

The purpose of this document created by the Women and Children's Health Network is to support paediatric nursing competency development for nurses working in Community Emergency Departments.

Having a body of defined standards enhances the accountability of the nursing profession to the public by articulating and promoting safe nursing (National Emergency Nurses Association, 2018). This document summarizes paediatric specific competencies developed by the National Emergency Nurses Association (NENA), the Emergency Nurses Association of Ontario (ENAO), the Canadian Nurses Association (CNA) and the Canadian Paediatric Nursing Standards (2022).

This competency checklist can be used as is or integrated into hospital specific competency checklists to support a family centered, high quality, and consistent approach to paediatric health care. These competencies can also be used as a yearly practice reflection to guide practice improvement to support the College of Nurses of Ontario (CNO) requirement of self-reflection. The learning needs identified can be in a variety of ways including, but not exclusive to, formal and informal education, clinical experience, mentorship, reflection and self-directed learning.

Name: \_\_\_\_\_

Mentor: \_\_\_\_\_

## TABLE OF CONTENTS

Recommended Paediatric Certification Courses	Page 3
Using the Competency Checklist and Evaluation Key	Page 4
Benner's Stages of Clinical Competence	Page 4
Paediatric Standards of Nursing Care	Page 5
Competency Checklist and Evaluation	Page 6-17
References	Page 19-20
Learning Assessment	Page 21

## Recommended Paediatric Certification Courses to Support Learning

(ENAO, 2019 & ENA, 2019)

Completion timeline dependent on-site specific orientation process

Certification	Date of Certification	Renewal Due
Basic Life Support (BLS)		
Paediatric Advanced Life Support (PALS)		
Paediatric Emergency Assessment Recognition and Stabilization (PEARS)		
Emergency Nursing Paediatric Course (ENPC)		

### Additional Paediatric Education Opportunities

Completion dependent on-site specific orientation process

Certification	Date of Certification	Renewal Due
Neonatal Resuscitation Program (NRP)		
S.T.A.B.L.E		
Acute Care of the At-Risk Newborn (ACoRN)		

### How to use the Nursing Competency Tool:

The following evaluation key (**Table 1**) will be used to guide the learner and mentor through the evaluation process. The “learner” may be an experienced staff nurse who is going through the self-evaluation process, and this can be utilized as an ongoing method of performance appraisal, not requiring a mentor assessment. Mentor can include a manager/supervisor or delegate overseeing the evaluation.

For those assigned a mentor, it is intended to be completed in the following steps:

1. The learner and mentor will determine the time frame for the initial and final competency review using Benner’s Stages of Clinical Competence (**Table 2**)
2. The learner and mentor will both complete the initial and final assessment. There may be discrepancy which is expected and will encourage further discussions to identify areas of strengths and opportunities
3. The **learner** will complete the **Method of Review** which is how the learner developed knowledge of the skill or competency
4. The **mentor** will complete the **Method of Evaluation** which is how the learner demonstrated the skill or competency in clinical practice
5. The **mentor or learner** can utilize the **Comments** to add any additional information or identify any specific topics or skills that may need further development
6. **Date/Initials** to be completed by the learner and mentor

**Table 1. Evaluation Key**

Nursing Skill/ Competency Indicator	Learner Assessment		Method of Review P= Policy/Protocol Review E= Education Session S= Self-Learning Package C= Clinical Practice	Mentor Assessment		Method of Evaluation D/S= Demonstration/SIM O= Observed in Practice V= Verbal Review N/A = Not Applicable	Comments	Date/ Initials
	Initial	Final		Initial	Final			
							Initial & Final	

**Table 2. Benner’s Stages of Clinical Competence (1982)**

Stage	Description
<b>Novice</b>	Beginners with no experience. Rely on general rules and guidelines to perform tasks.
<b>Advanced Beginner</b>	Nurses with some prior experience of a situation and able to deliver a marginally acceptable performance. Needs support from mentors and colleagues in the practice setting.
<b>Competent</b>	Nurses with 2-3 years of experience. This stage is characterized by conscious, deliberate planning based upon analysis and careful deliberation of situations. They identify priorities and manage their own work and benefit from learning activities that center on decision making, planning and coordinating patient care.
<b>Proficient</b>	Nurse who is able to perceive situations as whole parts and holistically. Can focus on relevant aspects of a problem and have usually been in a specific area of practice for several years. Case and simulation-based learning is most useful at this stage.
<b>Expert</b>	Nurses with deep intuitive grasp of clinical situations. Quickly identify problems without considering unfruitful alternatives. Not all practitioners will become experts but can use critical incident technique to evaluate expert practice.

## Paediatric Nursing Standards

The Paediatric Nursing Standards (2022) 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.

The standards are divided into domains that identify five unique aspects of paediatric nursing practice. Under each domain is a description of a specific outcome that will positively impact the care experience of the child and their family.

Each domain is supported by Always Events® which are behaviors that are important to patients and families that health care providers must aim to perform them consistently and reliably for every patient, every time. Competencies for the Always Events® can be met in a variety of ways including, but not exclusive to, formal and informal education, clinical experience, mentorship, reflection, and self-directed learning.

For more information visit: <https://www.paednurse.ca/>

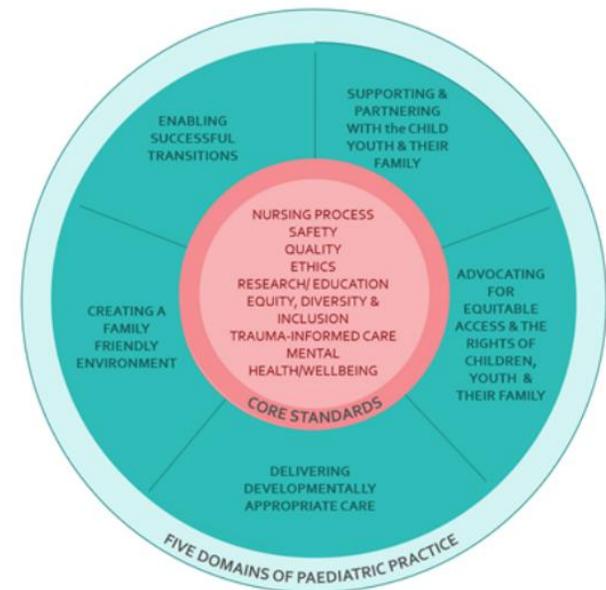


Figure 3: Canadian Paediatric Nursing Standards

## Paediatric Nursing Competencies for Community Emergency Departments

Nursing Skill/ Competency Indicator	Learner Assessment		Method of Review P= Policy/Protocol Review E= Education Session S= Self-Learning Package C= Clinical Practice	Mentor Assessment		Method of Evaluation D/S= Demonstration/SIM O= Observed in Practice V= Verbal Review N/A = Not Applicable	Comments	Date/ Initials
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Paediatric Health Assessment								
Demonstrates knowledge of the Paediatric Assessment Triangle							Initial:	
Accurately assesses and interprets paediatric vital signs								
Communicates necessary assessment findings required to team using standard safety language (i.e. SBAR)								
Performs an accurate primary and secondary assessment using standardized method (i.e., SAMPLE history)								
Identifies risk factors for paediatric trauma, process for activation of team and initial management							Final:	
Aware of location and use of paediatric specific equipment (resuscitation equipment, infant warmer etc.)								
Describes initial steps of managing a newly born infant								
Demonstrates the ability to support cultural competency, language translation services, gender diversity and indigenous navigation services as available								

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Paediatric Health Assessment								
Incorporates principles of Family Centered Care into the planning and delivery of care, including supporting and partnering with child and family, creating a friendly and safe environment							Initial:	
							Final:	
Primary Assessment - Airway								
Describes unique paediatric airway anatomy and physiology							Initial:	
Identifies airway patency as clear, maintainable or not-maintainable							Final:	
Identifies interventions for airway emergencies and maintaining patency (e.g. jaw thrust, tongue-jaw lift, suctioning)								
Describes causes of upper and lower airway conditions and recognizes life-threatening airway risks and interventions (e.g. epiglottitis, foreign body)								
Assesses the patients need for suctioning and performs oral, nasal, oropharyngeal and, nasopharyngeal suctioning using appropriate technique and pressures								

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Breathing										
Demonstrates understanding of paediatric respiratory physiology and pathologies							Initial:			
Recognizes and describes signs of increased work of breathing including accessory muscle use									Final:	
Describes respiratory distress versus respiratory failure and identifies intervention										
Demonstrates knowledge of signs and symptoms and management of common respiratory paediatric respiratory illnesses:										
Asthma							Initial:			
Bronchiolitis										
Croup										
Pneumonia										
Anaphylaxis									Final:	
Demonstrates appropriate use of the Paediatric Respiratory Assessment Measure (PRAM) for Asthma										
Articulates and initiates appropriate type and size of oxygen delivery system:										
Nasal prongs							Initial:			
Face Masks, including Non-Rebreather										
Heated High Flow Nasal Cannula (HHFNC)										
Continuous Positive Airway Pressure (CPAP/BIPAP)									Final:	
Positive Pressure Ventilation (PPV)										

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### Breathing

Demonstrates Inhaled Medication Administration:								
Meter Dose Inhaler and Spacer (MDI)							Initial:	
Small Volume Nebulizer								
Vibrating Mesh Nebulizer (Aerogen)							Final:	
Supports Care of a Patient with a Tracheostomy with Registered Respiratory Therapist (RRT):								
Ensures caregiver trained in tracheostomy changes present 24/7 with patient							Initial:	
Ensures emergency tracheostomy kit at bedside								

### Circulation

Demonstrates knowledge of neonatal and paediatric circulatory anatomy and physiology							Initial:	
Performs a circulatory and cardiovascular assessment								
Initiates cardiorespiratory monitoring as indicated and sets appropriate limits for paediatric and neonatal patients							Final:	
Verbalizes common signs and symptoms of suspected critical congenital heart disease and common paediatric arrhythmias (e.g., SVT)								

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Circulation								
Knowledge of signs and symptoms and management of paediatric/neonatal shock:								
Hypovolemic							Initial:	
Distributive								
Cardiogenic								
Obstructive								
Recognizes infants/children who are highest risk of sepsis (i.e. <3months age, recent surgery, complex chronic illness)							Final:	
Communicates and performs or assists with timely interventions for sepsis (e.g. bloodwork, catheterization, lumbar puncture, fluids)								
Successfully performs peripheral intravenous (PIV) insertion and securement on a child utilizing appropriate pain management strategies								
Verbalizes knowledge of indications for and role in assisting with insertion and management of intraosseous infusion (IO)								
Demonstrates skill of administering a Push/Pull Fluid Bolus								
Identifies priorities when managing a patient experiencing a sickle cell crisis								

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Disability								
Demonstrate use of AVPU acronym when assessing level of consciousness (Alert, Voice, Pain, Unresponsive)							Initial:	
Demonstrates use of the Paediatric Glasgow Coma Scale								
Assesses pupils for PERRLA								
Performs a neurological assessment utilizing the TICLS mnemonic: Tone, Interactiveness, Consolability, Look/Gaze, Speech/Cry							Final:	
Recognizes signs and symptoms of common neurological conditions:								
Meningitis/Encephalitis							Initial:	
Increased intracranial pressure								
Head Injury								
Hypo/hyperglycemia							Final:	
Seizures (Febrile and non-febrile)								
Identifies altered mental status in children and checks glucose								
Exposure/Environment								
Demonstrates knowledge of appropriate exposure and environmental assessment							Initial:	
Demonstrates knowledge of common ingested toxins and management								



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### Gastrointestinal (GI)/Genitourinary (GU)

Performs a developmentally appropriate GU assessment							Initial:  Final:	
Recognizes common paediatric and neonatal GU emergencies (paraphimosis, testicular torsion, incarcerated hernia, ovarian torsion)								
Recognizes suspected urinary tract infection and collects urine samples using appropriate method from infants/young children:								
Urinary Catheterization							Initial/Final:	
Bag Sample								

### Musculoskeletal (MSK)/Integumentary

Performs a developmentally appropriate MSK assessment							Initial:  Final:	
Demonstrates assessment and treatment of common paediatric fractures								
Articulates knowledge of common types of paediatric burns and treatment								

### Fluid and Electrolyte Management

Calculates appropriate maintenance hourly fluid intake (e.g. 4/2/1 rule)							Initial:  Final:	
Calculates intake and output including fluid balance for patients at risk of fluid imbalance (ml/kg/hr)								





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Medication Administration								
Identifies resources for paediatric resuscitation medication dosing and how to use							Initial:	
Provides appropriate education and information to patient and family regarding medications							Final:	
Pain Assessment and Management								
Incorporates pain prevention strategies and non-pharmacologic interventions for children who undergo painful procedures (bloodwork, IV insertion etc.)							Initial:	
Utilizes age and developmentally appropriate pain scales to assess, determine interventions, and evaluate pain interventions							Final:	
Describes and understands common medications and monitoring requirements of paediatric patients receiving sedation and/or analgesia								



## *Paediatric Nursing Competencies for Community Emergency Department*

<b>Educational and Practice Resources:</b>	
College of Nurses of Ontario: Standards of Care and Practice Guidelines	<a href="https://www.cno.org/en/learn-about-standards-guidelines/">https://www.cno.org/en/learn-about-standards-guidelines/</a>
Canadian Paediatric Society	<a href="https://cps.ca/">https://cps.ca/</a>
About Kids Health Sickkids	<a href="https://www.aboutkidshealth.ca/">https://www.aboutkidshealth.ca/</a>
Translating Emergency Knowledge for Kids (TREKK)	<a href="https://trekk.ca/">https://trekk.ca/</a>
Connected Care @ Sickkids	<a href="https://www.connectedcare.sickkids.ca/">https://www.connectedcare.sickkids.ca/</a>
Kids Health Alliance	<a href="https://www.kidshealthalliance.ca/en/">https://www.kidshealthalliance.ca/en/</a>
Ontario Poison Centre	<a href="https://www.ontariopoisoncentre.ca/">https://www.ontariopoisoncentre.ca/</a>
CHEO ED Outreach	<a href="https://outreach.cheo.on.ca/home">https://outreach.cheo.on.ca/home</a>
BC Children's Hospital Paediatric Respiratory Resource Bundles	<a href="https://childhealthbc.ca/initiatives/pediatric-respiratory-resource-bundles">https://childhealthbc.ca/initiatives/pediatric-respiratory-resource-bundles</a>
Resources for Interdisciplinary Paediatric Practice and Learning (RIPPL)	<a href="https://rippl.childhealthbc.ca/homepage">https://rippl.childhealthbc.ca/homepage</a>
American Academy of Paediatrics	<a href="https://www.aap.org/">https://www.aap.org/</a>
Women and Children's Health Network Central Region	<a href="https://www.wchn.ca/">https://www.wchn.ca/</a>
Simcoe Muskoka Family Connexions	<a href="https://familyconnexions.ca/">https://familyconnexions.ca/</a>
Provincial Council for Maternal and Child Health	<a href="https://www.pcmch.on.ca/">https://www.pcmch.on.ca/</a>
Ontario Health Clinical Resources and Education	<a href="https://www.ontariohealth.ca/providing-health-care/clinical-resources-education">https://www.ontariohealth.ca/providing-health-care/clinical-resources-education</a>
Project ECHO	<a href="https://www.echoontario.ca/#1">https://www.echoontario.ca/#1</a>

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## ***Paediatric Nursing Competencies for Community Emergency Department***

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Translating Emergency Knowledge for Kids (2023). Resources for Healthcare Providers. Retrieved online Dec 16<sup>th</sup> 2024 from: <https://trekk.ca/audience/healthcare-providers/>

## ***Paediatric Nursing Competencies for Community Emergency Department***

### **Learning Assessment**

Learner Name: \_\_\_\_\_ Date: \_\_\_\_\_

Learner Comments:

Preceptor Comments:

Manager (or Delegate) Comments:

Reviewed by: \_\_\_\_\_ Signature: \_\_\_\_\_

The College of Nurses of Ontario requires yearly practice reflection and development of a learning plan.

For more information or templates please go to: [CNO QA Every Day](#)