

Emergency Department Core Competencies, Skills Checklist, and Development Tool

Emergency nursing is a specialty within the nursing profession. By definition, “emergency nursing is the care of individuals of all ages with perceived or actual physical or emotional alterations of health that are undiagnosed or require further interventions. Emergency nursing care is episodic, primary, and usually acute.” (Emergency Nurses Association, 2003).

A competency is an expected level of performance that integrates knowledge, skills, abilities, and judgement. The expected level of performance for an emergency nurse is fluid in its progression from novice to expert based on the nurse’s level of learning and experience. (National Emergency Nurses Association, 2012).

Using Benner’s Stages of Clinical Competence, please give yourself a rating on the outlined emergency department core competencies and skills.

1. **Novice** – No experience
2. **Advanced Beginner** – Knowledge is developing and demonstrates acceptable performance; has had some real life experience but
Requires cueing and support from mentor
3. **Competent** – Typically 2-3 experience in one area; lacks speed and flexibility of a proficient nurse but has some mastery and can rely on
Planning and organizational skills
4. **Proficient** – Perceives and understands situations as whole parts; achieved independence in performing the skill(s)
5. **Expert** – Performance is now fluid, flexible and highly proficient; operates from a deep understanding of the total situation

References:

Brant Community Healthcare System. (2014). Orientation Package Emergency Room.

Emergency Nurses Association. (2003). Sheehy’s Emergency Nursing Principles and Practice (5th Ed.). Mosby, Inc., St. Louis, MO.

“Emergency Nursing Certification Blueprint and Specialty Competencies.” www.nurseone.ca Canadian Nurses Association, 2012. Web. 22, July 2015.

Huron Perth Healthcare Alliance. (2014). Clinical Competency Package HPHA RN’s in the Emergency Department.

“Emergency Nursing Core Competencies.” www.nena.ca National Emergency Nurses Association, 2014. Web. 22, July 2015.

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Respiratory					
Primary Assessment of the respiratory system – IPPA *Definition: I – Inspection P – Palpation P – Percussion A – Auscultation*					
Identify normal breath sounds during a respiratory assessment					
Identify abnormal breath sounds during a respiratory assessment					
Assessment of airway to determine patency					
Assessment of effective versus ineffective ventilations					
Demonstrate the skill of setting up different oxygen therapy adjuncts; knowing when to administer oxygen, the amount and by the appropriate means: <ul style="list-style-type: none"> ○ Adult nasal prongs ○ Adult NRB ○ Venti-mask concentrations ○ Pediatric nasal prongs ○ Pediatric NRB ○ Bag valve mask ○ BiPap/Non-Invasive Ventilation 					
Demonstrates the skill of insertion of an oral &/or nasopharyngeal airway					
Demonstrates the ability to suction: <ul style="list-style-type: none"> ○ Orally ○ Nasopharyngeal ○ Tracheal ○ Inline 					
Demonstration of non-invasive positioning to clear and open airway: <ul style="list-style-type: none"> ○ Head tilt chin lift &/or jaw thrust 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Identify the location of the following respiratory equipment: <ul style="list-style-type: none"> ○ Glidescope ○ Ventilator ○ BiPap ○ EtCO₂ monitor ○ Difficult intubation cart ○ Laryngoscope blades (MAC – curved; Miller – straight) 					
Demonstrate the ability to care for the patient on a BiPap/CPAP machine					
Demonstrates the ability to collect, interpret and evaluate data related to the respiratory system: <ul style="list-style-type: none"> ○ Lab results ○ ABG's (interpret and evaluate only) ○ Peak flow measurements ○ ECG's ○ End tidal CO₂ (interpret and evaluate only) ○ Oxygen saturation 					
Demonstrates the ability to care for the intubated/ventilated patient: <ul style="list-style-type: none"> ○ Indications for intubation ○ Post intubation diagnostics (PCXR) ○ Maintenance: <ul style="list-style-type: none"> ➤ Oxygenation (PEEP, FiO₂) ➤ Patient positioning ➤ Suctioning ○ Selects appropriate interventions to promote successful ventilation <ul style="list-style-type: none"> ➤ Pain management ➤ Sedation 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
➤ Rest					
Demonstrates ability to assist, set up and monitor: <ul style="list-style-type: none"> ○ Chest tubes ○ Supraglottic airways ○ Cricothyrotomy &/or emergency tracheostomy ○ Intubation 					
Demonstrates ability to administer and monitor pharmacological agents related to the respiratory system: <ul style="list-style-type: none"> ○ Bronchodilators ○ Steroids ○ Thrombolytic agents ○ Analgesics ○ Reversal agents ○ Sedatives ○ Neuromuscular blocking agents *See list of commonly used medications					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in respiratory function(including but not limited to): <ul style="list-style-type: none"> ○ Pulmonary embolism ○ Inhalation injuries (gases, chemical, smoke, thermal) ○ Asthma, status asthmaticus ○ Chronic obstructive pulmonary disease (COPD) ○ Pneumonia ○ Pulmonary edema ○ Respiratory arrest ○ Bronchitis, acute bronchitis, respiratory syncytial 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
virus (RSV) <ul style="list-style-type: none"> Partial or complete airway obstruction (tongue, epiglottitis, foreign bodies, angioedema, croup, mucous plugs) Blunt or penetrating chest trauma Pneumothorax (tension vs spontaneous) 					
Cardiovascular/Circulatory					
Primary assessment of the cardiovascular system - IPA					
Interprets and evaluates data related to the cardiovascular system including: <ul style="list-style-type: none"> Bloodwork results (CK, troponin, coagulation, lactate) Physical assessment data (i.e. indications for a bilateral blood pressure, peripheral and central pulses, heart sounds, vital signs) 					
Demonstrate the skill of performing a 12 and 15 lead ECG and identify the indications for a 15 lead ECG					<i>Refer to BCHS policy: ECG – 12 Lead – Rt. Sided: Posterior Leads – 12 & 15 Lead</i>
Identify an acute inferior, anterior, lateral, and posterior wall MI on a 12 lead ECG					<i>Refer to BCHS policy: ECG Interpretation</i>
Identify priorities of care for the patient having an MI <ul style="list-style-type: none"> STEMI protocol for transfer to HGH HIU STEMI protocol - pharmacological TNK NSTEMI 					
Demonstrate competent use of the ED cardiac bedside monitors, the central station, and the Phillips defibrillation monitors, application of 3 &/or 5 lead chest placement for both adult and pediatric patients					<i>Refer to BCHS policy: Cardiac Monitoring</i>
Demonstrates the ability to interpret cardiac arrhythmias and identify those which are life threatening, as well as nursing interventions for the					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
following: <ul style="list-style-type: none"> ○ Atrial tachycardia ○ Bradycardia ○ Junctional and ventricular arrhythmias ○ PSVT ○ 1° heart block ○ 2° heart block Mobitz I ○ 2° heart block Mobitz II ○ 3° heart block 					
Differentiate between defibrillation and synchronized cardioversion and discuss indications for use for both forms of energy delivery					<i>Refer to BCHS policies: Cardioversion; Defibrillation</i>
Demonstrates the knowledge of appropriate nursing care for the patient before, during, and after synchronized cardioversion					
Identifies indication for external pacing					
Identifies paced beats on a rhythm strip					
Demonstrates the ability to analyze a 6 second cardiac monitor strip, can identify: <ul style="list-style-type: none"> ○ P wave ○ PR interval ○ QRS ○ T wave ○ QT interval 					
Demonstrates the ability to participate in a cardiac arrest event					
Demonstrates the ability to prioritize assessment and interventions to care for the patient with return of spontaneous circulation (ROSC)					
Performs and maintains peripheral IV access <ul style="list-style-type: none"> ○ Adult 					<i>Refer to BCHS policy: Intravenous Therapy</i>

Criteria	Clinical Competence Date:	Initials	Clinical Competence Date:	Initials	Recommended Learning Strategies
	1 2 3 4 5		1 2 3 4 5		
○ Pediatric					
Assist with insertion and maintenance of intraosseous access					
Understands principles of rapid fluid administration					
Demonstrates the ability to use the current ED rapid fluid administration device					
Demonstrates understanding of and utilizes principles of monitoring of patient during blood and blood product transfusion: <ul style="list-style-type: none"> ○ PRBC ○ FFP ○ Platelets ○ Immune globulin ○ Octaplex ○ Albumin 					Competency checklist: Blood Product Administration Checklist
Demonstrates use of blood/fluid warmer					Refer to BCHS policy: Warming of IVF/Blood
Identifies blood transfusion reactions and nursing responsibilities					
Assists with the insertion of central lines <ul style="list-style-type: none"> ○ Demonstrates skill of setting up central venous access device equipment 					
Demonstrates the ability to care for central venous access devices: <ul style="list-style-type: none"> ○ Explain indication of use and sites ○ States complications of CVAD's ○ Explains indications for post insertion x ray 					Refer to BCHS policy: Intravenous Therapy Self-directed learning package: Management of Central Venous Access Devices (CVAD)
Demonstrate the skill to access CVAD's for intravenous therapy					Refer to BCHS policy: Intravenous Therapy
Demonstrates the skill to obtain blood sampling from: <ul style="list-style-type: none"> ○ Percutaneous CVAD ○ Implanted CVAD 					Refer to BCHS policy: Intravenous Therapy Competency checklist: PICC Line Dressing Change/Cap Change

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Peripherally inserted central catheter (PICC) 					
<p>Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in cardiovascular and circulatory functions (including but not limited to):</p> <ul style="list-style-type: none"> ○ Acute coronary syndrome (angina, ischemia, infarction) ○ Cardiac tamponade ○ Cardiogenic shock ○ Hypovolemic shock ○ Obstructive shock ○ Distributive shock (anaphylactic, septic, neurogenic) ○ Congestive heart failure ○ Hypertensive crisis ○ Aortic aneurysm (aortic and thoracic) ○ Pericarditis, myocarditis, endocarditis ○ Cardiomyopathy 					
<p>Demonstrates ability to administer and monitor pharmacological agents related to the cardiovascular system:</p> <ul style="list-style-type: none"> ○ Nitrates ○ Anticoagulants ○ Thrombolytic/fibrinolytic agents ○ Inotropes ○ Antihypertensives ○ Antiarrhythmic agents ○ Antiplatelet agents ○ Antibiotics ○ Analgesics 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Neurological					
Primary assessment of the neurological system - IPA					
Demonstrates the ability to perform a neurological assessment using: <ul style="list-style-type: none"> ○ Glasgow coma scale (GCS) ○ Canadian neurological scale (CNS) ○ National Institute of Health Stroke Scale (NIHSS) 					<i>Refer to BCHS policy: Canadian Neurological Scale</i>
Demonstrates the ability to assess level of consciousness					
Demonstrates application of cervical collar					
Assists with maintenance of spinal stabilization and immobilization					
Demonstrates ability to evaluate pain using appropriate pain scale <ul style="list-style-type: none"> ○ Likert numerical scale ○ FACES scale for pediatrics 					
Evaluates and understands data related to the neurological system: <ul style="list-style-type: none"> ○ Vital signs ○ Lab tests (CSF, electrolytes, ABG's) ○ Diagnostic tests (CT scans, MRI, EEG) ○ Capillary blood glucose 					
Identifies priorities for patients presenting with hyper acute stroke symptoms: <ul style="list-style-type: none"> ○ Stoke protocol ○ Indications for a stroke protocol ○ tPA administration ○ Post medication administration monitoring 					<i>Refer to BCHS policies: Inpatient Stroke Protocol; Stroke Alert Protocol</i>
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the neurological system					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
(including but not limited to): <ul style="list-style-type: none"> ○ Seizure activity, status epilepticus, febrile seizures ○ Meningitis/encephalitis ○ Transient ischemic attack (TIA) ○ Hemorrhagic stroke ○ Spinal cord/vertebral injuries ○ Spinal shock/neurogenic shock ○ Increased intracranial pressure (space occupying lesions, epidural, subdural, subarachnoid hemorrhage) ○ Head injury (blunt and penetrating injury, concussion, diffuse axonal injury, shaken baby injury) ○ Headaches ○ Progressive neurological disorders (ALS, Guillain-Barre syndrome) ○ Organic brain syndrome (dementia, Alzheimer's disease) ○ Acute confusional state (delirium) 					
Demonstrates ability to administer and monitor pharmacological agents related to the neurological emergency: <ul style="list-style-type: none"> ○ Anticonvulsants ○ Diuretics ○ Thrombolytics ○ Analgesics ○ Sedatives ○ Neuromuscular blocking agents ○ Reversal agents 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Gastrointestinal (GI)					
Primary assessment of the gastrointestinal system – IPPA					
Evaluates and understands data related to the GI emergency: <ul style="list-style-type: none"> Lab tests (CBC, electrolytes, LFT's, urinalysis, type and screen, pregnancy test) Vital signs including orthostatic vital signs Diagnostic tests (ultrasound, CT, x ray) 					
Demonstrates skill of insertion of a nasogastric tube and a orogastric tube					
Demonstrates assessment and care of an ostomy					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in GI functions (including but not limited to): <ul style="list-style-type: none"> GI bleed (upper or lower, esophageal varices) Hernia/ischemic/infarcted bowel Obstructed bowel Peritonitis/non-traumatic perforation Appendicitis Cholecystitis/cholelithiasis Pancreatitis/hepatic encephalopathy Pyloric stenosis, intussusception Ulcerative colitis/Crohn's Constipation/diarrhea 					
Demonstrates ability to administer and monitor pharmacological agents related to GI emergencies: <ul style="list-style-type: none"> Antibiotics Analgesics Sedatives 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Antiemetics ○ Enemas ○ H₂ antagonists ○ Laxatives ○ Contrast medications 					
Genitourinary (GU)					
Primary assessment of the genitourinary system – IPPA					
Understands and evaluates data related to the GU emergency: <ul style="list-style-type: none"> ○ Vital signs, including rectal temperature monitoring (if indicated) ○ Lab tests (CBC, electrolytes, renal function tests, urinalysis) ○ Diagnostic tests (ultrasound, CT) 					
Demonstrates skill of insertion and removal on a male and female patient: <ul style="list-style-type: none"> ○ Foley catheter ○ 3 way Foley catheter ○ Coude catheter 					<i>Refer to BCHS policy: Medical Directive – Catheterization – Male – Xylocaine Jelly 2%</i>
Demonstrates ability to assist physician with insertion of a suprapubic catheter					
Demonstrate skill of continuous bladder irrigation set up, monitoring, and nursing interventions					
Demonstrates understanding of indications for a bladder scan, can perform the skill, and interpret the results with appropriate nursing interventions					<i>Refer to BCHS policy: Bladder Scan Policy</i>
Monitors fluid balance as per ED Standards of Care					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the GU system (including but					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
not limited to): <ul style="list-style-type: none"> ○ Infection (UTI, pyelonephritis, prostatitis, epididymitis) ○ Renal colic ○ Renal failure ○ Urinary retention or obstruction, foreign bodies ○ Priapism 					
Demonstrates the ability to administer and monitor pharmacological agents related to GU emergencies: <ul style="list-style-type: none"> ○ Diuretics ○ Analgesics ○ NSAIDS ○ Topical agents ○ Antipyretics ○ Antiemetics 					
Reproductive Male and Female					
Primary assessment of the reproductive system – IPPA					
Understands and evaluates data related to the reproductive emergency: <ul style="list-style-type: none"> ○ Vital signs, including orthostatic vital signs ○ Lab tests (CBC, electrolytes, quantitative BhCG, urinalysis, Rh factor) ○ Diagnostic tests (ultrasound) 					
Demonstrates ability to auscultate fetal heart sounds in pregnancy <20 weeks gestation					
Demonstrates ability to estimate PV blood loss					
Demonstrates knowledge of hospital protocol for initiating the SADV team for both male and female patients					
Demonstrates ability to assist with a pelvic examination					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Demonstrates ability to prioritize nursing interventions with an emergency childbirth					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the reproductive emergency (including but not limited to): <ul style="list-style-type: none"> ○ Ovarian cyst ○ Ectopic pregnancy ○ Abortion (spontaneous, threatened, therapeutic, septic, missed) ○ Hyperemesis gravidarum ○ Infection (mastitis, STI, PID, TSS) ○ Foreign bodies ○ Postpartum hemorrhage ○ Torsion (testicular, ovarian) ○ Penile/scrotal pain 					
Demonstrates the ability to administer and monitor pharmacological agents related to a reproductive emergency: <ul style="list-style-type: none"> ○ Methotrexate ○ RhoGAM ○ Oxytocin ○ Analgesics ○ Antiemetics ○ Antibiotics 					
Maxillofacial, Eye, Ear, Nose & Throat (EENT)					
Primary assessment of the EENT system – IPA					
Demonstrate skill in visual acuity examination for all eye related emergencies using the Snellen chart					
Demonstrate knowledge and skill of:					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Instilling eye drops ○ Eye irrigation using a Morgan lens ○ pH paper 					
<p>Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the EENT system (including but not limited to):</p> <ul style="list-style-type: none"> ○ Epistaxis ○ Peritonsillar abscess/epiglottitis ○ Facial fractures ○ Chemical exposure ○ Foreign body ○ Ear injuries/disease (Meniere's disease, otitis, ruptured tympanic membrane) ○ Ocular injuries (corneal abrasion, conjunctivitis, retinal detachment) ○ Maxillofacial injuries/disease (Bell's palsy, dislocation, TMJ syndrome, dental avulsion) 					
<p>Demonstrates ability to administer and monitor pharmacological agents related to EENT emergencies:</p> <ul style="list-style-type: none"> ○ Topical agents ○ Immunizations ○ Analgesics ○ Antibiotics 					
Musculoskeletal (MSK)/Integumentary					
Primary assessment of the MSK/integumentary system – IPPA					
<p>Understands and evaluates data related to the MSK emergency:</p> <ul style="list-style-type: none"> ○ Pain assessment ○ Vital signs 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Lab tests (CBC, coagulation, CK, ESR, CRP) ○ Diagnostic imaging (x rays, CT) ○ Braden scale 					
Demonstrates the skill of the MSK focused assessment: <ul style="list-style-type: none"> ○ 7 P's – pain, pallor, polar, paresthesia, pulses, pressure, paralysis ○ Neurovascular assessment (CSM) ○ Capillary refill 					
Demonstrates knowledge and skill in the application of as well as appropriate health teaching for: <ul style="list-style-type: none"> ○ Adult & pediatric cervical collars ○ Cloth slings & shoulder immobilizers ○ Tensor bandages ○ Proper immobilization of limbs ○ Finger splints ○ Cast boots (tall and short walker boot) ○ Knee immobilizer 					
Demonstrate skill of appropriate crutch measurement and health teaching of use					
Assist with reduction and/or immobilization of fractures and dislocations					
Demonstrates ability to provide appropriate nursing interventions pre, during, and post procedural sedation					
Performs wound care of the acute and chronic wound					
Demonstrates knowledge and skill of ring removal					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alteration in MSK emergencies (including but not limited to): <ul style="list-style-type: none"> ○ Fractures, dislocations, amputations, crush injuries 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Skin disorders (hives, rashes, ulcerations) ○ Infectious processes (necrotizing fasciitis, cellulitis, osteomyelitis, abscesses) ○ Soft tissue injuries ○ Acute or exacerbated chronic inflammatory states (gout, osteoarthritis) ○ Compartment syndrome 					
Demonstrates ability to administer and monitor pharmacological agent related to the MSK emergency: <ul style="list-style-type: none"> ○ Analgesia ○ Antibiotics ○ Sedatives ○ Topical anesthetic ○ Steroids/NSAIDS ○ Immunizations ○ Antivirals/antifungals 					
Toxicology					
Primary assessment of the toxicological emergency – IPA					
Understands and evaluates data related to the toxicological emergency: <ul style="list-style-type: none"> ○ Vital signs/cardiac monitoring ○ ECG ○ Glasgow coma scale (GCS) ○ Lab tests (serum & urine toxicology screens, capillary glucose, hematology, LFT's, chemistry, RFT's) ○ Diagnostic imaging (CT) 					
Demonstrates ability to contact Ontario Poison Centre, document findings, and communicate that to the team					
Demonstrates a knowledge of common poisonings and					

Criteria	Clinical Competence Date:	Initials	Clinical Competence Date:	Initials	Recommended Learning Strategies
	1 2 3 4 5		1 2 3 4 5		
methods to prevent absorption and enhance elimination					
Recognizes substance intoxication and abuse – offers resources to those who wish detox centre information					
Utilizes appropriate risk screening tools for substance use/withdrawal					<i>Refer to BCHS policy: Acute Alcohol Withdrawal – Adult Management</i>
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in a toxicological emergency (including but not limited to): <ul style="list-style-type: none"> ○ Toxic exposure (environmental, chemical) ○ Poisonings and substance use <ul style="list-style-type: none"> ➤ Recreational/prescription drugs ➤ Predatorial drugs ➤ Inhalants ○ Substance withdrawal 					
Demonstrates ability to administer and monitor pharmacological agents related to toxicological emergencies: <ul style="list-style-type: none"> ○ Charcoal ○ N-acetylcysteine ○ Naloxone ○ Thiamine ○ Dextrose ○ Anexate ○ Anticonvulsants ○ Sodium bicarbonate 					
Environmental					
Primary assessment of the environmental emergency					
Understands and evaluates data related to the environmental emergency:					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Vital signs/cardiac monitoring ○ Glasgow coma scale ○ Lab tests (hematology, chemistry, coagulation, carboxyhemoglobin, blood gases) ○ ECG ○ Diagnostic imaging 					
Seeks out information regarding disaster planning and policies					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the environmental emergency (including but not limited to): <ul style="list-style-type: none"> ○ Heat syndromes (heat syncope, heat exhaustion, heat stroke) ○ Cold syndromes (frostbite, hypothermia) ○ Near drowning ○ High altitude illness/decompression illness ○ Bites and stings 					<i>Refer to BCHS policies: Warming Blankets – Bair Hugger; Cooling Blanket</i>
Demonstrates ability to administer and monitor pharmacological agents related to an environmental emergency: <ul style="list-style-type: none"> ○ Antivenom kits ○ Immunizations ○ Rabies vaccine ○ Antibiotics ○ Analgesics 					
Psychiatry					
Primary assessment of the psychiatric patient; required even if there is an Emergency Mental Health Nurse					
Understands and evaluates data related to the					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
psychiatric emergency: <ul style="list-style-type: none"> ○ Vital signs/LOC ○ Glasgow coma scale ○ Lab tests (routine bloodwork, urine toxicology screen) 					
Demonstrates an understanding of the Emergency Mental Health Nurse and their role within the ED					
Demonstrates knowledge of least restraint standards					<i>Refer to BCHS policy: Restraint – Least Restraint – Definition and Decision</i>
Demonstrates proper application of the Pinel restraint system used					
Demonstrates the ability to provide a safe environment and interventions to manage alterations in mental/behavioural health and ensure patient and staff safety					
Demonstrates an understanding of the Form1/42 and the legal implications for the patient					
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alterations in the psychiatric emergency (including but not limited to): <ul style="list-style-type: none"> ○ Mood and personality disorders (depression, bipolar, borderline) ○ Anxiety and stress disorders (PTSD, panic attacks) ○ Schizophrenia (psychosis, paranoia, hallucinations) ○ Eating disorders (bulimia, anorexia) 					
Demonstrates the ability to administer and monitor pharmacological agents related to the psychiatric emergency:					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
<ul style="list-style-type: none"> ○ Sedatives ○ Antipsychotics ○ Antidepressants 					
Immunology/Hematology/Endocrinology					
Primary assessment of the endocrine system – IPA					
Understands and evaluates data related to the endocrine emergency: <ul style="list-style-type: none"> ○ Vital signs – includes temperature ○ Lab tests (routine bloodwork including Ca²⁺, Mg, Phos, TSH) ○ Diagnostic tests 					
Demonstrates the skill of capillary glucose testing and nursing interventions to support the result					<i>Refer to BCHS policy: Medical Directive – Diabetes: Administration of 50 % Dextrose >16</i>
Demonstrates the ability to identify and assist with appropriate interventions with actual or potential life threatening alteration in the endocrine emergency (including but not limited to): <ul style="list-style-type: none"> ○ Hyperglycemic emergencies (DKA) ○ Hypoglycemia ○ Thyroid emergencies (thyroid storm) ○ Adrenal gland emergencies (Addisonian crisis, SIADH) ○ Blood dyscrasias (DIC, sickle cell crisis, hemophilia) ○ Oncological emergencies ○ Immunocompromised patient (HIV/AIDS, febrile neutropenia) 					
Psychosocial/End of Life Care					
Provides effective and timely communication to the					

Criteria	Clinical Competence Date:	Initials	Clinical Competence Date:	Initials	Recommended Learning Strategies
	1 2 3 4 5		1 2 3 4 5		
patient and significant others					
Ensures environment that promotes privacy and support					
Knowledge of crisis intervention as it relates to the patient, family, and significant others					
Demonstrates the care of managing a death in the ED: <ul style="list-style-type: none"> Coroner's case Nursing documentation Proper disposition of the body 					
Demonstrates the ability to notify TGLN using the Routine Notification tool as a guide for all imminent deaths and/or actual deaths in the ED					
Transfer of Accountability (TOA)/Communication/Pulsecheck/Documentation					
Demonstrates the ability to give a concise transfer of accountability to: <ul style="list-style-type: none"> Oncoming shifts Colleagues within the ED with transfers within the department Specific units when a patient is being transferred 					Read BCHS policy: Transfer of Accountability – SBAR N-IV-1908
Demonstrates the ability to accurately and timely document on: <ul style="list-style-type: none"> The ED chart The Inpatient chart *Please refer to the ED Standards of Care for further information on documentation standards*					
Demonstrates the ability to use Pulsecheck as a communication tool for: <ul style="list-style-type: none"> TOA Specific comments within Pulsecheck Signing up for patient assignment within Pulsecheck 					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
○ Reviewing lab values					
Communicates via: ○ Daily huddle ○ Email ○ Staff meetings ○ Team Leader/Group Leader/Value Stream Leader					
Recognize and develop strategies to resolve interpersonal conflicts with external (patient/family) and internal (nursing, physician) customers					<i>Refer to BCHS policies: Respectful Workplaces – Staff; Respectful Workplaces – Patients Visitors</i>
Medications/Pharmacology					
Utilizes the 8 Rights of safe medication administration: 1. Right patient 2. Right drug 3. Right dose 4. Right route 5. Right time (frequency) 6. Right documentation 7. Right to refuse 8. Right response/evaluation					
Utilizes BCHS policy regarding 2 patient identifiers					<i>Refer to BCHS policy: Patient Identification – Two Client Identifiers</i>
Demonstrates awareness of High Alert drugs; performs independent double check					<i>Refer to BCHS policy: Medications – High Alert: Independent Double Check</i>
Reviews the following medications that are commonly used in Zone 1/Resuscitation Room:					
Drug Name	IV Medication Manual Reviewed (date)			Location in Department	
Alteplase (tPA)					
Amiodarone					
Atropine					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Drug Name	IV Medication Manual Reviewed (date)			Location in Department	
Calcium Chloride					
Calcium Gluconate					
Desmopresson Acetate					
Diazepam					
Digaband					
Digoxin					
Diltiazem					
Dobutamine					
Dopamine					
Droperidol					
Epinephrine					
Ergometrine maleate					
Etomidate					
Fentanyl					
Hydralazine					
Insulin					
Ketamine					
Labetalol					
Lidocaine					
Lorazepam					
Magnesium Sulfate					
Mannitol					
Metoprolol (IV)					
Midazolam (Versed)					
Morphine					
Naloxone (Narcan)					
Nitroglycerin (IV)					
Norepinephrine					
Octaplex					

Criteria		Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Drug Name	IV Medication Manual Reviewed (date)			Location in Department		
Octreotide						
Phenylephrine						
Procainamide						
Propofol						
Pronestyl						
Protamine						
Rocuronium						
Succinylcholine						
Tenecteplase						
Tranexemic Acid						
Vasopressin						
Verapamil						
Voluven						
Documentation of medications: ○ ED patients – ED focused nursing notes ○ Inpatients – Inpatient MAR						Refer to BCHS policies: Medications – Transcription and Documentation; Medications – Time Schedule
Demonstrates the ability to complete an accurate Best Possible Medication History (BPMH) in a timely manner						Refer to BCHS policy: Medication Reconciliation Admission Self-Directed Learning Package: Best Possible Medication History
Medical Directives						
Demonstrates knowledge of BCHS ED medical directives and implements the medical directives on patients where they are applicable						Refer to ED Medical Directives
Pediatric Knowledge/Skills						
Demonstrates ability of performing and modifying age appropriate physical and psychological assessment						
Demonstrate skill and knowledge of obtaining and monitoring age specific normal limits of vital signs						

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Demonstrate the knowledge and skill of the following procedures in the pediatric population: <ul style="list-style-type: none"> ○ Throat swabs ○ Intranasal (IN) medication administration ○ Insertion of a urinary catheter ○ Application of urine collection bags ○ Nasopharyngeal swab collection 					
Demonstrate an understanding of how to use the pediatric isolette for neonates					
Demonstrates knowledge and skill of IV fluid administration and IV medication administration in the pediatric population					
Demonstrates ability of calculating medication doses for pediatric patients					
Demonstrates how to use the Braselow tape					
Demonstrates knowledge of contents of the Pediatric Braselow code cart and is aware of how to restock					
Demonstrates ability to identify a child(ren) in need of protective services					<i>Refer to BCHS policy: Child Protection</i>
Discharge Planning					
Demonstrates the ability to provide patient specific health teaching using: <ul style="list-style-type: none"> ○ Pulsecheck DCI (discharge instructions) 					
Provides explanations to patients regarding: <ul style="list-style-type: none"> ○ Medications provided ○ Treatments ○ Self-care ○ Follow up/referrals 					
Documents all health teaching in the focused nursing notes					

Criteria	Clinical Competence Date: 1 2 3 4 5	Initials	Clinical Competence Date: 1 2 3 4 5	Initials	Recommended Learning Strategies
Provides education on an ongoing basis to patient &/or significant others					
Consults and co-ordinates care with specialists, allied health, and additional support services					<i>Refer to BCHS policy: Discharge - Patient</i>