



Australian Government

Department of Education, Employment and Workplace Relations

HLTEN614B Practise in the paediatric nursing environment

Release: 1

HLTEN614B Practise in the paediatric nursing environment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit addresses the principles of paediatric nursing care, building upon existing skills to enable the Enrolled/Division 2 nurse to provide holistic nursing care to a group of paediatric clients

Application of the Unit

Application

The knowledge and skills described in this competency unit are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements

Enrolled/Division 2 nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

Elements and Performance Criteria

ELEMENT

1. Work as part of the multi-disciplinary health care team for the client in the paediatric environment

PERFORMANCE CRITERIA

- 1.1 Contribute appropriately to support the role of the multi-disciplinary health care team in managing care needs of paediatric clients
- 1.2 Contribute to achieving effective team work and supportive group dynamics when working with health care colleagues
- 1.3 Establish appropriate relationships with other members of the health care team
- 1.4 Incorporate the philosophical framework for managing care for the paediatric client into own nursing practice
- 1.5 Recognise the contributions of emergency service personnel, referring agencies and other hospital department staff to the initial/emergency care needs of the paediatric client

ELEMENT**PERFORMANCE CRITERIA**

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| 2. Address the special health requirements of the paediatric client | 2.1 Perform a holistic assessment of the paediatric client in consultation/collaboration with the client and/or parent or guardian, and registered nurse
2.2 Communicate effectively with clients, family and health team members
2.3 Provide holistic client centred care in the paediatric environment |
| 3. Contribute to the plan of care for the paediatric client | 3.1 Accurately use contemporary paediatric assessment tools
3.2 Establish a database of paediatric resource personnel to assist in decision making for the client within the paediatric environment
3.3 Use a problem solving framework to plan appropriate paediatric care in consultation/ collaboration with the registered nurse
3.4 Develop an individualised plan of care for the paediatric client in consultation/collaboration with the client, registered nurse and/or the health care team
3.5 Ensure care planning addresses physical changes and developmental and psychosocial needs of the paediatric client
3.6 Consider the effect of drugs and medicines on the paediatric client in planning nursing care and interventions
3.7 Incorporate health teaching and discharge planning in consultation/collaboration with registered nurse |
| 4. Perform clinical nursing actions appropriate to the care of the paediatric client | 4.1 Practise contemporary nursing interventions for the paediatric client in consultation/collaboration with the registered nurse
4.2 Implement individualised plan of care for paediatric client in consultation/collaboration with registered nurse |

ELEMENT**PERFORMANCE CRITERIA**

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| 5. Assist in evaluating <i>outcomes of planned nursing actions</i> for the paediatric client | 5.1 Monitor client response to nursing interventions and progress toward planned goals, and document and report to the appropriate members of the health care team |
| | 5.2 Initiate appropriate first aid/emergency treatment in response to adverse reactions or complications |
| | 5.3 Report and document first aid/emergency treatment and the client response |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Childhood perceptions of health status
- Cognitive and psychosocial development from birth to adolescence
- Critical thinking and problem solving
- Cultural and spiritual beliefs and practices
- Culturally appropriate health promotion activities for children of all backgrounds
- Factors influencing growth and development
- Factors influencing self esteem
- Legal standards for practice
- Medical terminology
- Occupational health and safety legislation
- Organisation policy and procedure
- Parent and child interactions
- Participating as a member of the health care team
- Principles of growth and development
- Principles of health assessment
- Reflective practice
- Specialised in-depth knowledge of anatomy and physiology and pathophysiology of the paediatric client
- Specialised knowledge of clinical manifestations of paediatric clients conditions

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Apply clinical nursing skills, including:
 - Facilitation of activities of daily living
 - Fundamental nursing interventions
 - Complex nursing interventions
 - Emergency care of paediatric clients
 - Physical assessment skills
 - Neurological and psychosocial functions
 - Assistance with meeting activities of daily living
 - Medication administration
 - Assessment of physical reflexes
 - Observations of behaviour characteristics
 - Feeding/suckling techniques
 - Assessment, observation and documentation of:
 - nutritional status
 - hydration
 - urological function
 - bowel function
- Apply professional standards of practice:
 - ANMC code of conduct
 - ANMC code of ethics
 - ANMC national Enrolled/Division 2 nurse competency standards
 - state/territory Nurse Regulatory Nurses Act
 - state/territory Nursing and Midwifery Regulatory Authority standards of practice
 - scope of nursing practice decision making framework
- Use communication skills for:
 - effective communication
 - interviewing
 - counselling
- Undertake health teaching to address specific needs of client and significant others
- Use language, literacy and numeracy competence required to communicate effectively with client, group, colleagues and to record or report client outcomes

Evidence Guide

EVIDENCE GUIDE

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of performance in a work context is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the clinical workplace or in a simulated clinical work environment and under the normal range of clinical environment conditions
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Observation in the work place
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning - verbal or written
- Role play/simulation

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Multidisciplinary health care team members could include:

- Client and their parents/guardian
- Medical staff
- Nursing staff
- Social workers
- Physiotherapists
- Occupational therapists
- Speech pathologists
- Dietitian
- Prosthetists
- Podiatrists
- Drug and alcohol services
- Emergency Services including - Air Ambulance, Royal Flying Doctor Service, Care Flight
- Community Services

Special health requirements include:

- Sleep disorders
- Nutritional disorders
- Feeding alternatives
- Health perceptions
- Separation from parents/family
- Congenital conditions
- Psychomotor dysfunction
- Alcohol/drug induced disorders/injuries
- Physical/psychological abuse
- Near drowning
- Bed wetting

Outcomes of planned nursing actions include:

- Progression through milestones
- Achievement of nursing interventions
- Participation in health education activities
- Awareness of health maintenance activities

Unit Sector(s)

Not Applicable