

## Pediatric Nursing Core Competencies Individual Assessment

Name: \_\_\_\_\_ Orientation Start Date: \_\_\_\_\_ Completion Date: \_\_\_\_\_

**Instructions:** Pre-Assessment-the nurse will rate each knowledge, skill, or attitude (KSA) from 1 (novice) to 5 (expert) in each box. Following orientation or training, the nurse and preceptor will collaboratively provide a post-assessment.

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
<b>Cares for Child with Cardiovascular Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, evaluate, and troubleshoot cardiovascular and hemodynamic disorders and equipment; identify and appropriately respond to potential or actual life threatening cardiovascular/hemodynamic emergencies				
Obtains history related to Cardiovascular System					(1)
Selects appropriate size BP cuff for age					(2)HR & BP
Performs & documents Cardiovascular Assessment					(1)
Assesses age appropriate HR values, peripheral pulses/ use of doppler					(2) HR & BP
Performs continuous and 12-lead cardiac monitoring					(2) EKG
Identifies common cardiac arrhythmias in children					(3) Chapter 6
Identifies children at risk for Cardiovascular Compromise:					
• Differentiates cyanotic and acyanotic heart defects					
• Describes Congestive Heart Failure					(3) Chapter 6
• Describes Hyper/hypovolemia					(4)
• Describes Pulmonary Hypertension					(2) Pulmonary Hypertension Mgmt
<b>Cares for Child with Pulmonary Condition and/or Compromise</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, evaluate, and troubleshoot pulmonary disorders and equipment; identify and appropriately respond to potential or actual life-threatening pulmonary emergencies				
Obtains history related to Respiratory System					(1)
Performs & documents Pulmonary Assessment					
Assesses age appropriate RR values					(2) RR
Identifies Pulmonary disorders and Respiratory Distress:					(4)
• Describes Upper respiratory infections /Croup					
• Describes Lower respiratory infection/Asthma					
• Describes Lower respiratory infection/Bronchiolitis/Pneumonia					
• Describes Cystic Fibrosis/Postural Drainage, percussion, vibration					(3) Chapter 22
• Describes Foreign Body Aspiration					(4)
<b>Airway management and oxygenation</b>	<b>Indications, expected outcomes, contraindications, and equipment troubleshooting</b>				
Demonstrates nursing management of oxygen therapy modalities to provide supplemental oxygen and describe differences of application based on age of patient:					(2)
• Free-flow oxygen with and without blender ("Blow-by")					
• Humified air					
• Nasal Cannula					
• Simple Mask					
• Non-rebreather Mask					
Describes/ performs procedures of Suctioning: Bulb syringe/Oral/Nasal/Pharyngeal					

**Self Assessment**

- 1 = Novice
  - 2 = Advanced Beginner
  - 3 = Competent
  - 4 = Proficient
  - 5 = Expert
- NAVMED 1500/8 (04-2015)

**Evaluation Method**

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Describes/ performs use of Incentive Spirometer/Cough and Deep Breathing					
Describes Pulse Oximetry monitoring					
Describes/ performs Nebulizer Therapy					
Describes/performs Closed Chest Drainage Systems *Advanced training					
Describes/performs Tracheostomy: suctioning and trach care *Advanced training					
Describes/assists with Endotracheal tube placement/taping/care *Advanced training					
<b>Cares For Child with Neurologic Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, evaluate, and trouble shoot neurological disorders; identify and appropriately respond to potential or actual life-threatening neurological emergencies				
Obtains history related to neurological system					(3) Chapter 19
Performs & documents age-appropriate neurologic exam					(1)
Verbalizes importance of fontanel assessment/head circumference measurements /suture line assessment					(2)
Neurological disorders:					(3) Chapter 19
• Describes Cerebral Palsy					
• Describes types of seizures					
• Describes increased intracranial pressure					
• Differentiates between viral and bacterial meningitis					(3) Chapter 16
• Describes Head Injuries in children					(3) Chapter 4
Provides Care for the Child at Risk for Seizures: Assess risk, supports airway; ensures patient safety; implements seizure precautions, displays knowledge of anti-seizure medications					(2)
Cares for the child with a VP shunt; recognizes signs and symptoms of shunt malfunction or infection					(2)
<b>Cares for Child with Gastrointestinal and Nutritional Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage and evaluate gastrointestinal/nutritional disorders; identify and appropriately respond to potential or actual life-threatening gastrointestinal/nutritional emergencies				
Obtains history related to Gastrointestinal system					(2)
Performs and documents age-appropriate assessment of Gastrointestinal System					
Demonstrates proper set-up, insertion, and maintenance for continuous or intermittent GI suctioning (Replogle, straight drainage, NG/OG gravity or "wall suction" drainage)					(3) Chapter 11
Demonstrates proper insertion, care and maintenance of gastric tubes used for enteral nutrition and medication administration (e.g. NG, OG, G-Tube (Mic-Key™), J-tube)					

**Self Assessment**

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

**Evaluation Method**

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Demonstrates care and maintenance of ostomies					
GI/Nutritional Conditions:					
<ul style="list-style-type: none"> <li>Describes assessment and care of Gastroesophageal reflux</li> </ul>					
<ul style="list-style-type: none"> <li>Describes assessment and care of Gastroenteritis</li> </ul>					(2)
<ul style="list-style-type: none"> <li>Describes assessment and care of Constipation/ Bowel irrigation</li> </ul>					(3) Chapter 11
<ul style="list-style-type: none"> <li>Describes assessment and care of Cleft Lip/Palate</li> </ul>					
<ul style="list-style-type: none"> <li>Describes assessment and care of Pyloric stenosis</li> </ul>					
<ul style="list-style-type: none"> <li>Describes assessment and care of Appendicitis</li> </ul>					(2)
<ul style="list-style-type: none"> <li>Describes assessment and care of Malrotation with Midgut Volvulus</li> </ul>					(2)
<ul style="list-style-type: none"> <li>Describes assessment and care of Intussusception</li> </ul>					(2)
<b>Metabolic and Nutritional Support</b>	<b>Critical Thinking:</b> Able to assess and evaluate to develop an individualized nursing care plan that maintains and/or improves the pediatric patient's metabolic and nutritional status				
Defines the normal range of glucose values based on age and identify the mechanisms of glucose homeostasis in the pediatric patient.					(3)
Describes how to support initiation of lactation and ongoing breast pumping to include proper labeling, storage and transport breast milk					(2)
Describes signs and symptoms of altered nutritional status/requirements					(3) Chapter 20
Identifies nutritional components, nursing care, and complications for total parenteral nutrition (TPN) and intralipid infusions.					(3)
Identifies nutritional components, nursing care, and clinical implications of enternal nutrition using human breast milk, fortification and milk or soy-based and elemental infant, toddler, and adult formula.					(2)
<b>Cares for Child with Endocrine Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, and evaluate endocrine disorders; identify and appropriately respond to potential or actual life-threatening endocrine emergencies				
Obtains history related to Endocrine system					(3) Chapter 9
Describes assessment and care of Diabetes Mellitus: <ul style="list-style-type: none"> <li>Describes and demonstrates CHO counting, insulin administration and storage, "sick day" management</li> <li>Demonstrates and able to identify resources for patient education regarding condition</li> </ul>					
Describes assessment and care of Diabetes Insipidus					
Describes assessment and care of Diabetic Ketoacidosis					
Describes assessment and care of Syndrome of Inappropriate Antidiuretic Hormone					
Describes assessment and care of Hypothyroidism/Hyperthyroidism					

Self Assessment

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

Evaluation Method

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Describes Inborn Errors of Metabolism					
<b>Cares for Child with Fever</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, evaluate the pediatric patient with Fevers; demonstrates understanding of hospital protocol for evaluation for fevers				
Obtains history related to fever					(2) Fever Management
Describes proper technique for obtaining rectal temperature					
Describes proper technique for obtaining oral temperature					(1)
Describes proper technique for obtaining axillary temperature					(1)
Describes low risk and high risk infants with fever					(3) Ch 16
Identifies requirements for fever work up in children less than 28 days of life with temperature $\geq 38$ degrees Celsius					
Identifies requirements for fever work up in children from 28 days to 90 days of life with temperature $\geq 38$ degrees Celsius					
Identifies requirements for fever work up in children from 91 days to 36 months of life					
Describes initial management in septic pediatric patient					(3)
Identifies difference between Fever of Unknown Origin (FUO) and Fever Without Source (FWS)					(3)
<b>Cares for Child with Genitourinary/ Renal Disorders</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, and evaluate renal disorders; identify and appropriately respond to potential or actual life-threatening renal emergencies				
Obtains history related to GU /renal system					(1)
Performs/documents age appropriate assessment of GU/renal system					
Performs/documents urinary catheter insertion, removal, urine collection; performs catheter care according to guidelines for prevention of catheter-associated urinary tract infections (CAUTI)					U.S. Department of Health & Human Services, Centers for Disease Control Practices Advisory Committee, 2009
Renal/GU disorders:					(3) Chapter 18
<ul style="list-style-type: none"> <li>Verbalizes understanding/ interpretation/treatment of Acid Base Imbalances</li> </ul>					(3) Chapter 10
<ul style="list-style-type: none"> <li>Describes assessment and care of Electrolyte Imbalances</li> </ul>					(2)
<ul style="list-style-type: none"> <li>Describes assessment and care of child with Dehydration</li> </ul>					(3) Chapter 10
<ul style="list-style-type: none"> <li>Describes assessment and care of child with Pyelonephritis</li> </ul>					(3) Chapter 18
<ul style="list-style-type: none"> <li>Describes assessment and care of Nephrotic Syndrome</li> </ul>					
<b>Cares for Child with Integumentary Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, and evaluate integumentary disorders; identify and appropriately respond to potential or actual life-threatening integumentary emergencies				
Obtains history related to Integumentary system					(1)
Performs age appropriate assessment of Integumentary system					

Self Assessment

1 = Novice  
 2 = Advanced Beginner  
 3 = Competent  
 4 = Proficient  
 5 = Expert

Evaluation Method

D = Demonstration/Observation  
 I = Interactive Class  
 T = Test  
 V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Identifies risks for skin breakdown					
Assesses/ performs burn care, skin graft care *Advanced training					(2)
Assesses/performs open, closed surgical and non-surgical wounds, wounds with drains					
<b>Cares for Child with Immunologic and Hematologic Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, and evaluate hematologic & immunologic disorders; identify and appropriately respond to potential or actual life-threatening emergencies				
Obtains history related to Immunologic and Hematologic system					(3) Chapter 13, 14
Hematologic Disorders:					
<ul style="list-style-type: none"> <li>Describes assessment and care of child with DIC</li> </ul>					
<ul style="list-style-type: none"> <li>Describes assessment and care of child with Thrombocytopenia</li> </ul>					
<ul style="list-style-type: none"> <li>Differentiates between various Pediatric Cancers (Leukemia, Neurologic tumors, Lymphomas, Neuroblastomas, Wilms' Tumors, Bone Tumors) *Advanced training</li> </ul>					(3) Chapter 21
<ul style="list-style-type: none"> <li>Describes assessment and care for Tumor Lysis Syndrome *Advanced training</li> </ul>					
Identifies pertinent lab values for given oncologic diagnoses *Advanced training					
Administers Chemotherapy per protocol and hospital policy *Advanced training					Per hospital policy
Describes/properly manages chemotherapy spills and waste *Advanced training					Per hospital policy
Describes/properly administers various blood products					(2)
<b>Cares for Child with Musculoskeletal Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage, and evaluate musculoskeletal disorders; identify and appropriately respond to potential or actual life-threatening musculoskeletal conditions				
Obtains history related to Musculoskeletal systems					(1)
Performs and documents age appropriate musculoskeletal assessment					
Describes/Performs general cast care, Hip-Spica cast care					(1)
Assesses/Applies/Describes Musculoskeletal therapies:					(2)
<ul style="list-style-type: none"> <li>Dressings/wounds</li> </ul>					
<ul style="list-style-type: none"> <li>External fixators/ pin care</li> </ul>					
<ul style="list-style-type: none"> <li>Splints</li> </ul>					
<ul style="list-style-type: none"> <li>Traction</li> </ul>					(2)
Musculoskeletal disorders:					
<ul style="list-style-type: none"> <li>Describes assessment and care of child with congenital disorders of the musculoskeletal system</li> </ul>					(1)
<b>Developmental Considerations in care of the Pediatric Patient</b>	<b>Critical Thinking:</b> Able to assess, care for and manage the pediatric patient in each developmental stage; considers safety guidelines, nutritional needs, psychosocial, cognitive, physical, motor and language development				

Self Assessment

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

Evaluation Method

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Describes developmental and growth milestones of Infancy					(1)
Describes developmental and growth milestones of Toddler					
Describes developmental and growth milestones of School-age					
Describes developmental and growth milestones of Adolescence					
Describes importance of growth assessment, weight and linear growth					
Describes developmental considerations in vital signs & pain assessment					(2)
<b>Laboratory Values</b>	<b>Critical Thinking:</b> Able to assess, care for and manage the pediatric patient requiring laboratory evaluation and interpret results related to pediatric values				
Demonstrates how to perform blood glucose monitoring					(2)
Lists and describe pediatric blood sampling techniques					
Describes how to identify and locate age-appropriate lab values from newborn to early adult					
Assists medical provider during lumbar puncture procedure and explain fundamentals of pediatric cerebrospinal fluid (CSF) analysis					(2)
<b>Fluid Resuscitation and Access for the Pediatric Patient</b>	<b>Critical Thinking:</b> Able to assess, care for and administer intravenous fluids and medications to the pediatric patient				
Demonstrates peripheral intravenous catheter insertion, appropriate securing technique, and describe signs of infiltration and management techniques for extravasation injury					(2)
Describes developmental considerations of hydration/rehydration/fluid calculation					(2)
Describes blood sampling using common pediatric intravascular access: <ul style="list-style-type: none"> <li>• Peripheral intravenous therapy</li> <li>• Peripherally inserted central catheter</li> <li>• Broviac catheter</li> <li>• Central venous access device (CVAD) - Portacath</li> </ul>					(2)
Describes care and maintenance techniques used to prevent central line associated bloodstream infections (CLABSI)					(2)
Describes how intravenous dextrose is delivered based on its concentration, e.g. PIV vs. central line, and describe how other parent					(3)
Discusses the use of intraosseous needle access for emergent fluid resuscitation					(4)
<b>Safe Medication Management</b>	<b>Critical Thinking:</b> Safely and effectively administers medications and assess for effectiveness.				
Identifies routes of medication administration and age specific influences (liquid vs. tablet, flavoring, fluid restriction, etc.)					(2)
Demonstrates proper set-up and administration of continuous and secondary intravenous medication infusion					(2)
Demonstrates proper set-up and administration of patient controlled analgesia; identifies specific considerations for pediatric patients					(2)

Self Assessment

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

Evaluation Method

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Describes or demonstrates age specific considerations for proper administration of intramuscular, intradermal, subcutaneous injections					(2)
Demonstrates emergency medication preparation and familiarity of how to use Broselow Pediatric Tape and hospital code cart					(4)
Confirms the right patient is receiving medication					(2) General Pediatrics Pain Management
Ensures the right drug is being administered					
Provides the right dose of medication.					
Administers the medication at the right time.					
Utilizes the right route for medication administration					
Ensures the medication is right for the diagnosis given.					(2)
Administers appropriate intravenous push medications per command policy.					(2)
Documents medication administration per command policy					(2)
Performs weight-based medication dosage calculations					(2, 3)
Verifies correct dosage for all pediatric medications per command policy					(2)
<b>Cares for Newborn and Associated Conditions</b>	<b>Critical Thinking:</b> Able to assess, care for, manage and evaluate newborns and associated neonatal conditions; identify and appropriately respond to potential or actual life-threatening newborn emergencies				
Demonstrates how to care for newborn with hyperbilirubinemia <ul style="list-style-type: none"> <li>Discuss etiology, risk factors, clinical presentation, and treatment algorithm</li> <li>Describes method to obtain transcutaneous and/or serum bilirubin</li> <li>Demonstrates set-up and describe effects of phototherapy</li> <li>Describes different resources to identify when neonate meets treatment threshold</li> </ul>					(2, 3)
Assesses and obtains weight, length and head circumference					(1)
Describes and performs set-up radiant warming device <ul style="list-style-type: none"> <li>Describes precautions and effects</li> </ul>					(2)
Defines gestational age range of term and late term infants and key assessment criteria					(2)
Models safe sleep environment for parents to emulate at home: Appropriate dress and use of line with flat, supine positioning.					(2)
<b>Cares for Child with Pain, Palliative and End-of-Life needs</b>	<b>Critical Thinking:</b> Develops a comprehensive nursing plan of care for the patient in pain. Evaluates interventions and adjusts accordingly. Develops a comprehensive nursing plan of care for the dying patient.				
Performs basic pain assessments using appropriate pain scale. <ul style="list-style-type: none"> <li>CRIES (neonatal)</li> <li>ATTIA (neonate up to 1 year)</li> <li>FLACC (2 months to 7 years of age)</li> <li>FACES (3 years of age and older)</li> <li>N-PASS (infants of all gestational ages)</li> <li>0-10 pain scale ( school-aged or older)</li> </ul>					(2) General Pediatrics Pain Management

Self Assessment

1 = Novice  
2 = Advanced Beginner  
3 = Competent  
4 = Proficient  
5 = Expert

Evaluation Method

D = Demonstration/Observation  
I = Interactive Class  
T = Test  
V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

Competency (Knowledge/Skill/Attitude)	Assessment		Method	Comments	References
	Pre	Post			
Discuss current standards of care for assessing and managing pediatric pain and/or discomfort: <ul style="list-style-type: none"> <li>• Distinguish between pain and discomfort in non-verbal patient (Soiled diaper, hunger, etc.)</li> <li>• Offer non-pharmacological interventions to provide relief and comfort</li> <li>• Involve child life therapy when available to initiate play therapy</li> <li>• Provide families with techniques to provide distraction and relaxation</li> </ul>					(2) General Pediatrics Pain Management
Assess and effectively manages post-operative pain					(2)
Assess and effectively manage acute and chronic pain					(2)
Assess and effectively manages patients with PCAs and nerve blocks per policy					(2)
Provides culturally appropriate palliative and end of life care per accepted national standards					(2)
Provides information on advanced directives as appropriate					(2)
Ensures documentation of advanced directives					(2)

Self Assessment

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

Evaluation Method

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Individual Assessment

### Recommended Result

Result	Total Post-Assessment Points (146 items max = 730 points max)	Overall Recommended Result
<input type="checkbox"/>	146 - 219	Novice
<input type="checkbox"/>	220 - 365	Advanced Beginner
<input type="checkbox"/>	366 - 511	Competent
<input type="checkbox"/>	512 - 657	Proficient
<input type="checkbox"/>	658 - 730	Expert

Self Assessment

- 1 = Novice
- 2 = Advanced Beginner
- 3 = Competent
- 4 = Proficient
- 5 = Expert

Evaluation Method

- D = Demonstration/Observation
- I = Interactive Class
- T = Test
- V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a collaborative result of the nurses' status post orientation/assessment

# Pediatric Nursing Core Competencies

## Appendix A: References

- (1) Mosby's Pocket Guide Series Pediatric Assessment
- (2) Mosby Nursing Skills Pediatric Collection
- (3) The Harriet Lane Handbook, 17<sup>th</sup> Edition,
- (4) Pediatric Advanced Life Support Course Guide

Note: references provided are illustrative and may be substituted for locally held alternates. In the absence of a standardized Nursing Procedural Manual, use your command standard such as the following:

- Mosby Nursing Skills [Web Based Procedure Manual by Subscription]. Available at <http://www.mosbynursingskills.com>
- Springhouse Nursing Procedures [Web Based or local cached Procedure Manual by Subscription] Available at <http://LWW.com/LNPS>
- Perry, A. G. & Potter, P.A. (2008) *Clinical Nursing Skills & Techniques*, 7<sup>th</sup> ed. Elsevier Mosby, St. Louis.
- Springhouse, *Lippincott's Manual of Nursing Practice*, 5<sup>th</sup> ed. Lippincott Williams & Wilkins

### Self Assessment

1 = Novice  
2 = Advanced Beginner  
3 = Competent  
4 = Proficient  
collaborative  
5 = Expert  
NAVMED 1500/8 (04-2015)

### Evaluation Method

D = Demonstration/Observation  
I = Interactive Class  
T = Test  
V = Verbal

Pre-Assessment Page Total: \_\_\_\_\_

Post-Assessment Page Total: \_\_\_\_\_

File Individual Assessment in Training Record; Summary in Individual Professional File

Note : Pre-Assessment is the nurses' self-assessment in the knowledge, skill, or attitude; post-assessment is a

result of the nurses' status post orientation/assessment

## Pediatric Nursing Core Competencies Summary Assessment

The nurse below has demonstrated professional nursing competencies in the comprehensive assessment, planning, implementation and evaluation of care for all pediatric development age groups to include:

- Able to assess, care for, manage, evaluate, and troubleshoot cardiovascular and hemodynamic disorders and equipment; identify and appropriately respond to potential or actual life threatening
- Able to assess, care for, manage, evaluate, and troubleshoot pulmonary disorders and equipment; identify and appropriately respond to potential or actual life-threatening pulmonary emergencies
- Able to assess, care for, manage, evaluate, and trouble shoot neurological disorders; identify and appropriately respond to potential or actual life-threatening neurological emergencies
- Able to assess, care for, manage and evaluate gastrointestinal/nutritional disorders; identify and appropriately respond to potential or actual life-threatening gastrointestinal/nutritional emergencies
- Able to assess, care for, manage, and evaluate endocrine disorders; identify and appropriately respond to potential or actual life-threatening endocrine emergencies
- Able to assess, care for, manage, evaluate the pediatric patient with Fevers; demonstrates understanding of hospital protocol for evaluation for fevers
- Able to assess, care for, manage, and evaluate renal disorders; identify and appropriately respond to potential or actual life-threatening renal emergencies
- Able to assess, care for, manage, and evaluate integumentary disorders; identify and appropriately respond to potential or actual life-threatening integumentary emergencies
- Able to assess, care for, manage, and evaluate hematologic & immunologic disorders; identify and appropriately respond to potential or actual life-threatening emergencies
- Able to assess, care for, manage, and evaluate musculoskeletal disorders; identify and appropriately respond to potential or actual life-threatening musculoskeletal conditions
- Able to assess, care for and manage the pediatric patient in each developmental stage; considers safety guidelines, nutritional needs, psychosocial, cognitive, physical, motor and language development
- Able to assess, care for and manage the pediatric patient requiring laboratory evaluation and interpret results related to pediatric values
- Able to assess, care for and administer medications to the pediatric patient
- Safely and effectively administers medications and assess for effectiveness.
- Develops a comprehensive nursing plan of care for the patient in pain. Evaluates interventions and adjusts accordingly. Develops a comprehensive nursing plan of care for the dying patient.

Treatment Facility: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

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

Current Competency level: \_\_\_\_\_

Preceptor's Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_

I understand that of all the competencies listed, I will be allowed to perform only those for my skill level/scope of practice and only after I have successfully demonstrated competency.

Nurse's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Division Officer's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Clinical Nurse Specialist Signature: \_\_\_\_\_

Date: \_\_\_\_\_