced Life Support education and training
	Paediatric Advanced Life Support interventions and/or medications	Paediatric Advanced Life Support
		First Line Emergency Care Course (FLECC)
		Local Paediatric Advanced Life Support education and training
	Nurse administered thrombolysis	Education and training according to NSW Health Policy *Directive Nurse Administered Thrombolysis for ST Elevation Myocardial Infarction (STEMI)* (PD2022_055)

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