

Self Assessment Competency Tool and Ways of Learning

Registered Nurse in Pediatrics

Purpose The purpose of this tool is to assist with self-assessment of your current practice in relation to the competencies set out for the Registered Nurse in the Pediatric Department. It is also used to identify your learning needs. You may then use the tool to develop a Collaborative Professional Development Plan to meet your professional development goals based on your learning needs and in consultation with your mentor and/or Clinical Nurse Educator.

Instructions

Seek Feedback	Look for opportunities where your mentor(s) have observed your practice and can comment on your competencies. Use this feedback along with self-reflection to inform your self assessment.
Rate your competency	Determine your level of practice in demonstrating each competency by assigning a score (1-4) beside each indicator. Add comments, examples or reminders in the “comments” column.
Identify learning needs	Review the completed tool to identify areas of practice in which you have a learning need.
Create professional development plan	Collaborate with your mentors/CNE in a learning conversation to review tool, learning needs and to create professional development plan.

Definitions

A **competency** is a broad statement about the knowledge, skills, abilities and judgements required to perform safely and ethically within an individual’s clinical practice or in a designated role or setting. (BCCNM, n.d.).

An **indicator** is a specific observable behavior that illustrates how a competency is being met (CRNBC, 2015 and Mills et al., 2020).

Ways of Learning: specific learning opportunities that supports a learner to meet a specific skill There may be more than one way to learn a skill such as demonstration by another staff or teach back.

For Additional Definitions please see below

Development Levels

FOUNDATIONAL	Getting started competencies, within the first three months	Listed on a WHITE background
INTERMEDIATE	Competencies developed over time, beyond the first three months	Listed on a LIGHT GREY background
ADVANCED	Competencies developed toward career growth, beyond intermediate	Listed on a DARK GREY background

Key (2, 4, 6):

1	Beginning/Require Significant support	I have only textbook or limited knowledge of this skill or practice, or I have not had an opportunity to experience this skill or practice yet. I need instruction and guidance to complete it.
2	Developing/Require Minimal support	I have a working knowledge of most aspects of this skill or practice. I can complete most of it using my own judgement, but still need guidance to fine tune my practice or with unexpected situations
3	Accomplishing/Perform Independently	I have a good working knowledge of this skill or practice. I can complete it using my own judgement.
4	Exemplary/Act as a Mentor or Resource to others	I have a deep understanding of this skill or practice. I can predict and adapt my practice across multiple complex situations. I am considered a role model for others

COMPETENCY STATEMENTS AND INDICATORS		Date:		Ways of Learning
		Key	Comments	Resource/Activity
PROFESSIONALISM AND ETHICAL CONDUCT				
1.0 Demonstrates accountability and responsibility for maintaining own professional practice				
1.1	Maintains own physical, mental & emotional well-being including measures to support and build own resilience			• Pulse: Pediatric COVID-19 resources • Fraser Health: Health and Wellness • Employee and Family Assistance Program (EFAP) • Fraser Health Crisis Line - available 24/7, call 604-951-8855 or 1-877-820-7444 • Fraser Health Critical incident stress management (CISM), call 1-844-880-9142 (press 1, then 3) or 1-236-332-1212
1.2	Practices in accordance with Canadian Paediatric Nursing Standards, CNA code of ethics and ethical principles as they apply to children (e.g., consent to treatment, decision making, refusal of treatment)			• BC College of Nurses and Midwives • Canadian Nurses Association • Canadian Paediatric Nursing Standards
1.3	Demonstrates professionalism: • Arrives and is ready to start on time • Takes breaks as outlined in the collective agreement • Dresses appropriately (nails, shoes, jewellery, watches etc.) • Adheres to hand hygiene practices			• Location of timesheets • Process for giving/receiving shift handover • Connect with charge nurse/PCC for break schedule • BCNU collective agreement- 26.03, 26.04 • DST Catalogue: Professional Image - Policy

COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
			• Communication process for if/when breaks cannot be taken (delegation, buddies, etc.) • LearningHub: Provincial Hand Hygiene Basics PICNet Course ID: 5360 Length: 15 mins
1.4 Identifies relevant legislation, social and organizational policies that affect child and family health and well-being (e.g., Jordan's principle, BC Mental Health Act, BC Child, Family & Community Services Act, UN Conventions on the Rights of the Child, Indigenous healing practices, Truth and reconciliation commission of Canada, medical cannabis, Declaration on the Rights of Indigenous Peoples Act)			• LearningHub: BC Mental Health Act Education - Pediatric Focus Course ID: 22649 Length: 1 hour • The Infants Act • Pulse: Mental health act resource network • Pulse: Aboriginal Health Resource Page • BC Government: Declaration on the Rights of Indigenous Peoples Act • Our Pediatric Shared Commitments
1.5 Utilizes and can locate current, sanctioned, evidence based resources in the provision of care: • FH guidelines, protocols, and policies • Care Standards: Nursing Pediatric Medical/Surgical • Care Standards: Child and Youth Mental Health and Substance Use • Pediatric and neonatal drug monographs • High-Alert Medication policies • Clinical Skills by Elsevier • Child Health BC			• DST Catalogue: Nursing Pediatric Medical/ Surgical Care Standards • DST Catalogue: Child and Youth Mental Health and Substance Use Care Standards • Pulse: Indigenous cultural protocols

COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
			• Pulse: Parenteral drug therapy manual (PDTM) • High-Alert Medications – • DST Catalogue: High-Alert Medications - Pediatric - Clinical Protocol • Elsevier clinical skills • ChildHealthBC • Pulse: Neonatal CDSTs
1.6 Advances own practice through ongoing development in order to: • Perform accurate and thorough head-to-toe assessments • Apply knowledge of pathophysiology of illnesses, conditions and emergencies common to the unit • Apply knowledge of medications commonly administered to pediatric patients			• LearningHub: Chapter 2b. Wound Assessment Course ID: 16222 Length: 30 mins • LearningHub: Identifying and Responding to Sepsis Course ID: 6641 Length: 1 hour • DST Pre-Printed Order: Sepsis Initial management Pediatrics • DST Pre-Printed Order: Sepsis Initial management Neonate)
1.7 Identifies own practice limitations and seeks out resources and learning opportunities to ensure best quality of care is provided. Will seek assistance from PCC/CNE when necessary.			• Pulse: Indigenous Cultural Safety training • LearningHub • Canadian Nurses Association (CNA)
1.8 Engages in ongoing professional development and educational activities			• SharePoint: Competency skills list • LearningHub: Fraser Health ECC Program: CPR/Basic Life

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COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
			Support (BLS) - for FH Health Care Providers (HCP) Course ID: 14605 Length: 4 hours • LearningHub: Fraser Health ECC Program: CPR/ Basic Life Support (BLS) Renewal Course Course ID: 15837 Length: 2 hrs 15 mins • Pediatric Emergency Assessment Recognition and Stabilization (PEARS) • Pediatric Advanced Life Support (PALS)
1.9 Demonstrates awareness of ethical principles related to pain. Nurses have a responsibility to advocate for and help provide adequate pain management.			• DST Catalogue: Pediatric Pain Scales - Quick Reference Guide • DST Catalogue: Pediatric Acute Pain Management Flowsheet – Form • Refer to 1.4 in Self-assessment RN in Pediatrics Skills Proficiency Checklist for detailed pain resources • BC Children's Hospital: Pain Management and Comfort
1.10 Reflects on own values, beliefs, assumptions, and behaviours as they shape practice and influence team cohesion.			• Pulse: Diversity Services • Pulse: Aboriginal Health

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				- BCCNM standards – Professional Responsibility and Accountability LearningHub: Diversity Competency Modules 1 Course ID 11390 Length: 1 hour LearningHub: Diversity Competency Modules 5 Course ID: 15367 Length: 2 hours 30 mins LearningHub: Introduction to Diversity Competency Standards Course ID: 27787 Length: 30 mins
1.11	Self-identifies and seeks to resolve ethical or moral biases, prejudices and stigmatized attitudes			- BCCNM Professional Standards Pulse: Diversity Services Pulse: Ethics Services - Our Pediatric Shared Commitment
1.12	Adheres to Fraser Health Clinical Policies, Clinical Practice Guidelines, and Clinical Protocols relevant to pediatric practice including but not limited to: - Reporting suspected child maltreatment - CHBC Least Restraint Guidelines - High alert medications - Accreditation Canada Required Organizational Practices			- Clinical Protocol: Pediatric High alert medication DST Catalogue: High-Alert Medications - Sites Serviced by Lower Mainland Pharmacy Services (LMPS) - Clinical Policy

COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
			• LearningHub: Alaris Pump Competency Assessment (Online) Course ID: 14626 Length: 1 hour • LearningHub: High alert medication module Course ID: 15310 Length: 25 mins • LearningHub: Falls and Injury Reduction Introduction Course ID: 12171 Length: 30 mins • DST Catalogue: Least Restraint (Pediatric) - Child Health BC - Provincial Guideline • Compass Connections with Child Health BC: Overview of the 2022 Provincial Least Restraint Guideline -webinar • Trekk: Suspected Physical Child Maltreatment – ChildHealthBC • DST Catalogue: Reporting Suspected Child Maltreatment - Clinical Policy • Sharepoint resources
1.13 Maintains confidentiality and security of patient's personal information • Keeps worksheet confidential (shreds after shift)			• DST Catalogue: Confidentiality and Security of Personal Information – Policy

COMPETENCY STATEMENTS AND INDICATORS		Date:		Ways of Learning
		Key	Comments	Resource/Activity
Keeps discussions involving the patient limited to care providers on patient's care team (discusses only information necessary to provide care)				Our Pediatric Shared Commitment
CLINICAL REASONING				
2.0 Uses critical inquiry and systematic processes to support professional judgment and reasoned decision-making.				
2.1	Conducts comprehensive child and family health history:			CLINICAL POLICY: Age Definition and Admission: Pediatric – DST DST Catalogue: Admissions Histroy - Pediatrics - Form Pulse: Gender-based analysis (GBA+) resources LearningHub: Pediatric Foundations Course ID: 25923 Length: 1 hour 30 mins DST Catalogue: Pediatric Early Warning System - Inpatient - Clinical Protocol LearningHub: Children and Youth at Risk of Clinical Deterioration (PEWS) Course ID: 6374 Length: 2 hours LearningHub: BC PEWS Refresher Course ID:19005 Length: 30 mins

COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
			• BCCDC: Interactive Electronic Immunization Infographic for Health Care Providers • LearningHub: Medication Reconciliation (Online) Course ID: 11038 Length: 30 mins • DST Catalogue: Medication Reconciliation – Transitions in Care – Clinical Policy • DST Catalogue: Nursing - Pediatric Medical or Surgical - Care Standard • LearningHub: Fraser Health Biological Hazards and Communicable Diseases Course ID: 17630 Length: 45 mins • Pulse: Infection, prevention and control (IPC) acute care manual • Fraser Health: Fit Testing
2.2 Conducts comprehensive head-to-toe, systems assessments using Provincial PEWS vital signs assessment and documentation guidelines			• LearningHub: Children and Youth at Risk of Clinical Deterioration (PEWS) Course ID: 6374 Length: 2 hours • DST Catalogue: Pediatric Early Warning System –Inpatient – Clinical Protocol

COMPETENCY STATEMENTS AND INDICATORS	Date:		Ways of Learning
	Key	Comments	Resource/Activity
2.3 Completes a mental health assessment and determines Child Youth Safety Plan when indicated • Mental status exam • Screening tools • Suicide risk assessment • Substance use • Risk of violence • Risk safety assessment			• LearningHub: Code Yellow – Missing Patient/Resident (Online) Course ID: 13150 Length: 20 mins • Pulse: Color Codes and Emergency Response Procedures • DST Catalogue: Levels of Observation – Clinical Policy • DST Catalogue: Levels of Observation Mental Health & Substance Use Clinical Practice Guideline • DST Catalogue: Children and Adolescents with Mental Health Concerns for Adolescent Psychiatry, Adult Psychiatry, and Pediatric Inpatient Units; section 4 of Age Definition Admission Pediatric Clinical Policy • LearningHub: BC Mental Health Act Education - Pediatric Focus Course ID: 22649 Length: 1 hour • The Infants Act

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			• Pulse: Mental health act resource network • Pulse: Mental health resources for child and youth • Fraser Health: Indigenous mental health resources • Our Pediatric Shared Commitment
2.4 Establishes priorities of care based on assessment findings and their significance: • LOC • Vital signs • Pain • Fever • Fluid balance (intake/output) • Nutrition • Mobility			• Pediatric Regional Escalation Aid • LearningHub: Identifying and responding to sepsis Course ID: 6641 Length: 1 hour • LearningHub: Fraser Health ECC program: CPR/ Basic Life Support (BLS) Renewal Course ID: 15837 Length: 2 hours 15 mins • LearningHub: Fraser Health ECC program: CPR/ Basic Life Support (BLS) for FH health care providers Course ID: 14605 Length: 4 hours
2.5 Identifies normal and abnormal findings in physical assessment, lab and investigative reports: • CBC			• LearningHub: Blood Glucose Meter - Nova StatStrip Training Course ID: 22130

• Blood gases • Electrolytes • Urinalysis • Glucose • Vital signs			Length: 35 mins • Pulse: Point of care testing (POCT) • LearningHub: Anaphylaxis Initial Emergency Treatment by Nurses (Adult & Pediatric) Course ID 19708 Length: 45 mins • DST Catalogue: Oxygen Therapy - Heated Humidified High Flow Nasal Cannula for Inpatient Units - Pediatric – Clinical Practice Guideline section 3 • Sharepoint: Pediatric Lab Tests and Interpretation - self learning package SILP
2.6 Assesses patient's need for supports – SW, Child Life Specialist, OT, PT, Dietitian, MCFD, Indigenous Advocates			• DST Catalogue: Child Life Acute Care Standard • Pulse: Indigenous Health Liaisons
2.7 Escalates care using the MICY line of communication: • Collaborate with PCC, CNE, MRP			• LearningHub: FH Home Health – SBAR Situation Background Assessment Recommendation Course ID: 11040 Length: <5 mins • Pulse: Situation background assessment (SBAR) education resources • Locate SBAR tools used on the unit and process for use

2.8 Escalates care using MICY line of communication: Collaborate with Manager, MICY AOC and Site Leader as needed			Maternal Infant Child Youth Program Facilitation Of Access And Flow To MICY Units Maternal infant child youth program line of communication algorithm
2.9 Assesses for application of safe pediatric medications administration: 7 rights and 3 checks of medication administration			DST Catalogue: Medication Practice: Medication Prescribing, Directive/Order Processing, Administration and Documentation; Clinical Protocol DST Catalogue: Medication Administration record – Daily – Clinical Policy
2.10 Assess patient's pain by using the appropriate Pain Assessment Scale Tool that is based on: - Developmental age - Language - Culture - Previous experiences - Communication patterns - Coping strategies - Mechanism of injury - Use of alternative/complementary therapies - Impact the pain has for the person and family members - Demands of care situation			DST Catalogue: Pediatric Pain Scales - Quick Reference Guide DST Catalogue: Pain Management Pediatric Flowsheet – Form

2.11 Applies relevant screening tools for identified and potential risk for the individual child and family: • Falls • Pressure injury prevention • Oral health • Antibiotic resistant organisms • Multi drug resistant organisms • Critical Care Indicators			• LearningHub: Fraser Health Falls and Injury Reduction - Introduction Course ID: 12171 Length: 30 mins • DST Catalogue: Skin and Wound Adults Braden Skin and Risk Assessment Procedure and Documentation –Braden Q scale • DST Catalogue: Skin and Wound Adults Braden Skin and Risk Assessment Procedure and Documentation – Braden Q Intervention Guide Children • DST Catalogue: Contact Precautions Acute Best Practices Clinical Practice Guideline –Appendix A Standard Operating Procedure MRSA and MDRO Screening, Contact Tracing and Management and Conducting Point Prevalence in Acute Care • DST Catalogue: Critical Care Indicators Responsibility for Safety Alerts in Meditech- Clinical Policy
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2.12 Evaluates and adapts feeding plans (in collaboration with OT and dietitian when applicable) to meet needs of a neonates and pediatric patients in keeping with: • Perinatal Services BC guidelines • Fraser Health Feeding - infant and young child best practices Clinical Practice Guideline • Clinical skills • Care plans			• Guidelines and Standards Perinatal Services BC • DST Catalogue: Feeding: Infant and Young Child Best Practices –Clinical Practice Guideline • Elsevier Clinical Skills • OT/dietitian
2.13 Evaluates patient responses to nursing care and interventions by comparing actual outcomes to anticipated outcomes			
INTERVENTION			
3.0 Implements nursing interventions for common pediatric illnesses and conditions that integrate knowledge of pathophysiology, manifestation, pain continuum, management strategies and patient responses to treatment.			
3.1 Asthma and upper/lower respiratory infections (e.g. influenza, pneumonia, RSV)			• DST Catalogue: Oxygen Therapy - Heated Humidified High Flow Nasal Cannula for Inpatient Units - Pediatric - Section 5 –Clinical Practice Guideline • DST Catalogue: Ventilation, Non-Invasive: Pediatric - Initiation, Maintenance, and Weaning section 2, 5, 6 Clinical Protocol
3.2 Autism spectrum disorder and ADHD, anxiety & depression, substance use			• Compass toolkits • Pulse: Mental health resources for child and youth

3.3 Child maltreatment and domestic violence			• DST Catalogue: Recognizing and Reporting Suspected Child Maltreatment- Clinical Protocol
3.4 Diaper dermatitis, pressure injuries, minor burns and rashes			• LearningHub: Chapter 2a. How Wounds Heal Course ID: 16220 Length: 30 mins • LearningHub: Chapter 2c. Wound Cleansing Course ID: 16221 Length: 30 mins • LearningHub: Chapter 4a. Burn Wounds Module 1: Triaging Burns/Treatment Minor Burns Course ID: 19572 Length: N/A • DST Catalogue: Skin Care Neonatal Intensive Care Wound Assessment and Treatment Flow Sheet –Form- Diaper Dermatitis Quick Reference
3.5 Failure to thrive; malnutrition			• Perinatal Services BC: A Guide for Completion of the British Columbia Neonatal Daily Classification
3.6 Fluid and electrolyte imbalances (e.g. dehydration, vomiting, diarrhea)			• Elsevier: Peripheral Intravenous Therapy: Initiation and Monitoring

			• DST Catalogue: Intravenous Therapy Clinical Practice Manual • DST Catalogue: Pediatric Considerations for Peripheral Intravenous Initiation • DST Catalogue: Regional CVC Maintenance Record – Pediatric – • Proficiency check – Skill checklist located on your Skills Checklist Competency tool for PIV and CVC
3.7 Gastroesophageal reflux disease, constipation and infectious gastroenteritis			• AboutKidsHealth • Fraser Health: Patient Education Catalogue
3.8 Juvenile idiopathic arthritis, inflammatory bowel disease			
3.9 Obesity			• Fraser Health: Healthy weights program – Shapedown BC
3.10 Seizures			• TREKK: Febrile status epilepticus
3.11 Sexually Transmitted Infection			
3.12 Trauma (concussion, fractures)			• TREKK: Concussion • DST Catalogue: Orthopedic Surgery - Pediatrics - Post Operative - Pre-Printed Order

			• DST Catalogue: Orthopedic surgery – pediatrics – pre-operative - PPO
3.13 Types 1 and 2 diabetes			• DST Catalogue: Diabetes - Pediatric - Diabetic Ketoacidosis Management - section 3, 4, 5, Clinical Practice Guideline • DST Catalogue: Diabetic Ketoacidosis (DKA) – Pediatric Form, • DST Catalogue: Diabetic Ketoacidosis protocol for children age less than 17 years • DST Catalogue: Diabetic Ketoacidosis (DKA) Flowsheet Pediatric – Form • DST Catalogue: Diabetes Record – Pediatric – Form • LearningHub: Blood Glucose Meter - Nova StatStrip Training Course ID: 22130 Length: 35 mins
3.14 Urinary Tract Infection			• LearningHub: Prevention of Healthcare-Associated Urinary Tract Infection (HAUTI replaces CAUTI) Course ID: 12658 Length: 30 mins

3.15 Renal Colic			
3.16 Pyelonephritis			• TREKK: Urinary Tract Infections
3.17 Nephrotic Syndrome			
3.18 Urinary retention			
3.19 Dental conditions (e.g. extractions and abscesses)			
3.20 Pre-op preparation of patient			• DST Catalogue: Procedural Sedation and Analgesia – Clinical Protocol -Appendix C Fasting Guidelines • DST Catalogue: Regional Preoperative Checklist • Patient Education Catalogue: Getting Ready for My Surgery – For older children and teens • Patient Education Catalogue: Preparing Your Child for Surgery – For parents and guardians • Process for sending someone to the OR Family considerations & teaching; ChildLife referral • DST Catalogue: Nursing Pediatric Medical/Surgical – Care Standard

			• DST Catalogue: Nursing Pediatric Medical/Surgical – Care Standard
3.21 Post op care of patient			• LearningHub: Administration of Blood-PEDIATRIC: BC Children's Hospital Course ID: 6626 Length: 2 hours • Pulse: Transfusion medicine clinical resources • Regional Consent for Health Care - Form • DST Catalogue: Blood Transfusion Reaction Clinical Protocol • LearningHub: Wound Management for Nurses – Provincial Curriculum Course ID: 16224 Length: 30 mins • Patient Education Catalogue: Getting Ready for My Surgery – For older children and teens • Patient Education Catalogue: Preparing Your Child for Surgery – For parents and guardians • DST Catalogue: Nursing Pediatric Medical/Surgical – Care Standard
3.22 Meningitis			• TREKK: meningitis

3.23 Pediatric mental health conditions: - eating disorder - anxiety - depression - self-harm			Child & Youth Mental Health Community Resources Fraser Health: Indigenous mental health resources DST Catalogue: Eating Disorders - Pediatric - Acute Management - section 4, 5 Clinical Protocol Pulse: Mental health resources for child and youth
3.24 For males: testicular torsion, post circumcision complications			
3.25 For females: Bartholin cyst, pelvic inflammatory disease, ovarian torsion			
4.0 Implements nursing interventions for pediatric emergencies that integrate knowledge of pathophysiology, manifestation, management strategies, and patient responses to treatment			
4.1 Airway obstruction - Stridor - Croup - Anaphylaxis - Angioedema - Foreign bodies - Functional obstructions			DST Catalogue: Anaphylaxis Initial Emergency Treatment – Nurse Initiated Activity Clinical Protocol DST Catalogue: PPO for Allergic Reaction_Pediatrics Pre-Printed Order
4.2 Altered level of consciousness - Intracranial pressure - Head injury			ChildHealthBC: Concussion TREKK: Concussion
4.3 Cardio-pulmonary arrest			LearningHub: Fraser Health ECC Program : CPR/Basic Life Support (BLS) - for FH Health Care Providers (HCP) Course ID: 14605

			Length: 4 hours • LearningHub: Fraser Health ECC Program: CPR/ Basic Life Support (BLS) Renewal Course Course ID: 15837 Length: 2 hours 15 mins • DST Catalogue: Code Blue: Adult and Pediatric – Regional Management Clinical Protocol
4.4 Diabetic Ketoacidosis			• DST Catalogue: Diabetes - Pediatric - Diabetic Ketoacidosis Management - section 3, 4, 5, Clinical Practice Guideline • DST Catalogue: Diabetic Ketoacidosis (DKA) - Pediatric - Form • DST Catalogue: Diabetic Ketoacidosis (Dka) Protocol – Pediatric - Algorithm • DST Catalogue: Diabetic Ketoacidosis (DKA) Flowsheet Pediatric – Form • DST Catalogue: Diabetes Record – Pediatric – Form
4.5 Respiratory emergencies • RAD • Bronchiolitis • Pulmonary edema • Pulmonary embolus			• Heart and Stroke Foundation of Canada: Pediatric Emergency Assessment Recognition and Stabilization (PEARS)

Tension pneumothorax			Child Health BC: Initial management of pediatric asthma in emergent/urgent care settings
4.6 Mental health crisis (e.g. suicidal, homicidal, psychosis)			DST Catalogue: Child and Youth Mental Health and Substance Use Care Standard ChildHealthBC Mental Health and Substance Use Fraser Health: Indigenous mental health resources Pulse: Mental health resources for child and youth
4.7 Shock - Cardiogenic - Hypovolemic - Distributive - Obstructive			
4.8 Toxic ingestion (e.g. overdose)			DST Catalogue: Acetylcysteine for Acetaminophen Overdose Pediatric –Pre-Printed order
4.9 Trauma (e.g. near drowning, MVA)			
5.0 Implements therapeutic nursing interventions that contribute to the care and needs of the pediatric patient requiring pain and sedation management			
5.1 Identify patients who have pain and provide physical assessment (e.g. vital signs, precipitating factors, intensity, quality and duration)			Sick Kids: Pain Management Research and Education Centre (Pain Center)

5.2	Identify types of pain (e.g., acute, chronic, neuropathic, procedural, psychological, complex)			• Sick Kids: Pain Management Research and Education Centre (Pain Center)
5.3	Explain epidemiology of pain, barriers to effective pain control and the multi-dimensional nature of pain			• BC Children's Hospital: Pain Management & Comfort
5.4	Identify responses to pain • Behavioural • Cognitive: control, self-efficacy, catastrophizing, beliefs, appraisals, expectancies • Physiological • Psychological: ○ cognitive (control, self-efficacy, catastrophizing, beliefs, appraisals, expectancies) ○ affective (depression, anxiety, anger)			• BC Children's Hospital: Pain Management & Comfort
5.5	Explain pain is a bio-psychosocial phenomenon that includes social, psychological, and biological factors			• BC Children's Hospital: Pain Management & Comfort
5.6	Seek to understand the patient's perception of pain and integrate this into clinical care			• BC Children's Hospital: Pain Management & Comfort
5.7	Identify consequences of ineffective pain management: • delayed recovery • sleep alterations • chronic pain syndromes • future development of chronic pain trauma			• BC Children's Hospital: Pain Management & Comfort
5.8	Able to incorporate approaches that prevent and alleviate pain using non-pharmacological strategies:			• BC Children's Hospital: Pain Management & Comfort
5.9	Safely administer appropriate pharmacological agents according to assessment findings of pain and evaluate the effectiveness of those actions (e.g., high alert medication protocol, oral sucrose, topicals)			• DST Catalogue: High-Alert Medications Pediatric Clinical Protocol

			• DST Catalogue: Procedural Sedation and Analgesia - Pediatric Clinical Protocol: Pain scale • DST Catalogue: Independent Double Check and Double Check of Medications Clinical Policy • DST Catalogue: Nursing - Pediatric Medical/Surgical Pain Management 5.6 Care Standard • Topicals (eg EMLA): Anesthesia Agents And Adjuncts C. Regional Anesthesia pg 219 • Topicals and Sucrose: Pediatric Considerations for Peripheral Intravenous Initiation pg 8 • Child life standard in section 1, anesthesia, distraction techniques
5.10 Collaborate with patient to measure effectiveness of pharmacological and non-pharmacologic agents and potential sequelae			• DST Catalogue: Nursing care standard – pain scale • DST Catalogue: Pediatric Acute Pain Management Flowsheet • DST Catalogue: Pediatric Early Warning System Emergency (PEWS) Clinical Protocol

			• DST Catalogue: Pediatric Medical Surgical Care Standard • DST Catalogue: Pediatric Pain Scales
5.11	Employ appropriate teaching to child and family about misconceptions, side effects, safe storage, disposal, diversion		• Sick Kids: Pain • Government of Canada: Opioids • DST Catalogue: Drug Diversion - Investigations - Clinical Protocol
5.12	Assess patient's level of sedation using the Sedation Assessment Scale		• DST Catalogue: Procedural Sedation and Analgesia - Pediatric • DST Catalogue: Procedural Sedation and Analgesia – Pediatric – Clinical Protocol - Appendix E
COLLABORATIVE PRACTICE			
6.0 Enables inter-professional collaboration by applying principles of team work dynamics and processes			
6.1	Communicates to ensure common understanding of care decisions: • Participates and is respectful of all team members' participation in collaborative decision making • Receives feedback with curiosity		• Pulse: Respectful Workplace • LearningHub: Respectful Workplace Course ID: 23113 Length: 30 mins
6.2	Communicates to ensure common understanding of care decisions: • Facilitates discussion and interactions among team members		• Pulse: Critical incident stress management

	Engages in team debriefs and review of care such as in near miss/adverse events review, LMRC, CISM debriefing			
6.3	Collaborates with team colleagues/coworkers to achieve quality care and patient safety: - Shares knowledge, skills and expertise respectfully and in a manner that encourages dialogue and learning - Offers assistance to coworkers to balance or off-set heavy work-load - Shares information with relevant team members to support effective coordination of care across transitions			LearningHub: Foundational Mentorship Course ID: 19069 Length: 7 hours 30 mins
6.4	Collaborates with team colleagues in other practice disciplines to achieve goals of pediatric care: - Accesses their skills and knowledge appropriately through consultation and/or referral (OT, PT, SW, CLS, RD, RT, Pediatrician, Pharmacist, etc) - Makes appropriate referrals to outpatient clinic/services and resources including surgical day cares, diabetes clinic, asthma clinic, Child Youth Mental Health clinic, home care, social supports			DST Catalogue: Age Definition and Admission: Pediatric – Clinical Policy Canuck Place: How to refer a child to Canuck Place Patient education – Diabetes Clinic Fraser Health: Indigenous mental health resources
6.5	Addresses conflict positively and directly with individuals involved: - Adheres to respectful workplace policy - Follows steps of conflict resolution and de-escalation			- Leadership Pulse: Respectful Workplace
7.0 Demonstrates effective communication as a member of the health care team				
7.1	Documents all assessments, interventions and patient responses in a clear, concise and timely manner using the appropriate documentation records: - PEWS - Shift report - MAR			BCCNM documentation Webinar DST Catalogue: Clinical Documentation - Clinical Policy

• Kardex/ekardex • Whiteboard			• DST Catalogue: Clinical Documentation - Clinical Protocol • Mentorship/orientation – daily workflows • LearningHub: FHA Meditech - Patient Care System (PCS) - Documentation Course ID: 14971 Length: 2 hours
7.2 Communicates pertinent patient care information to the care team: • Uses PEWS escalation aid • Facilitates handover at transitions of care • Uses SBAR to communicate with care team			• DST Catalogue: Transfer: Neonatal – NICU/Perinatal to Pediatric Unit, Intra and Inter Hospital; Clinical Practice Guideline • DST Catalogue: Pediatric Regional Escalation Aid
7.3 Reports to PCC and/or MRP complications or clinically significant changes in patient condition			• LearningHub: FH Home Health – SBAR Situation Background Assessment Recommendation Course ID: 11040 Length: N/A

7.4 Performs processes related to safe and effective transition/discharges: • Standardized handover tools/ strategies, • Medication reconciliation, • Discharge plan • Care plan • Pain plan • Follow up care • Patient/family education • Patient/family teach back			• DST Catalogue: Checklist for Transfer from PERINATAL to NICU or PEDIATRICS - Newborn • DST Catalogue: Procedural Sedation and Analgesia – Pediatric Clinical Protocol • LearningHub: Car Seat Education for Health Care Providers Course ID: 12551 Length: 30 mins • Patient Education Catalogue • Pulse: Medication reconciliation (MedRec) • LearningHub: Medication Reconciliation Course ID: 11038 Length: 30 mins • Pulse: Language Services
8.0 Partners with patients and their families to optimize care and services			
8.1 Promotes partnership and transparency in care: • Introduces self by name and role • Explains plan of care and answers questions/concerns • Acts as a resource to support informed decision making • Provides clear, unbiased and evidence based best practice information (e.g. Safe sleep practices) • Discusses transition and/or discharge needs			• Pulse: Person and Family Centred Care • LearningHub: Safe Sleep for NICU Babies Course ID: 13710 Length: 45 mins • Safe Sleep Learning Package • Fraser Health: Breastfeeding Online Modules

			• LearningHub: Breastfeeding and Supplementation Course ID: 12252 Length: 20 mins • LearningHub: Baby Friendly Initiative Course ID: 11698 Length: 15 mins
8.2 Demonstrates culturally safe, relationship-centered care with Indigenous Peoples and other diverse cultures and races: • Acknowledges and supports patient/family wishes regarding cultural practices and beliefs • Connects patients and families with appropriate cultural supports			• Pulse: Indigenous Cultural Safety • Pulse: Language services • LearningHub: Indigenous Cultural Safety 101 Course ID: 22676 Length: 3 hours 30 mins • LearningHub: San'yas Indigenous Cultural Safety: Core Health Training Course ID: 6571 Length: 10 hours • Pulse: Diversity Services • LearningHub: Diversity Competency Modules 1,2, 3, 5 Course ID: 11390, 12089, 15368, 15367 Length: 1 hour to 2 hours 30 mins • LearningHub: Intro to Gender Diversity Course ID: 20502 Length: 30 mins

			• LearningHub: Supporting gender diverse children and their families Course ID: 26838 Length: 1 hour 30 mins
8.3 Creates care environment to meet patients' and families' physical, emotional and psychosocial needs by providing or advocating for: • Applies principles of pediatric shared commitments • Flexible visiting hours • Family centered care • Families stay together • FH Shared Commitments			• Pulse: Person and Family Centred Care • Our Pediatric Shared Commitments • Fraser Health Shared Commitments
HUMAN CARING/RELATIONSHIPS			
9.0 Creates safe therapeutic relationships with patients and their families			
9.1 Demonstrates respect and caring for patients and their families: • Demonstrates understanding of structure, developmental stage and functionality of family (roles, responsibilities, gender and relationships) • Uses active listening • Asks curious questions in order to understand patient/family concerns and care goals • Demonstrates empathy and compassion towards patients/families			• BCCNM Practice Standards • Pulse: Indigenous cultural safety training • Pulse: Indigenous cultural safety: FNHA Creating a Climate for Change Cultural Humility Resource Booklet • Pulse: Anti-racism

9.2 Perceives that specific populations may have unique needs: • New immigrants and refugees • Indigenous population • LGBTQ2 • Children with disabilities • Youth experiencing homelessness			• LearningHub: Diversity Competency Module 2: Cultural and Religious Literacy (Online - Fraser Health) Course ID: 12089 Length: 1 hour • LearningHub: Diversity Competency Module 3: Communicating with Diverse Populations (Online) Course ID: 15368 Length: 2 hours • LearningHub: Diversity Competency Module 5: The Standards for Health Care Providers (Online) Course ID: 15367 Length: 2 hours 30 mins • LearningHub: Intro to Gender Diversity Course ID: 20502 Length: 30 mins
9.3 Applies trauma and resiliency informed principles to role and patient population: • Trauma awareness • Safety and Trustworthiness • Opportunities for Choice, Collaboration and Connection • Strengths based, Skills Building and Empowerment • Recognition of culture, historical and gender issues • Promotion of service user and peer involvement			• LearningHub: Intro to Gender Diversity - Expanded Course ID: 8141 Length: 1 hour • TIP: trauma informed practice • UBC CPD: Eat/Sleep/Console – Perinatal Substance Use
9.4 Identifies specific populations that will likely require the support of trained interpreters			• Pulse: Language Services

			Pulse: Discussing consent through an interpreter
TEACHING ABILITY			
10.0 Implements teaching and learning strategies to optimally meet patient and family learning needs and goals			
10.1 Uses health literacy universal precautions (assume everyone has difficulty understanding) for all patient teaching interactions			Patient Education Catalogue About Kids Health LearningHub: Health Literacy: Your Role in Patient and Family Learning Course ID: 5479 Length: 20 mins
10.2 Determines patient/family's current knowledge about condition, care plan as well as their goals of treatment in order to identify learning needs			LearningHub: the Period of Purple Crying Course ID: 6485 Length: 50 mins
10.3 Adapts content appropriately to align with patient/family care goals and their knowledge/skills			Seek feedback from mentors and families
10.4 Incorporates services FH's interpreter services and/or translated resources when providing care to child and family as per identified need			Pulse: Language Services
10.5 Selects most appropriate information from FH approved resources to support successful care post discharge including: - FH Patient education catalogue - FH website Intranet and Internet pages - Pediatric Program Clinical Resources on Sharepoint - CLWK - Baby's Best Chance - Perinatal Services BC tools and guidelines			Patient Education Catalogue About Kids Health Connecting Learners with Knowledge HealthLinkBC: Baby's Best Chance: Parents' Handbook of Pregnancy and Baby Care Perinatal Services BC

Self Assessment Competency Tool and Ways of Learning

Registered Nurse in Pediatrics

• Child Health BC			• Child Health BC
10.6 Integrate teaching into care provision at times and situations most conducive to learning by considering: • Patient's physiological status • Time of day • Noise level • Distractions • Patient and family preferences			• Seek feedback from mentors and families

10.7 Actively engages in the promotion of health and well-being: • Injury prevention • Health lifestyle • Sexuality • Relationships • Contraception • Smoking cessation • Identifying and addressing untreated pain • Exercise • Nutrition • Breastfeeding • Screen time			• LearningHub: Fraser Health Baby Friendly Initiative Course ID: 11698 Length: 15 mins • LearningHub: Breastfeeding and Supplementation (Online) Course ID: 12252 Length: 20 mins • Breastfeeding/Chestfeeding Resources • DST Catalogue: Feeding: Infant and Young Child – Best Practices Clinical Practice Guideline • UBC CPD: Eat/Sleep/Console – Perinatal Substance Use • LearningHub: Diversity Competency Module 1: What is Diversity? (Online - Fraser Health) Course ID: 11390 Length: 1 hour • DST Catalogue: Procedural Sedation and Analgesia – Pediatric Clinical Protocol • DST Catalogue: Nursing - Child and Youth Mental Health and Substance Use; Care Standard section 5.12 • Child Health BC
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10.8	Check for patient/family comprehension of teaching using STEPS model (Shame Free, Teach back, Explore, Plain language and Slow Down)			LearningHub: Health Literacy – Patient Teaching Tips and Tools Course ID: 12242 Length: 4 hours Elsevier: Evaluation of Patient Comprehension (Perioperative) - CE
MANAGEMENT CAPABILITY				
11.0 Assumes responsibility for maintaining the pediatric unit's equipment readiness for use				
11.1	Performs routine equipment safety checks in preparation for beside emergencies			LearningHub: Code Green – Evacuation (Online) Course ID: 12047 Length: 30 mins LearningHub: Provincial Code Red - Fire Safety Training (Acute & Long Term Care Facilities) Course ID: 10853 Length: 30 mins LearningHub: Fraser Health Code Brown Course ID: 14526 Length: 20 mins
11.2	Adheres to site plan for security, cleaning and restocking of Crash Carts and Pediatric Broselow Supply Carts			DST Catalogue: Code Blue: Adult and Pediatric – Regional Management Clinical Protocol
12.0 Manages time to ensure optimal patient care				

12.1	Organizes and prioritizes patient care based on acuity and complexity			DST Catalogue: Nursing - Pediatric Medical/Surgical Care Standard
12.2	Clusters patient care to increase efficiency and decrease patient disruptions			Seek feedback from parents and mentors
12.3	Aware of unit routines (days and nights)			Unit orientation resources that CNEs provide

Additional Definitions

Pediatric	Fraser Health defines the upper age limit for the pediatric patient as 16 years of age, or 17 years less a day
Neonate	
Post Menstrual Age (PMA)	PMA is the infant's Gestational Age (GA) at birth plus the Chronological (Postnatal) Age (PSBC, 2013), expressed in number of weeks + days (i.e. 36+3). Although GA is no longer determined by last menstrual period, the term PMA continues to be used. Example: A baby is born at 26 weeks (GA) and is now 11 days old (Chronological Age); the PMA is 27 weeks + 4 days.
Gestational Age (GA)	Gestational Age (GA): Duration of pregnancy, expressed in number of weeks + days (i.e. 40+1). Perinatal Services of British Columbia Guidelines (PSBC, 2012) are used to determine GA, i.e. first ultrasound after seven weeks gestation or determined by timed ovulation induction if applicable (pg. 5).
Chronological (Postnatal) Age	Length of time, expressed in number of days or weeks + days, lapsed from the date of birth to the date of assessment.
Day of Life (DOL)	A neonate's date of birth will be considered DOL 0, with the next calendar day being DOL 1, regardless of birth time.

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