

PAEDIATRIC UNIT COMPETENCY BASED

ORIENTATION



Created by Laurie Szentirmai RN
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Welcome to the department of Paediatrics Competency Based Orientation

What is competence?

Competence is ability of a nurse to integrate & apply the knowledge, skills, judgements, attitudes, values and beliefs required to practice safely and ethically in a designated role or setting. (CNO 2008)

Competencies can be defined as a set of statements about the knowledge, skills, attitudes and judgements required to perform safely within the scope of an individual's nursing practice or in a designated role or setting. (CNO 2008)

Continuing competence is the ongoing ability to integrate & apply knowledge, skills & judgement required to practice safely and ethically. It involves a continual process of linking the code of ethics, standards of practice & life long learning. Reflection and continued practice improvement is an ongoing process.

Scope of practice defines activities that nurses are educated and authorized to perform as set out in jurisdictional legislation. (CNO 2008)

Self Assessment is defined as learners taking initiative to assess their own education needs, set goals and objectives, plan and identify appropriate educational activities, implement these activities and evaluate the outcomes.

BENEFITS, BELIEFS OF A COMPETENCY BASED ORIENTATION PROGRAM

1. Provides safe practice & identifies expectations of competence per codes of ethics & standards of practice.
2. Defines a required behaviour within a job role.
3. Provides consistency in the orientation process.
4. Links individual performance to goals of the organization.
5. Individualizes the orientation process to meet individual needs.
6. Provides ongoing direction and support to staff.
7. Encourages individuals to take responsibility for their own educational needs.
8. Monitors performance & identifies when an individual does not meet expectations.
9. Provides justification for an extension of the orientation process & identifying goals to be met.

KEY POINTS ABOUT COMPETENCY – BASED ORIENTATION AND EDUCATION

Learning is a process that should continue along the continuum of novice to expert. Competency must be assessed at 3 levels:

1. Technical
2. Critical Thinking
3. Interpersonal Skills

Methods of assessing competence should be varied, & include:

- Self – assessment
- Preceptor assessment
- Written Tests

- Return Demonstrations
- Mock scenarios
- Observation of care given / tasks performed
- Medworx

STANDARDS AND DOMAINS OF PAEDIATRIC NURSING PRACTICE

CORE STANDARDS OF PAEDIATRIC NURSING PRACTICE

1. Nursing Process
2. Safety / Reliability
3. Quality
4. Ethics
5. Research
6. Education

FIVE CORE DOMAINS OF PAEDIATRIC NURSING STANDARDS

1. Supporting and Partnering with the Family Unit
2. Advocating for Equitable Access and the Rights of Children and their Family
3. Delivering Developmentally Appropriate Care
4. Creating a Child & Family Friendly Environment and Team
5. Enabling Successful Transitions

Practice standards inform scope and expectations of professional nursing. The following competency based manual is based on the five practice standards as laid out by the Canadian Paediatric nursing standards.

“The Paediatric Nursing Standards are specific to paediatric nursing practice and are anchored by Core Standards which are universally expected of all nurses, regardless of areas of practice, specialty or population group. They are based on the assumption that all nurses have a foundational scope of practice and meet regulatory requirements through their provincial/territorial regulatory body.”

Canadian Paediatric Nursing Standards, Canadian Paediatrics Nursing Standards Advisory Group 2017.

Benner's Novice to Expert Framework

Please refer to the following definitions and examples to further assist you in the self- assessment process

Novice	Has yet to receive the theory Component and has never performed the skill	The novice nurse has not been taught how to insert a foley catheter or discussed the expected care standards in a classroom setting.
Advanced Beginner	Has received the theory component and performed the skill in a lab setting only.	This level practitioner has learned how to insert a foley catheter and the expected care standards, but has not practiced these skills in a clinical setting.
Competent	Has performed the skill in clinical practice but would prefer to have a clinical preceptor or peer nearby.	This practitioner can safely and competently insert a foley catheter, but may request that a colleague observe the process and confirm standard
Proficient	Has achieved independence in performing the skill. Recognizes relevant clinical changes and organizes/implements skilled responses to these changes. Frequently assumes preceptor role.	This practitioner takes appropriate action in response to the patient's changing genitourinary status and interpretation of the patient's signs/symptoms (Initiates emergency intervention prn, collaborates with the physician to revise the plan of care.)
Expert	Consistently demonstrates competence in selected skills. Multiple experiences in the clinical setting. Has an intuitive grasp of situations. Anticipates situations/complications. Masterful in solving problems. Acts as a preceptor.	This practitioner enters the room and as a result of extensive experience with similar experiences, knows that a patient is compromised. This nurse quickly and holistically assesses the situation & identifies priorities. Anticipates revised plan of care.

Complete the self-assessment on the following pages, and based on your evaluation, assign yourself a level, from Novice to Expert. This will enable you to focus on your present and future learning needs.

Learning Needs Assessment/Competency Model



How to Complete the Competency Model

Criteria

This column lists general and specific knowledge, technical skills, communication/leadership and critical thinking skills that need to be covered during orientation. This knowledge provides a foundation for professional nursing in the surgical unit. The professional nurse practices according to this knowledge, and builds upon it in order to develop and progress along the continuum from novice to expert within the identified core competencies.

Learning Resources/Strategies

This column provides suggested resources i.e.: videos, learning packages, articles, policy numbers, texts, & personnel that you may utilize to achieve the required knowledge or skill.

Evidence of Competence

This column suggests ways for you to demonstrate that you have achieved the knowledge, skill and judgment in this area of practice.

Self Assessment Rating

This provides an opportunity for you to evaluate and document your current learning needs. Review each skill and rate your ability according to the Novice to Expert continuum. If you rate yourself as an expert in an area, you should still review the unit's current policy on that subject.

★ The self-assessment is important because it provides the foundation for your orientation needs. You and your preceptor will review this information and devise an orientation plan based on your learning needs.

Completed by date & Is a Learning Plan Required ?

When you have performed a skill independently, you and your preceptor will initial the column to indicate this. If you have not completed all items, a learning plan will be established to meet your learning needs. Mark a "P" (for plan) in this column to identify areas where further assistance is required.

Understands Organization of the Paediatric Unit & Location of Supplies/ Equipment

Scavenger Hunt Paediatric Unit

- ☐ Staff Washrooms
- ☐ Nurses Lounge and Refrigerators
- ☐ Patient Shower
- ☐ Clean and Dirty Utility rooms
- ☐ Glucometer
- ☐ Foley Catheter Supplies
- ☐ Linen
- ☐ Communication and sign-in binder
- ☐ Sharps Containers
- ☐ How to let visitors into the unit
- ☐ Breast Milk Storage
- ☐ Wound Care Supplies
- ☐ Patient Education Material
- ☐ Chart locations
- ☐ Lanolin Ointment
- ☐ Ice machine
- ☐ Patient Microwave
- ☐ Managers office
- ☐ O2 and Air shut off valves
- ☐ Purse Storage
- ☐ Patient rooms
- ☐ Linen cart
- ☐ Equipment Storage Room
- ☐ IV tubing
- ☐ Basin Sets
- ☐ Physician phone number rolodex
- ☐ Latex allergy supplies
- ☐ Fax machine/printer, send fax
- ☐ Formula Storage
- ☐ Breast Pumps
- ☐ Newborn bathing supplies
- ☐ Hospital Phone Ext. list
- ☐ Extra Paperwork
- ☐ IV poles
- ☐ Patient fridge vs staff fridge
- ☐ Fire extinguishers and pull stations
- ☐ Nurse call bell system (demonstrate use)
- ☐ Code Pink/Blue Equipment

Core Domains of Paediatric Nursing Standards:

STANDARD I: Supporting and Partnering with the Child and their family

Paediatric Nurses partner with the child and their family to achieve their optimal level of health and well-being leading to resilient families and healthy communities.

The paediatric nurse always:

- *Establishes and intentional therapeutic relationship with the child and family*
- *Respects the child and family in goal setting and decision making*
- *Collects and uses information from the child and family context to inform care*
- *Communicates with both child and family as partners in care*
- *Advocates for optimal use of resources to support the child and family*
- *Recognizes and fosters the parenting role to support child well-being*

Areas of Competency	Strategies & Resources	Evidence of Competence	Self Assessm't Rating	Date Completed	Comments
<u>Child and Family Centered Care:</u> Discuss the model of Care utilized in the paediatric department. Discuss the role and responsibility of the paediatric RN.	Manager, clinician, preceptor CNO standards for RN/RPN Canadian Paediatric Nursing Standards	Discuss the main concepts of Intra and Inter-professional collaboration			
<u>Child and Family Advocacy:</u> Responds to changing workloads & patient acuity to maximize resources. Ensures confidentiality	CNO	Discuss the decision making process & collaboration expectations			
<u>Strengths Based Nursing Care:</u> Considers Roles of others in determining own professional & inter-professional dynamics. Demonstrates a willingness to support other team members Participates and is respectful of all team members Has up to date CPR certificate and	CNO Multidisciplinary team members Education resources for Re-certification	Demonstrated during daily patient care Current BCLS certification			

maintains certificate.	Brant CPR – classes on site	card			
<u>Evidence Based Knowledge in Paediatric Care:</u> Collaborates with patients, families & multidisciplinary team to implement and evaluate individualized care/services to enhance health outcomes. Initiate and coordinate implementation of patient care plan. Review and revise as appropriate. Demonstrate accurate collection of paediatric statistics. Defines Individual level of skill functioning & individual scope of practice – knowledge, skill and judgement.	Discussion with clinician/preceptor Policy IV180 Standards of Nursing Practice Guidelines for Professional Behaviour (CNO) Benner's Framework CNO Guidelines	Discusses the Nurse's professional responsibility to the patient, family & health care team. Maintains confidentiality & privacy Completion of competency based orientation and ongoing self-assessment.			
<u>Health teaching for Child and Family:</u> Perform teaching and learning techniques specific to stage of growth & development when communicating with child. Includes family in teaching where appropriate. Assist Patient and family to access resources. Example diabetic Ed. Provides appropriate handouts to family and patient. Assesses patient/family learning needs & evaluates patient/family learning outcomes and modifies teaching on an ongoing basis.		Demonstrated with preceptor during orientation period.			
<u>Paediatric End of Life Care:</u> Understands policies and procedures for paediatric death. Ability to collaborate with and comfort family during stressful situations. Support the grieving process of the family.					

<u>Therapeutic communication:</u> Speaks to the child with age appropriate language Uses stress reduction techniques specific to age of child					
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STANDARD II: Advocating for Equitable Access and the Rights of Children and their Family

Paediatric Nurses demonstrate and mobilize their understanding of the social determinants and other systemic factors that impact child health.

The paediatric nurse always:

- *Completes a comprehensive assessment (beyond physical assessment) through an advocacy lens considering Social Determinants of Health and child well-being*
- *Facilitates an appropriate environment to perform assessment and intervention considering privacy and confidentiality*
- *Builds capacity in the child and their family to self-advocate*
- *Engages in a community of practice or network that focuses on paediatric nursing practice and knowledge and resources for children and families*
- *Supports the child and family to navigate the health care system*

Areas of Competency	Strategies & Resources	Evidence of Competence	Self Assessm't Rating	Date Completed	Comments
<u>Safety and Risk Assessments:</u> Perform paediatric psychiatric assessment. Care for paediatric psychiatric patient. Understand Code White procedures and participate as required. Understanding of Nosocomial Infection Control <ul style="list-style-type: none"> • Routine Precautions • Droplet, contact, airborne, enteric, etc. • MRSA/VRE/ESBL/RSV • Handwashing • Syndromic Surveillance Screening 	S:drive – Infection Control Folder Policy M-IV-185 Infection Control Nurse Medworx E-learning	Locates appropriate policy. Practices routine & added precautions. Communicates concerns to appropriate member of the team. Locates patient visitor handouts & educates re: specific			

Tool Implements universal precautions at all points of care		nosocomial infection. Appropriate infection control signage on doors.			
<u>Knowledge of systems and policies that affect child and Family:</u> Knowledge of partners available in the community. Children's Aid, St. Leonards Society, Diabetic Education etc.					
<u>Understanding the United Nations' Conventions on the Rights of the Child:</u> Knowledge of the components of the Human Rights Treaty which sets out the civil, political, economic, social, health and cultural rights of children.	UN Treaties "Rights of the Child"				
<u>Understand the Impact of Psychosocial and Family Dynamics on the Health of Children:</u> Recognizes that that current family situations may deviate from the "norm." Mediates conflict within the family.		Demonstrated during orientation period			
<u>Child and Family Capacity Building:</u> Encourages parental/caregiver participation in care of the child.					
<u>Aware of Current Trends and Issues for Children, Youth and their Families:</u> Knowledge of current opioid crisis and effect on individuals and families Knowledge of <ul style="list-style-type: none"> Indigenous Children & youth & the social determinants of health Childhood Poverty New Immigrant Health Mental Health Child Disability, Complex & Chronic Care Childhood Obesity 	Canadian Paediatric Nursing Standards				

STANDARD III: Delivering Developmentally Appropriate Care

Paediatric Nurses perform assessment based on growth and development and deliver paediatric-specific care.

The Paediatric Nurse Always:

- *Demonstrates knowledge of typical development and variation from typical*
- *Demonstrates knowledge of safety risks appropriate for developmental stage*
- *Provides anticipatory guidance and coaching on typical development and safety related to the developmental stage of the child and family*
- *Performs safety assessments at point of care to minimize risk and harm with developmental stage*
- *Incorporates developmentally appropriate play and/or recreational activities into care*
- *Incorporates developmentally appropriate bio-psychosocial assessment*
- *Uses developmentally appropriate strategies when preparing for and performing interventions*
- *Considers development that is influenced by ethnicity, spirituality and culture*

Areas of Competency	Strategies & Resources	Evidence of Competence	Self Assessm't Rating	Date Completed	Comments
<u>Paediatric specific Assessment and Care Delivery:</u> Demonstrates use of distraction techniques appropriate to the developmental stage of the patient Able to complete an admission assessment including a full systems assessment, family health history, birth history when appropriate, Immunization status and current living arrangements. Knowledge of Neonatal and Paediatric Vital sign range. Able to perform a capillary blood sugar on neonatal and paediatric patient. Completes a thorough newborn assessment including vitals, physical assessment, SGA, AGA, & LGA	Observation of preceptor Knowledge of meditech documentation and observation of preceptor Hospital policies and procedures Unit specific learning packages				

<p>Performs pain assessment and demonstrates use of paediatric pain scales</p> <p>Provides age-appropriate comfort measures & distraction techniques.</p> <p><u>Medication Delivery</u></p> <p>Demonstrates administration of following medications</p> <ul style="list-style-type: none"> • Topical • Rectal • Via feeding tube • Subcutaneous injection • Intramuscular • Intravenous • Via inhalation • Mixing IM/IV meds 	Unit learning package on medications	Demonstrated during orientation			
<p><u>Knowledge of Common paediatric Conditions/Illnesses:</u></p> <p><u>Cardiovascular</u></p> <ul style="list-style-type: none"> • Discuss the role of the RN during a code pink/code blue paediatric • Demonstrates ability to locate code equipment. <ul style="list-style-type: none"> ○ Code call button ○ Code cart on unit ○ Documentation record <p>Knowledge of paediatric anatomy & physiology of the heart and the way in which this might affect your assessment.</p> <p>Performs paediatric cardiovascular assessment.</p> <p>Understands vital sign parameters for various ages (BP, HR)</p> <p>Demonstrates ability to recognize the S&S of & potential orders expected from MD for paediatric heart conditions</p> <p>Cardiac Arrhythmias</p> <p>Heart Failure</p> <p>Heart Murmurs</p> <p>Hypertension</p>	<p>Unit orientation</p> <p>Preceptor</p> <p>Mock Code</p> <p>Lippincott Manual</p> <p>Web Sites</p> <p>Paediatric texts</p>				

<p>Kawasaki Disease Rheumatic Fever Stroke Peripheral Circulation Impairments Congenital Heart Defects Provide neutral thermal environment for children & infants. Demonstrate use of isolette (skin probe) hypothermia blanket, methods to prevent hypo/hyperthermia Documents findings in meditech per documentation standards</p> <p><u>Blood Products</u> Demonstrates understanding of the patients diagnosis & the purpose for the blood product. Knowledge of the 8 rights of transfusion (patient, product, amount, rate, time, site, frequency) Ensure physician's order is written & informed consent obtained. Knowledge of who can obtain consent and witness consent. Demonstrate correct procedure for administration of blood products. Identifies & understands signs & symptoms of transfusion reaction & protocols. Demonstrates proper disposal of blood tubing and bags.</p>	<p>Blood Easy 2 published by Canadian Blood Services BCHS Policy N-IV-845 Blood Product Table BCHS Blood Administration Learning Package</p>	<p>Demonstrates the process to administer blood products safely</p>			
<p><u>Intravenous Therapy</u> Understands indications for IV therapy and solutions used Checks physician orders before initiating treatment Understands adverse and therapeutic effects, interventions and precautions Understanding of appropriate IV cannula sizes and sites for age, size of patient, solutions and medications Able to program & run infusion pumps Able to set up appropriate IV tubing</p>	<p>Lippincott online Nurse Clinician/preceptor</p>				

<p>Understand steps for & indications for flushing a saline lock or central line</p> <p>Documents appropriate fluids, volume, procedure & medication in appropriate are in meditech documentation</p> <p><u>Central Venous Access Devices</u></p> <p>Able to state the indications for use of Central Venous Access Devices</p> <p>Identify types of CVAD's available and indications for use</p> <p>Understands the general principles of post insertion care.</p> <p>Performs and identifies specific nursing interventions for each type of CVAD</p> <ul style="list-style-type: none"> • Blood Sampling • Dressing Change • Flushing • Intermittent Cap change <p>Recognizes potential complications & nursing interventions for each of the complications</p> <p>Able to provide appropriate health teaching related to CVAD</p> <p>Document Appropriate Care in meditech</p> <p>Able to locate BCHS standards of care</p>	<p>IV Resource Nurse/IV Team</p> <p>VS-NET, B-NET- Document Source-Clinical-Patient Services Manual</p> <p>Central lines standards of care</p>	<p>Demonstrate with preceptor/mentor until independence is reached</p>			
<p><u>Blood Gas Analysis</u></p> <p>Demonstrates and understanding of Acid Base physiology</p> <ul style="list-style-type: none"> • Acid • Base • Buffer • ph, PaCO₂, HCO₃, PAO₂, O₂ <p>Knowledge and cause of S&S of</p> <ul style="list-style-type: none"> • Respiratory/Metabolic Acidosis • Respiratory/Metabolic Alkalosis • Hypoxemia <p>Able to identify normal</p> <ul style="list-style-type: none"> • ph • pCO₂ 					

<ul style="list-style-type: none"> • HCO₃ • SaO₂ <p>Demonstrates knowledge of when Arterial Blood gases may be a necessary measure</p> <p>Demonstrates basic knowledge of ABG interpretation & when to notify Physician of abnormal results</p>					
<p><u>Respiratory</u></p> <p>Perform a paediatric respiratory assessment using techniques specific to the paediatric population</p> <ul style="list-style-type: none"> • Auscultates chest, recognizes normal & abnormal breath sounds • Assess skin colour in relation to oxygenation <p>Recognizes signs and symptoms of a paediatric patient in acute respiratory distress</p> <p>Knowledge of common paediatric respiratory illnesses</p> <p>Croup, asthma, epiglottitis, bronchiolitis, RSV, pneumonia, cystic fibrosis</p> <p>Perform oral and nasal suctioning</p> <p>Perform postural drainage</p> <p>Administer O₂ via nasal prongs, O₂ mask, oxyhood and high flow O₂</p> <p>Administer humidified O₂ or nebulized humidity</p> <p>Demonstrate skills in mock paediatric resuscitations</p> <p><u>Chest Tubes</u></p> <p>Demonstrates knowledge & indications for use of a chest tube</p> <ul style="list-style-type: none"> • Pneumothorax • Tension pneumothorax • Hemothorax <p>Locate and use the Chest tube Standard of care to guide practice</p> <p>Able to locate equipment and supplies for</p>	<p>Paediatric Respiratory power point presentation. N drive, paediatric folder, education, Resp & RSV, Resp assessment file</p> <p>Atrium "Managing Chest Drainage guide"</p> <p>BCHS chest tubes skills package</p> <p>Standard of Care for Chest Drainage System with Dry Seal System</p>				

<p>care of a chest tube</p> <ul style="list-style-type: none"> • Atrium chest tube drainage system • Kelly forceps • Wall suction set up • Dressing supplies <p>Demonstrates ability to set up drainage system</p> <ul style="list-style-type: none"> • Connects patient's chest tube to collection chamber. Ensures Connections & dressing are taped securely • Positions drainage system below patient's chest • Connects the suction source to the suction port on the drainage system if ordered • Adjusts suction regulator on drainage system as ordered • Adjusts suction source to appropriate level • Injects sterile H2O into the air leak meter injection port until fluid reaches fill line <p>Demonstrates understanding of patient monitoring</p> <ul style="list-style-type: none"> • Monitors for air leaks q 15 min until stable then q4h & prn • Monitors for kinks, loops q4h & prn • Evaluates vital signs, respiratory status, skin colour, comfort level & emotional state initially then q4h & prn <p>Provides appropriate reassurance and comfort to patient and family</p> <p>Uses appropriate distraction techniques to reduce stress level in child</p> <p>Provides appropriate education</p> <ul style="list-style-type: none"> • Encourages deep breathing & coughing 					
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<ul style="list-style-type: none"> Encourages appropriate use of pain medications <p>Demonstrates ability to document appropriate interventions, assessments & health teaching in meditech</p> <p>Responds appropriately to complications & unexpected events</p>					
<p><u>Gastrointestinal</u></p> <p>Performs a paediatric gastrointestinal assessment using approach and technique appropriate to the developmental level of the patient.</p> <p>Identifies the main structures and functions of the GI system</p> <p>Identifies selected structural & functional differences in the paediatric patient</p> <ul style="list-style-type: none"> Protuberant abdomen in infants Decreased stomach capacity in neonates Superficial venous pattern visible until puberty Abdominal reflexes are usually absent until 1yr of age Liver occupies a larger portion of the abdomen than in an adult Liver remains immature until after the 1st birthday Large intestine is proportionately shorter than that of adult Appearance of stool in a breast fed/formula fed babe Bladder is considered an abdominal organ in infants <p>Prepares the paediatric patient for assessment using techniques appropriate to the developmental age of the patient, remembering the 3 developmental levels. Infancy, Early Childhood, Late Childhood.</p> <p>Recognizes signs & symptoms of</p>	<p>Enteral Feeds Learning Package</p> <p>Clinician</p> <p>Preceptor/Co workers</p>	<p>Demonstrates application of knowledge autonomously</p>			

<p>gastrointestinal disorders</p> <ul style="list-style-type: none"> • Infants are prone to umbilical/ventral hernias • Diarrhea vs constipation • Reflux • Colic/abdominal pain • Celiac disease • Malabsorption syndromes • Worms <p>Identifies normal/abnormal findings correctly, documents findings in meditech using documentation standards</p> <p><u>Feeding</u></p> <p>Understands fluid requirements specific to various ages.</p> <p>Intake – able to assess, evaluate and document in Meditech volume of intake with each meal or feed.</p> <p>Assessment & care of a patient with a gastrostomy/jejunostomy tube.</p> <ul style="list-style-type: none"> • Delivering nutrients and H2O • Care of tube site <p>Knowledge of performing enteral feeds and operation of feeding pump.</p> <p><u>Total Parental Nutrition</u></p> <ul style="list-style-type: none"> • Demonstrates understanding of indications for TPN • Knows adverse, therapeutic effects & expected outcomes • Recognizes differences between peripheral & central TPN • Understands TPN orders & daily responsibilities surrounding acquiring TPN orders • Demonstrates understanding of TPN set up with appropriate tubing & rationale for tubing use • Performs appropriate documentation in meditech 					
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<p><u><i>Breast Feeding</i></u> Obtains breast feeding certificate. Ability to competently assist mother/babe with breastfeeding difficulties and provide resources when necessary.</p> <p><u><i>NG Tubes</i></u> Demonstrates knowledge and ability to insert and care for a child with an NG tube or Orogastric tube.</p> <ul style="list-style-type: none"> • Determines accurate placement • Monitor & assess NG drainage • Monitor normal/abnormal lab values • Documentation in Meditech of NG insertions and output vs feeds <p><u><i>Ostomies</i></u></p> <ul style="list-style-type: none"> • Basic knowledge of the care of a child/infant with an ostomy • Appliance application • Skin care • Teaching • Health teaching with family/caregiver <p><u><i>Diabetes</i></u> Exhibits knowledge of paediatric type 1 diabetes. Able to provide teaching to family/child about diabetes/diet/insulin and facilitate referral to diabetic education clinic</p>					
<p><u><i>Genitourinary</i></u> Performs assessment of paediatric genitourinary system. Assess bladder providing privacy appropriate to developmental level. Performs bladder catheterization per hospital policy and procedures remembering the physical/developmental stage of the child. Performs health teaching r/t indwelling or intermittent catheterization with the</p>	Unit learning packages	Demonstration of skill with preceptor/mentor			

<p>child/parent/caregiver.</p> <p>Demonstrates accurate documentation of output on the intake and output record in Meditech</p> <p>Demonstrates knowledge of</p> <ul style="list-style-type: none"> • S&S of urinary infection • Accurate testing to determine UTI • Demonstrates use of U bag to collect urine sample 					
<p><u>Integumentary</u></p> <p>Performs complete head to toe assessment of the paediatric/neonatal integumentary system.</p> <p>Perform paediatric/ neonatal skin care according to stage of development and policy.</p> <p>Demonstrate ability to recognize signs of dehydration.</p> <p><u>Phototherapy</u></p> <p>Review phototherapy policy and procedure</p> <p>Demonstrate ability to turn on, off and position therapy lights. Demonstrate ability to turn on, off and set isolette temperature.</p> <p>Vitals monitored q 4h.</p> <p>Understands reasoning for avoidance of creams, ointments, gels, to newborns skin.</p> <p>Proper application of eye mask protection.</p> <p><u>Wound Care</u></p> <ul style="list-style-type: none"> • Consults wound team as needed • Follows CNO best practice guidelines as appropriate • Checks MD orders for specific wound care orders • Remove skin clips/staples • Care for and remove drains • Maintains aseptic technique • Involves child/parents/caregivers in decision making where appropriate • Maintains environment of comfort 	<p>RNAO best practice guidelines</p>				

for child <ul style="list-style-type: none"> • Applies dressing in a manner that allows child to participate in ADL's/ play where appropriate • Provides teaching to parents/caregivers 					
<u>Neurological</u> Demonstrates ability to perform thorough neurological assessment including: Cognitive – behaviour, communication skills, memory, LOC, seizure disorders Cerebellar – balance, coordination, gait disturbances, tingling in extremities Reflexes – Moro, palmar, plantar, placing, stepping, tonic neck Performs accurate paediatric neurologic assessment (Glasgow coma scale) Cares for a child with seizures (febrile, non-febrile) Assist with lumbar puncture Care for the child with a head injury Care for the child with meningitis Care for the child with Neonatal Abstinence Syndrome (NAS)	Completes Medworx Elearning module NAS	Demonstrates ability to make decisions independently re: care of child			
<u>Musculoskeletal</u> Understanding of paediatric musculoskeletal system, growth & physical development expectations Recognizes S & S of paediatric musculoskeletal disorders <ul style="list-style-type: none"> • Scoliosis • Fractures Assist the child with crutches, cane or walker Care for the child with a cast, traction, or external rotation devices. Promotes safe lifts/carrying of infants, safe transfers, early mobilization, ROM, positioning.					

<u>Compartment Syndrome</u> Demonstrates understanding of compartment syndrome, anatomy, disease process & potential causes Recognizes S&S of compartment syndrome & resulting medical emergency <ul style="list-style-type: none"> • Pain • Palpably tense • Pain with passive stretch • Paresthesia • Paralysis • Pulselessness/pallor Performs frequent & appropriate CSM checks per policy on high risk patients Demonstrates urgency to react to S&S of compartment syndrome <ul style="list-style-type: none"> • Calls physician immediately • Loosens splints if able • Contact fracture clinic for cast splitting if necessary • Maintains elevation of affected limbs • Applies O2 • Prepares patient for OR 	Unit learning packages				
<u>Understanding of Child Development:</u> Has a perspective & understanding of childhood regularities in physical & psychological growth during early childhood, as well as dependencies & vulnerabilities during formative phases of growth and development					

STANDARD IV: Creating a Child and family friendly environment

Paediatric nurses play an essential role in creating a child and family friendly environment that welcomes families and promotes hope and healing. It is understood that the environment changes as the child grows and is influenced by multiple factors including but not exclusive to psychological, spiritual and social.

The paediatric nurse always:

- *Completes a child and family assessment.*
- *Demonstrates cultural competency and humility in all child and family interactions.*
- *Engages with child and family in all care decisions and plan of care in a respectful non-judgmental, culturally safe manner.*
- *Shares information relevant to plan of care and collaborates with and amongst circle of care providers.*
- *Recognizes and fosters family strengths and supports.*
- *Uses strategies to support and foster resiliency.*
- *Demonstrates caring and compassion to both child and family.*

Areas of Competency	Strategies & Resources	Evidence of Competence	Self Assessm't Rating	Date Completed	Comments
<p><u>Intra and Interprofessional Collaboration (IPC):</u></p> <p>Understands principles of team dynamics & multidisciplinary collaboration</p> <p>Demonstrates ability to access other team members skills & knowledge when required</p> <p>Attends multidisciplinary Action rounds & effectively facilitates discussion & interactions among team members.</p> <p>Participates and is respectful of all team members</p> <p>Demonstrates a willingness to support other team members</p> <p>Recognizes & develops strategies to resolve interpersonal conflict</p> <p>Understands bill 168</p> <ul style="list-style-type: none"> • Code of Conduct • Respectful Workplace • Whistleblower policy 	<p>Discuss communication and conflict resolution with preceptor/clinician</p> <p>Policy IV 67, IV 70, IV 69</p> <p>Complete E-learning assignments</p>	<p>Describes disruptive behaviour</p> <p>Passing grade on medworx assignment</p>			

<u>Resiliency Theory:</u> Realization that some individuals have an ability to successfully adapt and some individuals will struggle to adapt to life tasks in the face of social disadvantages or other highly adverse conditions		Demonstrates understanding of individuals coping mechanisms by adjusting care delivery to meet the needs of the patient			
<u>Cultural Competency:</u> Supports the cultural identity of the family Adapts the care plan to support cultural health beliefs Provides care within the cultural values and norms of the patient	Research articles – cultural identities				

STANDARD V: Enabling Successful Transitions

Paediatric Nurses support the child and family through health care transitions to maximize their well-being. This may include, but is not limited to, hand-off between healthcare providers, admission and discharge, and facility transfer (such as from paediatric to adult care institutions)

The paediatric Nurse always:

- *Uses effective communication strategies at all transitions in care.*
- *Engages in planning of health education and coaching at all transitions.*
- *Provides health education and information to optimize transition of the child and family.*
- *Assesses readiness and supports safe transition.*
- *Anticipates resources to support transitions in care.*
- *Plays an active role in facilitating effective transition.*

Areas of Competency	Strategies & Resources	Evidence of Competence	Self Assessm't Rating	Date Completed	Comments
<u>Care Coordination:</u> Liaise with discharge planner & home care when appropriate					

[illegible]

<p>cause harm to self</p> <p>Demonstrates use of correct transfer and lifting techniques</p> <p>Understands policies and procedures for use of “safe” room. Care for the child assigned to “safe” room.</p> <p>Aware of and understands policies around “falls”</p> <p>Reviews and has awareness of hospital emergency code procedures</p>					
<p><u>Discharge Planning:</u></p> <p>Assist patient/family with development and documentation of a mutually acceptable written plan for discharge.</p>					
<p><u>Social Determinants of Health:</u></p> <p>Assesses & develops an understanding to individual barriers when accessing health care outside of the hospital</p> <p>Provides and creates an awareness of nicotine replacement therapy for patients and family</p> <ul style="list-style-type: none"> • In hospital • In community <p>Assesses health beliefs of patient/family and expectations while in hospital</p>					
<p><u>Knowledge of Care Continuum:</u></p> <p>Follows hospital policy and procedure for “faxing” discharge documents to appropriate sources</p> <ul style="list-style-type: none"> • Scripts to pharmacy <p>Discharge document to family physician</p>	Hospital policies and procedures	Completes procedure independently			
<p><u>Knowledge of Resources for Children and Family to Facilitate Transition in Care:</u></p> <p>Awareness of the following local</p>	Information available on unit	Demonstrated by ability to recognize and follow through with referrals as needed			

resources and referral process <ul style="list-style-type: none"> • St. Leonards • Woodview • CPRI (Childrens psych London) • Haldimand Norfolk Reach • Healthy Babies • Family & Children's Services • Home Care • Diabetic Education • Social Work 					
<u>Health Coaching:</u> Demonstrates ability to provide age appropriate health teaching	Review parent teaching materials and handouts	Child and or parent can verbalize and demonstrate teach back			

LEARNING PLANS

Your learning plan is an important part of orientation as well as nursing practice in general. The process of developing a learning plan is part of the College of Nurses of Ontario's Quality Assurance program. The following will guide you to develop your own learning plan.

What is a learning plan?

- ✓ A document to help identify learning needs, and help to track and evaluate your learning.

Why do I need one?

- ✓ Helps to clearly define learning objectives.
- ✓ Co-ordinates learning needs with strategies and resources to meet goals and objectives.
- ✓ Assists with the evaluation of learning

Your learning plan is required for your halogen performance appraisal. It is important to review and revise your learning plan on a regular basis. You are involved in learning every day. The learning plan simply formalizes and keeps track of your learning.

Developing a Learning Plan

Reviewing your orientation tool is a starting point for developing a learning plan. In the orientation tool are all the competencies that the surgical Nurse must demonstrate. It is expected that all surgical RN/RPNs will meet the minimum standards as demonstrated by the core competencies.

The new staff member identifies areas in which she/he requires further learning. These become the **learning objectives**. You do not have to limit yourself to objectives found within these documents.

Common questions: What area do I want to focus on? What do I need/want to learn?

Make your learning goals “smart goals” (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, and **T**imely)

Next utilize the strategies and resources to help you learn what you want/need to learn. This will guide you in attaining your learning objectives.

Next , how will you demonstrate what you have learned? These are your **evidence of competence**. This is the evidence you must show to demonstrate that your learning goals have been met. It is also important to consider who will evaluate my learning?

Last, you must set a **target date** for completing your goals. The target date will vary depending on the complexity and urgency of your goals. Some goals will be easily met in a short time period, whereas learning for other goals may be ongoing.

Learning Plan for:

Date:

Preceptor/Mentor:

Learning Objectives What do I need/want to learn? S-M-A-R-T Goals	Strategies and Resources Where can I find the information I need to learn?	Evidence of Competence How will I demonstrate what I have learned?	Target Date

Next Steps/Future Learning:___
