

MNCYN Regional Paediatric Nursing
Orientation Program

Core Paediatric Competency Indicators Registered Nurse



**Southwestern Ontario
Maternal, Newborn, Child and Youth Network**

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Core Paediatric Competency Indicator Tool Registered Nurse

Employee Name: _____

This **Core Paediatric Competency Indicator Tool** was designed by the Southwestern Ontario Maternal, Newborn, Child and Youth Network (MNCYN) in collaboration with representation from nursing leaders from hospitals throughout the region. It is recognized that RNs caring for ill or injured infants and children must possess the competencies to recognize, communicate and intervene in commonly occurring urgent and emergent situations and to provide emergency care. This tool has been designed to assist learners to build the knowledge and confidence necessary to safely care for paediatric patients in our region. It also offers preceptors and nurse managers a means by which to provide educational support and constructive feedback while evaluating and monitoring the learner's progress in skill development.

While the tool is most applicable for nurses orienting to practice in the emergency departments or in-patient paediatric units, it may also be of benefit to more experienced nurses who wish to review skills that are infrequently performed. According to the College of Nurses of Ontario (CNO), competency is defined as "the nurse's ability to use his/her knowledge, skill, judgment, attitudes, values and beliefs to perform in a given role, situation and practice setting: (CNO, 2002, p.5). Each nurse has the responsibility to ensure on an ongoing basis that his or her competencies are relevant and current.

These core competencies and clinical practice guidelines will provide guidance to the learner for the care of the paediatric patient within the framework of:

- assessment
- organization, coordination & provision of care
- communication & documentation
- management of urgent and emergent paediatric conditions

This tool requires both the learner and the preceptor to make an assessment of the learner's skill based on Benner's Model of Skill Acquisition in Nursing (1984) which describes the characteristics of performance at five different levels of proficiency. The following is a description of these skill levels:

Stage 1 – Novice: This is characterized by rule-governed behaviour, as the novice has no experience of the situation upon which to draw.

Stage 2 - Advanced Beginner: The advanced beginner is one who has had sufficient prior experience of a situation to deliver marginally acceptable performance. Advanced beginners need adequate support from mentors, supervisors and colleagues in the practice setting.

Stage 3 – Competent: This stage is characterized by conscious, deliberate planning based upon analysis and careful deliberation of situations. The competent practitioner is able to identify priorities and manage their own work and benefit from learning activities that centers on decision making, planning and coordinating patient care.

Stage 4 – Proficient: The proficient practitioner is able to perceive situations holistically and can therefore hone in directly on the most relevant aspects of a problem. Proficiency is normally found in practitioners who have worked in a specific area of practice for several years. Inductive teaching strategies such as case studies are most useful at this stage.

Stage 5 – Expert: This stage is characterized by a deep understanding and intuitive grasp of the total situation; the expert develops a feel for situations and a vision of the possibilities in a given situation. Critical incident technique is a useful way of attempting to evaluate expert practice, but Benner considers that not all practitioners are capable of becoming experts.

How to Use the Core Paediatric Competency Indicator Tool:

Nurse Learner: Educational opportunities for the nurse learner will be initiated by the hospital of employment, but may be enhanced by clinical opportunities arranged in partnership with other institutions as needed. Prior to clinical placement at a partner hospital, it is expected that the nurse learner has initiated her skill review using the ***Core Paediatric Competency Indicator Tool*** at the home hospital. Nurses are encouraged to be self-directed learners by taking the opportunity for learning new skills whenever possible. The nurse will indicate his/her level of competence for each skill under the 'Self- Assessment' columns as he/she completes them. The key for Benner's Stages of Skill Acquisition is listed on the top left of each page. Nursing leadership will indicate skills that will not be applicable for learning (N/A) in accordance with the level of care provided at the hospital where the learner is employed. The nurse should indicate the method used to review information or technique for a specific skill. This learning tool is also intended to be completed by the nurse on clinical placement at the partner institution if this has been arranged as part of the orientation process.

Preceptor: Prior to mentoring the nurse learner, preceptors are encouraged to visit the [***Preceptor Education Program for Health Professionals and Students***](#) (Kinsella et al., n.d) and complete the learning modules. The preceptor must also complete the nurse's copy of the ***Core Paediatric Competency Indicator Tool*** by assessing the learner using Benner's Stages of Skill Acquisition under the section entitled 'Preceptor Evaluation of Competency'. An attempt should be made to provide learning opportunities for each required skill that has not yet been successfully completed. The preceptor can also indicate the method of review and the method of evaluation used for each skill. The preceptor will date and sign off each skill that has been completed. The bottom of each page also requires the preceptor's printed name and signature. It is recommended the preceptor keep a copy of the ***Core Paediatric Competency Indicator Tool*** for reference.

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Hospital Logo

**Core Paediatric
Competency Indicator Tool
Registered Nurse**

Employee Name:

Self-Assessment Key Novice (NA): Not a skill I have learned or developed 1. Advanced Beginner : familiar, require guidance 2. Competent : basic experience, require support 3. Proficient : solid experience, recognize deviations, have ability to respond independently 4. Expert : vast experience, intuitive knowledge	Evaluation Key O: Observation in clinical setting R/D: Return Demo T: Written Test V: Verbal Review	Review Key P = Hospital Protocol or Procedure Review S = Self-Learning Package D = Demonstration C = Clinical Practice or Simulation	Self-Assessment by Employee					Method of Review (Use Key on Left)	Preceptor Evaluation of Competency		
			NA	1	2	3	4		Date	Initials	Method
Module 2: The Respiratory System											
A: Airway Assessment											
Describe unique paediatric airway physiology							S				
Recognize partial versus complete airway obstruction, including upper & lower airway disease							S/C				
Perform techniques to ensure airway patency including positioning, jaw thrust & chin lift							P/S/D/C				
Set-up & problem solve suction equipment (i.e.) 80-100 mm/Hg							P/S/D/C				
Perform oral and nasopharyngeal suction techniques							P/S/D/C				
Identify appropriate airway adjuncts & techniques, including proper sizing of oral & nasal airways							P/S/D/C				

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Module 2: The Respiratory System B: Breathing Assessment											
Describe unique respiratory physiology of the paediatric patient						S					
Describe & recognize age appropriate respiratory rates including too fast versus too slow						S/C					
Determine & recognize respiratory distress, respiratory failure & respiratory arrest						S/C					
Describe, recognize & perform auscultation to identify breath sounds						S/D/C					
Describe & recognize increased work of breathing, including accessory muscle use & influencing factors						S/C					
Initiate appropriate use of airway/oxygen delivery devices: <ul style="list-style-type: none"> Assisted respirations via bag/valve/mask (BVM) Nasal cannula Venturi mask / Non-rebreather mask Age appropriate use of metered dose inhalers/nebulizer 						P/S/D/C					

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Module 3: The Cardiovascular System											
C: Circulation Assessment											
Describe unique paediatric cardiovascular physiology							S				
Describe & understand congenital heart defects & acquired heart disorders							S				
Describe & recognize age appropriate heart rates including rates which are too fast or too slow							S/D/C				
Describe, recognize & perform auscultation to identify heart sounds, heart rate & rhythm, & describe heart murmurs							S/D/C				
Describe, recognize & perform perfusion assessment, including capillary refill, skin colour, & central & peripheral pulse checks							S/D/C				
Describe, recognize & perform non-invasive blood pressure monitoring with interpretation, including choosing correct BP cuff							S/D/C				
Describe thermoregulation & perform age appropriate temperature measurement techniques, including implementing heat conserving measures (i.e.) isolette, radiant warmer, bear hugger or fluid warmer							P/S/D/C				
Describe & understand different types of shock							S				
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Module 4: The Nervous System											
D: Disability Assessment											
Describe & perform fontanelle assessment, including understanding abnormal findings (i.e.) bulging versus sunken fontanelle								S/D/C			
Describe basic primitive reflexes & understanding of abnormal findings								S			
Describe & perform a neurological assessment on a child including: • Tone • Interactiveness • Consolability • Speech/cry • Look/gaze								S/D/C			
Recognize neurological concerns including pupil, motor & verbal response (i.e.) Glasgow Coma Scale (GCS)								S/C			
Describe neurological conditions & recognize signs of clinical deterioration								S			
Describe hypoglycemia & hyperglycemia including performing point of care glucose monitoring								S/D/C			

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Module 1: Paediatric Assessment Framework

E: Exposure

Complete a primary assessment of an ill or injured child using a focused physical examination						P/S/D/C			
Complete a secondary assessment consisting of a focused history & detailed physical examination with ongoing reassessment of child's status & response to treatment						P/S/D/C			
Consider the mental health & well-being of both the child & family members involved in the care plan						D/C			
Identify & deliver developmentally appropriate care, providing anticipatory guidance & coaching based on developmental stage for both child & family						P/S/D/C			
Incorporate principles of Family-Centered Care into the planning & delivery of care, including supporting & partnering with the child & family, creating a friendly, safe environment. Please review: 2017 Canadian Paediatric Nursing Standards						P/S/D/C			

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Module 4: The Nervous System Pain Assessment											
Perform & document paediatric pain scales, including self-report & observational scales (i.e.) Faces & FLACC								P/S/C			
Describe & understand paediatric procedural sedation, including a general knowledge of common medications <ul style="list-style-type: none"> Complete MNCYN's Procedural Sedation Learning Package 								P/S/D/C			
Module 1: Paediatric Assessment Framework; Module 5: Fluid Management & Medication Administration; and Module 7: Nursing Skills & Simulation Paediatric Skills											
Weight-based medication calculations: Perform & document								P/S/D/C			
Administration of medications: Perform & document <ul style="list-style-type: none"> Oral, Nasal, Rectal Intravenous <ul style="list-style-type: none"> Above & below the drip chamber Continuous infusion via large volume pump Syringe pump Intramuscular: Correct location for age & development 								P/S/D/C			
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Intravascular Access: Perform & document								P/S/D/C			
<ul style="list-style-type: none"> Initiate vascular access with age appropriate techniques, including securing site & maintaining patency Anticipate & assist with intraosseous needle insertion 											
Fluid Balance: Perform & document input & output, including calculating weight based total fluid intake (TFI)								P/S/D/C			
Venous Blood Sampling: Perform & document								P/S/D/C			
Capillary Blood Sampling: Perform & document								P/S/D/C			
Cardio/Respiratory Monitor: Apply monitor & pulse oximetry								P/S/D/C			
Lumbar Puncture: Assist with & document								P/S/D/C			
Placement of NG/OG Tube: Perform & document, including appropriate sizing								P/S/D/C			
Urine Specimen Collection: Perform & document Culture & Sensitivity (C&S) & Routine & Microscopic (R&M)								P/S/D/C			
Urinary Catheter Insertion: Perform & document, including appropriate catheter sizing, sterile technique & indwelling								P/S/D/C			
CNO's Practice Guidelines for Consent: Review & practice obtaining consent as per CNO's policy (pg. 6)								P			

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References

- Kinsella, E. A. et al. (n.d). *Preceptor education program (PEP) for health professionals and students*. Retrieved from <http://www.preceptor.ca/register.html>
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- College of Nurses of Ontario. (2002). *Practice standard: Professional standards, revised 2002*. Retrieved from http://www.cno.org/Global/docs/prac/41006_ProfStds.pdf