



# North Thames Paediatric Network

Connecting paediatric services

## PCC Competency Pack 2 (Green) for Children's Nurses

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

Date Pack Started: \_\_\_\_\_

Supervisors: \_\_\_\_\_

| Supervisor Name | Sample Signature |
|-----------------|------------------|
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| Skill                                      | Sign off by Senior Sister/PDN |
|--|-------------------------------|
| <i>B1. Airway &amp; Breathing 2</i>        |                               |
| <i>B2. Suctioning a child 2</i>            |                               |
| <i>B3. Cardiovascular assessment</i>       |                               |
| <i>B4. Allergies and anaphylaxis</i>       |                               |
| <i>B5. Care of a child with jaundice</i>   |                               |
| <i>B6. Pain management</i>                 |                               |
| <i>B7. Diabetes management</i>             |                               |
| <i>B8. Non-emergency patient transfers</i> |                               |
| <i>B9. Blood sampling &amp; line care</i>  |                               |
| <i>B10. Safeguarding</i>                   |                               |
| <i>B11. Communication</i>                  |                               |
| <i>B12. Human Factors</i>                  |                               |

Name of nurse: \_\_\_\_\_

The above nurse has completed all the above competencies, and has been deemed competent to progress onto Pack 3.

Signature of supervisor: \_\_\_\_\_

Printed name: \_\_\_\_\_

Signature of Sign-Off: \_\_\_\_\_

Printed name: \_\_\_\_\_

Signature of Clinical Day Sign-Off: \_\_\_\_\_

Has attended PILS ☐ Date attended: \_\_\_\_\_

## **Introduction**

These competencies have been devised following guidance from the Royal College of Paediatrics and Child Health (RCPCH), and are based on the Children's Critical Care Passport (Time to Move On, 2015). These core critical care skills are considered vital for all nurses working within Level 1 & 2 Critical Care Units, and have been adapted for the use of nurses working within the North East London Paediatric Critical Care Network (NEL PCCN), including the following Trusts:

- Barking, Havering and Redbridge University Hospitals (Queens Hospital & King George Hospital)
- Barts Health NHS Trust (Whipps Cross University Hospital, Newham General Hospital & The Royal London Hospital)
- Homerton University Hospital NHS Foundation Trust

Additional skills have been added to ensure nurses have up to date and appropriate skills for their workplace.

Additional competency packs are required for nursing staff working in specialist areas, for example, Children's Emergency Department (ED) or Paediatric Critical Care Unit (PCCU).

Skills acquisition should be supported by the appropriate education, training and self-directed learning, so that individuals have the essential physiological knowledge to underpin the necessary skills. In order to do this, all nurses will be allocated a supervisor who has achieved a recognised High Dependency course (e.g. HDU modules, EPLS/APLS), and the final sign off must be completed by a Senior Sister/Nurse Educator or equivalent.

Skills within this document do not have to be completed in a particular order. All skills must be signed off in order to progress to the next competency document.

## **Assessment of competencies**

This competency document uses a consistent framework of Benner's Stages of Clinical Competence (1984) to assess competence. It is expected that all nurses will be Competent in all areas of this document.

| <b>Level Achieved</b>    | <b>Description</b>  |
|--------------------------|---|
| <b>Novice</b>            | The novice has no experience in the situations they are expected to perform. The novice lacks confidence to demonstrate safe practice and requires continual verbal and physical cues.  |
| <b>Advanced beginner</b> | Demonstrate marginally acceptable performance because the practitioner has had prior experience in actual situations. S/he is efficient and skilful in parts of the practice area, requiring occasional supportive cues. Knowledge is developing.   |
| <b>Competent</b>         | Competence is demonstrated by the practitioner. The practitioner is able to demonstrate efficiency, is coordinated and has confidence in his/her actions. Care is completed within a suitable time frame without supportive cues.   |
| <b>Proficient</b>        | Perceives situations as wholes rather than in terms of chopped up parts or aspects. Proficient practitioners learn from experience what typical events to expect in a given situation and how plans need to be modified in response to these events.  |
| <b>Expert</b>            | The expert practitioner has an intuitive grasp of each situation and zeroes in on the accurate region of the problem without wasteful consideration of a large range of alternative diagnoses and solutions. Operates a deep understanding of the total situation. His/her performance is flexible and highly proficient. |

B1.

Airway & Breathing 2

| Level | Skill   | Nurse Signature | Supervisor Signature |
|-------|---|-----------------|----------------------|
| 1     | Competently cares for a child with Apnoea, including: <ul style="list-style-type: none"> <li>Discuss underlying causes for apnoea's &amp; investigations required</li> <li>Explain immediate care</li> <li>Demonstrate knowledge of treatment for recurrent apnoea's</li> </ul>   |                 |                      |
| 1     | Competently cares for a child with Upper Airway Obstruction or Croup: <ul style="list-style-type: none"> <li>Recognises partially obstructed and obstructed airway and takes appropriate action</li> <li>Assesses noise and stridor</li> <li>Effectively positions the child receiving an adrenaline nebuliser</li> <li>Demonstrates understanding of need for minimal handling and distress avoidance</li> <li>Identifies changes in condition associated with nebulised adrenaline</li> </ul> |                 |                      |
| 1     | Considers early escalation to anaesthetic support of the above  |                 |                      |
| 1/2   | Has completed local Trust tracheostomy introduction pack  |                 |                      |
| 2     | Has attended local Trust Non Invasive Ventilation (NIV) or Long Term Ventilation (LTV) introduction session   |                 |                      |
| 2     | Can demonstrate knowledge on when a Nasopharyngeal Airway (NP Airway) is required and benefits to its use   |                 |                      |
| 2     | Competently demonstrates how to size and insert NP airway under supervision   |                 |                      |

**Evidence**

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| Supervisors Name | Signature | Level of competence | Date |
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B2.

Suctioning a child 2

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
| 1     | Demonstrates and articulates clinical rationale for suction, and articulates possible adverse effects  |                 |                      |
| 1     | Demonstrates knowledge of appropriate suction pressures to use for oral, nasopharyngeal and tracheostomy suctioning                                    |                 |                      |
| 1     | Competently demonstrates correct technique for tracheostomy suction, and preforms competently under direct supervision of a tracheostomy trained nurse |                 |                      |
| 2     | Demonstrates how to measure a suction catheter for NP airway suction and competently demonstrates correct technique for NP airway suction              |                 |                      |
| 1     | Demonstrates competence to assess oral/NP/tracheostomy secretions  |                 |                      |
| 1     | Demonstrates assessment of complications of suctioning and demonstrates clearance of mucous plugs in the respiratory patient                           |                 |                      |
| 1     | Demonstrates knowledge of how to contact physiotherapist in and outside working hours  |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B3.

Cardiovascular 2

| Level | Skill   | Nurse Signature | Supervisor Signature |
|-------|---|-----------------|----------------------|
| 1     | Competently undertakes 12 lead ECG  |                 |                      |
| 1     | Demonstrates how to place defibrillator pads, connect leads and how to use to monitor patient   |                 |                      |
| 1     | Recognises sinus & abnormal ECG rhythm and actions to take  |                 |                      |
| 2     | Recognises life threatening rhythms (VF, VT PEA, asystole) and take appropriate urgent response   |                 |                      |
| 2     | Able to calculate dose, draw up and administer IV anti-arrhythmic medication, demonstrating safe practice   |                 |                      |
| 2     | Shows understanding of IV emergency drugs used during a cardiac resuscitation, including: <ul style="list-style-type: none"> <li>• Adrenaline</li> <li>• Atropine</li> <li>• Calcium</li> <li>• Sodium Bicarbonate</li> </ul> |                 |                      |
| 2     | Demonstrates awareness of joules required to treat a shockable rhythm   |                 |                      |
| 1     | Escalates any concerns appropriately using SBAR and the local Early Warning Scoring system  |                 |                      |
| 1     | Demonstrates basic understanding of electrophysiology of the heart (e.g SA node firing & QRS complex)   |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B4.

Allergies and anaphylaxis

| Level | Skill   | Nurse Signature | Supervisor Signature |
|-------|---|-----------------|----------------------|
| 1     | Demonstrates understanding of common allergic conditions and their presentation, including risk and causes of anaphylaxis               |                 |                      |
| 1     | Demonstrates understanding of symptoms of anaphylaxis and an acute allergic reaction  |                 |                      |
| 1     | Competently describes how to manage an acute allergic reactions, and what nursing actions need to be undertaken                         |                 |                      |
| 1     | Demonstrates knowledge of local Trust and recognised resuscitation guidelines on managing anaphylaxis                                   |                 |                      |
| 1     | Shows awareness of dose of injectable adrenaline required during anaphylaxis, and where algorithms are located in the local area        |                 |                      |
| 1     | Demonstrates awareness of where to locate medication required when managing an acute allergic reaction or anaphylaxis in the local area |                 |                      |
| 1     | Completes appropriate nursing management post reaction, including observation and monitoring  |                 |                      |
| 1     | Ensures allergy status is checked on admission and before any medication administration, applying a red nameband where appropriate      |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B5.

Care of a baby/child with jaundice

| Level   | Skill   | Nurse Signature | Supervisor Signature |
|---|---|-----------------|----------------------|
| <b>Has completed local equipment competencies: YES/NO</b> |   |                 |                      |
| 1   | Understands the physiology rationale behind jaundice, and can describe signs and symptoms of jaundice   |                 |                      |
| 1   | Understands treatment options for jaundice, and demonstrates accurate plotting on the age appropriate graph to ensure a child can commence appropriate treatment in a timely manner |                 |                      |
| 1   | Demonstrates understanding of accurate & strict fluid balance, and can rationalise why  |                 |                      |
| 1   | Competently demonstrates setting up the phototherapy lights and Babytherm (for phototherapy) (Trust specific)   |                 |                      |
| 1   | Rationalises importance of regular observations and temperature monitoring  |                 |                      |
| 1   | Understands how often SBR's need to be repeated, and follows the correct procedure as outlined in local Trust guidelines  |                 |                      |
| 1   | Able to identify when treatment is no longer required, and when a rebound SBR level needs to be assessed  |                 |                      |
| 1   | Provides parents with emotional support, by providing accurate information in regards to handling & feeding their baby  |                 |                      |
| 1   | Escalates any concerns as appropriate to the NIC, including equipment difficulties  |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B6.

Pain management

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
| 1     | Demonstrates familiarity for local Trust pain management in children guideline   |                 |                      |
| 1     | Can correctly identify age/cognitive ability appropriate Pain Score tools  |                 |                      |
| 1     | Accurately documents a child's Pain Score, and escalates where necessary to ensure pain is well controlled   |                 |                      |
| 1     | Demonstrate knowledge of the role and use of interventions in the treatment of acute and/or chronic (persistent) pain, rationale for use and side effects, for example: <ul style="list-style-type: none"> <li>• Oral analgesia</li> <li>• Intravenous analgesia (including Morphine infusions)</li> <li>• Patient-controlled analgesia (PCA)</li> </ul> |                 |                      |
| 1     | Understands the clinical signs, symptoms and management of adverse effects   |                 |                      |
| 1     | Demonstrate knowledge with examples of common non-pharmacological interventions in the treatment of acute or chronic (persistent) pain   |                 |                      |
| 1     | Demonstrates knowledge of where to seek support if necessary, including out of hours   |                 |                      |
| 1     | Escalates any concerns appropriately using SBAR and the local Early Warning Scoring system   |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B7.

Diabetes management

| Level | Skill   | Nurse Signature | Supervisor Signature |
|-------|---|-----------------|----------------------|
| 1     | Has completed the local Trust Diabetes Care document, to include: <ul style="list-style-type: none"> <li>• General knowledge of T1DM</li> <li>• Supporting the family during diagnosis</li> <li>• Care of hypoglycaemia</li> <li>• Care of hyperglycaemia</li> <li>• Administering subcutaneous Insulin</li> <li>• Checking blood glucose levels</li> <li>• Discharge advice &amp; local documentation</li> </ul> |                 |                      |
| 1     | Has attended local Trust Diabetes study day   |                 |                      |
| 1     | Understands where and how to seek support where necessary, including out of hours and weekends  |                 |                      |
| 1     | Demonstrates basic knowledge of insulin pumps and is able to seek support where necessary   |                 |                      |
| 1     | Escalates all concerns as appropriate   |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B8.

Non-emergency patient transfers

| Level | Skill   | Nurse Signature | Supervisor Signature |
|-------|---|-----------------|----------------------|
| 1     | Trained to book transport and can competently do so   |                 |                      |
| 1     | Identifies correct mode of transport for patient (e.g. EMT, ambulance car)  |                 |                      |
| 1     | Liaises competently with receiving hospital to confirm destination and date/time to transfer  |                 |                      |
| 1     | Ensures all patients belongings including Patient Own Medication is collected for transfer  |                 |                      |
| 1     | If applicable, ensures appropriate additional equipment such as monitoring/pumps/oxygen/suction is available for transfer                             |                 |                      |
| 1     | Ensure relevant documentation is photocopied and/or printed for the receiving hospital, and a discharge letter has been completed by the medical team |                 |                      |
| 1     | Safely transfer the patient to the receiving ward, and provide a clear A – E handover, including additional information/outstanding investigations    |                 |                      |
| 1     | Demonstrates understanding of local isolation procedures and ensures the receiving team are aware of any infection control issues                     |                 |                      |

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B9.

Blood sampling & line care

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
| 1     | Demonstrates knowledge of when blood sampling is required, and completes this within the scope of their practice   |                 |                      |
| 1     | Demonstrates knowledge of when a capillary blood gas (CBG) is required, and completes this within the scope of their practice  |                 |                      |
| 1     | Has completed additional local Trust Central Venous Catheters (CVC) Line Care competencies, and has been assessed as competent in care of: <ul style="list-style-type: none"> <li>• PICC lines</li> <li>• Long lines</li> <li>• Double or triple lumen central venous catheters</li> <li>• Portacaths</li> </ul> |                 |                      |
| 1     | Competently assists medical and nursing staff in obtaining blood samples from patients, including during the insertion of a peripheral cannula   |                 |                      |
| 1     | Able to identify correct documentation required following insertion and care of a line, and competently completes  |                 |                      |
| 1     | Demonstrates frequent documentation of VIP scores, and ensures all lines are assessed and flushed according to local Trust guidelines  |                 |                      |

**Evidence**

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| Supervisors Name | Signature | Level of competence | Date |
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B10.

Safeguarding

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
|       | <b>Has completed safeguarding level 3 training: YES/NO</b>   |                 |                      |
|       | <b>Has completed local safeguarding supervision: YES/NO</b>  |                 |                      |
| 1     | Ensures safeguarding screening is completed on admission in accordance with the local Trust guidelines   |                 |                      |
| 1     | Competently identifies any existing or new safeguarding concerns, and escalates this appropriate to both nursing and medical team  |                 |                      |
| 1     | Demonstrates knowledge of local safeguarding structures, including: <ul style="list-style-type: none"> <li>Local safeguarding team</li> <li>Local named doctor and named nurse for safeguarding</li> <li>Local Social Services teams and how to contact in and out of hours</li> <li>Local referral forms, including Health Visitor Notifications and Multi Agency Referral Forms (MARFs)</li> </ul> |                 |                      |
| 1     | Updates local weekly psychosocial list and is able to participate in the local psychosocial meeting  |                 |                      |
| 1     | Demonstrates knowledge of discharge planning and strategies meetings, and identifies key MDT attenders   |                 |                      |
| 1     | Has basic knowledge of a Child Protection Order (CPO) and an Emergency/Police Protection Orders  |                 |                      |
| 1     | Competently liaises with local Social Services regarding safeguarding of a child   |                 |                      |

**Evidence**

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| Supervisors Name | Signature | Level of competence | Date |
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B11.

Communication

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
| 1     | Understands the need for good communication and communicates with children and young people, parents, carers, families and others in a form and manner that: <ul style="list-style-type: none"> <li>Is consistent with their level of understanding, background and preferred ways of communicating</li> <li>Is appropriate to the purpose of the communication and the context in which it is taking place</li> <li>Encourages the effective participation of all involved</li> </ul> |                 |                      |
| 1     | Able to escalate any concerns to the relevant member of the team (including medical, dietician, SALT, physio, etc.), and keep the NIC up to date with the patients plan of care  |                 |                      |
| 1     | Uses Trust Guidelines to ensure effective communication practices including: <ul style="list-style-type: none"> <li>Maintaining confidentiality and sharing information in accordance with legal, professional and organisational requirements</li> <li>Producing records and reports that are clear, comprehensive and accurate and that follow the NMC guidelines on record keeping</li> <li>Maintains the security and confidentiality of information</li> </ul>                    |                 |                      |
| 1     | Shows awareness and demonstrates communicating in a sensitive manner   |                 |                      |
| 1     | Demonstrates knowledge of local safeguarding procedures, and competently completes appropriate referrals   |                 |                      |

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| Supervisors Name | Signature | Level of competence | Date |
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B12.

Human Factors

| Level | Skill  | Nurse Signature | Supervisor Signature |
|-------|--|-----------------|----------------------|
| 1     | Communicates effectively – <ul style="list-style-type: none"> <li>• Maintain relationships</li> <li>• Be assertive, not aggressive or submissive</li> <li>• Distribute needed information to team members</li> <li>• Cross (double) check with team members</li> </ul>   |                 |                      |
| 1     | Ensures role clarity and good teamwork – <ul style="list-style-type: none"> <li>• Team members including the Leader need to be able to recognise when they are affected by stress, and develop appropriate self-care behaviours</li> <li>• Ensure you know your allocated role within the team</li> <li>• Demonstrates good followership and be active</li> <li>• Observes and monitors events and advocates or asserts corrective actions</li> </ul>    |                 |                      |
| 1     | Know your environment – <ul style="list-style-type: none"> <li>• Demonstrates knowledge of the location and function of equipment, especially for time-critical procedures</li> <li>• Logically structured, well-labelled environment</li> <li>• Ensures training is up to date</li> <li>• Understands the role and level of experience of team members</li> </ul>   |                 |                      |
| 1     | Call for help early – <ul style="list-style-type: none"> <li>• Shows awareness of barriers to asking for help (e.g. fear of criticism or losing face)</li> <li>• Mobilises all available resources</li> </ul>  |                 |                      |
| 1     | Anticipate, share and review the plan – <ul style="list-style-type: none"> <li>• Thinks ahead and plan for all contingencies</li> <li>• Anticipates delays</li> <li>• Shares thoughts with others</li> </ul>   |                 |                      |
| 1     | Allocate attention wisely – avoid fixation – <ul style="list-style-type: none"> <li>• Shows awareness of 'fixation error's that reduces situational awareness</li> <li>• Utilises all available information</li> <li>• Prioritises tasks and focus on the most important task at hand</li> <li>• Ensures monitors are continually observed and assessments repeated periodically (e.g. blood pressure cuff set to auto-cycle every 2 minutes)</li> </ul> |                 |                      |

**Evidence**

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| Supervisors Name | Signature | Level of competence | Date |
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## Reflections

*This section is to be used by the nurse to record reflections which can be used for feedback or revalidation. A minimum of 3 reflections per pack must be recorded and signed by the Supervisor in order to complete the competency pack.*

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| Nurse Signature: _____<br>Mentor Signature: _____ |  |

## References

Royal College of Nursing (RCN) (2012) *Core competences for nursing children and young people*. Available:

[https://www2.rcn.org.uk/\\_\\_data/assets/pdf\\_file/0006/442887/004202.pdf](https://www2.rcn.org.uk/__data/assets/pdf_file/0006/442887/004202.pdf). Last accessed 3th April 2017

Royal College of Paediatrics and Child Health (RCPCH) (2015) *Appendices: High Dependency Care for Children: Time to Move On*. Available:

<http://www.rcpch.ac.uk/sites/default/files/page/Appendices.pdf>. Last accessed 3th April 2017

### **This competency pack has been compiled as part of the Nurse Education Team for the North East London Paediatric Critical Care Network**

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