National Major Trauma Nursing Group

Nursing and AHP trauma competences in the Emergency Department

Children and young people Level 2

# April 2016 Draft V0.4

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* Which competencies do I use?
* How do I use the competencies?

**Children and young people level 2**

**Section 1: Organisational aspects:**

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|  | **Organisational aspects**  |  |  |  |  |
| **Organisational aspects**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work** **Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| The local Trauma Network system and the centralisation of trauma services.  | * Can describe the structure and function of the local trauma care system
* Demonstrates a detailed understanding of the trauma pathway and knowledge of the principals of MTCs, TUs and LEHs and their working relationships.
 | √  | √  | √  | √  |   |   |
| The criteria for activation of the trauma team within own department with respect to: - Physiological signs - Injuries sustained - Mechanism  |  Able to initiate a paediatric trauma call against local paediatric trauma call criteria  | √  | √  | √  | √  |   |   |
| - Special circumstances  |  |  |  |  |  |  |  |



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|  | -  | Fractures (complex): assessment and management  |  |  |  |  |  |  |
|  | -   | Fractures (non-complex): assessment and management  |  |  |  |  |  |  |



**Children and young people level 2**

**Section 2: Clinical and technical skills:**

2A - Preparation and Reception:

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|  |  | **Preparation and Reception**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Pre-alert and Escalation  | * Can support staff in the reception of pre-alert information
* In an MTC - Is able to determine the level of a trauma team response according to agreed and written local guidance (NICE, 2016)
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|  |   | In a TU – Is able immediately activate the multidisciplinary trauma team (NICE, 2016)  |  |  |  |  |  |  |

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|  |  | **Preparation and Reception**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Prepare the resuscitation bay to receive a trauma patient  |  Leads in the checking and age appropriate preparation of the trauma/resuscitation bay in order to receive a child or young person trauma patient  | √  |  √  |   | √  |   |   |
| Immediate management of the patient, ambulance and emergency service staff on arrival  |  Leads in the communication with and reception and care of the child or young person, prehospital and emergency services personnel  | √  |  √  |   | √  |   |   |

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|  |  | **Preparation and Reception**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Management in: - Greeting family members, carers or friends on arrival to the department  | * Leads in the communication with and reception of family, carers or friends
* Can accompany family, carers

or friends in the resuscitation room and provide information throughout their stay  | √  |  √  |   | √  |   |   |
| Primary and secondary trauma assessment principles  |  Demonstrates the knowledge and competence to assess a trauma patient using primary and secondary assessment principals  | √  | √  |   | √  |   |   |

**Children and young people level 2**

**Section 2: Clinical and technical skills:**

2B - Primary survey: <C>ABCDE

2Bi – Catastrophic haemorrhage

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|  |  | **Catastrophic Haemorrhage**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| The immediate management of **catastrophic haemorrhage**   | Demonstrate the knowledge and skill in major haemorrhage management: Demonstrates the use of: * Simple dressings with direct pressure to control external haemorrhage

Demonstrates the use of: * Haemostatic agents
* Tourniquets
 | √  | √  | √  | √  |   |   |

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|  |  | **Catastrophic Haemorrhage**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| The immediate management of **catastrophic haemorrhage**   | Demonstrates the application of:  Pelvic and femoral splints  | √  | √  | √  | √  |   |   |
| Demonstrate the knowledge and skill in major haemorrhage management:  Can initiate the paediatric major haemorrhage protocol.  | √  | √  | √  | √  |   |   |

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| **Catastrophic Haemorrhage**  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| The immediate management of **catastrophic haemorrhage**   |  Can provide skilled assistance with the administration of fluid and blood products, such as: * Liaison with blood bank
* Initiating arrangements for blood product delivery to the resuscitation room
* Set up and use of rapid transfuses and warming device(s) appropriate to age and weight
* Use of point of care testing (POCT) relevant to the major haemorrhage patient

 Demonstrates understanding of anticoagulant reversal management including: * POCT INR testing
* Administration of anticoagulation reversal agents
 | √  | √  | √  | √  |   |   |

2B - Primary survey: <C>ABCDE

2Bii – Airway and c-spine control

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|  | **Airway and c-spine control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **airway**  | Initial assessment:  Lead the immediate assessment and management of the paediatric airway in the trauma patient until expert help arrives  | √  | √  | √  | √  |   |   |
| Rapid sequence induction (RSI) and care of the intubated and ventilated paediatric trauma patient:  Can anticipate the need for RSI * Can act as the skilled assistant in RSI
* Can supervise the care of an intubated and ventilated child and young person trauma patient
* Understands the physiological changes and effects of ventilation
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| **Airway and c-spine control**  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **airway**  | Setting up and assisting in surgical cricothyroidotomy: * Understands the indications and age range suitable for surgical cricothyroidotomy
* Can describe the procedure for surgical cricothyroidotomy including relevant anatomy
* Can assist directly with surgical cricothyroidotomy
 | √  | √  | √  | √  |   |   |
| Setting up and assisting in needle jet insufflation: * Understands the indications for needle jet insufflation
* Can describe the procedure for

the initiation of needle jet insufflation including relevant anatomy * Can assist directly with needle

jet insufflation  | √  | √  | √  | √  |   |   |
|  |  | **Airway and c-spine control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Safe **spinal immobilisation** and management  | * Can lead safe spinal

immobilisation log rolling/tilt and transfer techniques * Can deploy different methods and other devices where needed e.g. scoop, spinal board, vacuum mattress, etc.
* Has an understanding of the principals of SCIWORA

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2B - Primary survey: <C>ABCDE

2Biii – Breathing and Ventilation

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|  |  | **Breathing and Ventilation**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **breathing and ventilation**  | Breathing assessment: * Demonstrates a detailed knowledge of the life threatening chest injuries - acronym: ATOM-FC
* Demonstrates understanding

of the compliant chest wall in children and potential for underlying injury  | √  | √  | √  | √  |   |   |

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| **Breathing and Ventilation**  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **breathing and ventilation**  | Thoracostomy: * Can anticipate the need for and lead in the preparation for a thoracostomy
* Can describe the procedure for thoracostomy including relevant anatomy
* Can assist with a thoracostomy
 | √  | √  | √  | √  |   |   |
| Chest drains: * Can anticipate the need for and lead in the preparation for a chest drain
* Can describe the procedure

for chest drain insertion including relevant anatomy * Can assist with chest drain insertion
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|  |  | **Breathing and Ventilation**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **breathing and ventilation**  | Thoracotomy: * Understands the indications for thoracotomy in the emergency department
* Can describe the procedure for thoracotomy including relevant anatomy
* Can lead in the preparation for and assist in an emergency thoracotomy
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2B - Primary survey: <C>ABCDE

2Biv – Circulation and Haemorrhage Control

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|  |  | **Circulation and Haemorrhage Control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **circulation and haemorrhage control**   | Circulatory assessment: * Can describe the principals of assessing and monitoring the haemodynamic status of the child and young person trauma patient
* Has a detailed understanding

of the 5 principal sites of traumatic haemorrhage: - Chest, abdomen, pelvis, long bones and external haemorrhage  Understands the principles of eFAST in circulatory assessment   | √  | √  | √  | √  |   |   |

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|  |  | **Circulation and Haemorrhage Control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **circulation and** **haemorrhage control**   | Circulatory management - access: * Demonstrates the equipment and set up for obtaining central venous and/or arterial access
* Demonstrates set up and use

of central venous/arterial monitoring equipment  | √  | √  | √  | √  |   |   |
| Circulatory management – fluid resuscitation:   Provides skilled assistance in the fluid resuscitation of the trauma patient   | √  | √  | √  | √  |   |   |

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|  |  | **Circulation and Haemorrhage Control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **circulation and haemorrhage control**    | Circulatory management – haemorrhage control: * Demonstrates knowledge of the principles of damage control surgery
* Demonstrates knowledge of

the principles of interventional radiology  | √  | √  | √  | √  |   |   |
| Circulatory management – monitoring and care: * Can perform urinary

catheterisation in a child or young person trauma patient (where local policy allows) * Understands the principles of urine output vis-à-vis shock and adequate resuscitation
 | √  | √  | √  | √  |   |   |

2B - Primary survey: <C>ABCDE

2Bv – Disability

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|  |  |  | **Disability**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **disability** in the trauma patient  | Disability assessment:  Demonstrates a systematic approach to age related neuro assessment with respect to: * GCS
* Pupillary size and response
* Limb movement

  Can relate findings to principal neurological injury such as: * Intracranial injuries:
	+ Extradural o Subdural
	+ Subarachnoid
	+ Intra-cerebral injury o Diffuse axonal injury
* Spinal cord injury
* The presence of neurogenic and spinal shock
 | √  | √  | √  | √  |   |   |
|  |  |  | **Disability**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **disability** in the trauma patient  | Disability management and care: * Demonstrates an understanding of ICP and the Monro Kellie Doctrine
* Demonstrates understanding

of the principals of neurological injury care such as: * Reduction of ICP with appropriate positioning and analgesia
* Removal of c-spine collars in head injury
* Pressure area care in the spinal cord injured patient

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2B - Primary survey: <C>ABCDE

2Bvi – Exposure and Temperature Control

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|  |  | **Exposure and Temperature Control**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **exposure and temperature control**  | * Can lead in the assessment and management of exposure and temperature control of the child and young person
* Has a detailed understanding of the effects of hypothermia and its potentially deleterious effects on the child and young person trauma patient
* Facilitate the appropriate and safe exposure of the patient whilst maintaining privacy and dignity
 | √  | √  | √  | √  |   |   |

2C – Pain assessment and management

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|  |  | **Pain assessment and management**  |  |  |  |
| **Clinical and technical skills**  | **Level 1 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management of **pain**   | Can lead in the assessment and management of pain in the trauma patient: * Demonstrates knowledge of the NICE (2016) ‘Major trauma: assessment and initial management’ guideline with respect to pain assessment and management in children and young people
* Demonstrates knowledge of

additional pain control measures such as: - Regional blockade  | √  | √  | √  | √  |   |   |

2D – Special circumstances

2Di – Child safeguarding

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|  |  |  | **Child safeguarding**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| **Child safeguarding** principals specifically related to trauma  | In addition to mandatory child safeguarding competences: * Able to identify where Non Accidental Injury (NAI) maybe present
* Can escalate directly to the child safeguarding team/leads
* Can liaise with the police, social service and health visitors in possible NAI
* Can communicate directly with parents and carers in a

sensitive and appropriate manner  | √  | √  | √  | √  |   |   |

2Dii – The pregnant trauma patient

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|  |  | **The pregnant trauma patient**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Can lead in the care of the pregnant trauma patient: * Demonstrates a detailed understanding of the physiological changes in pregnancy and their impact in trauma
* Understands the principles of inferior vena caval

compression and can assist in compression reduction techniques * Demonstrates understanding of traumatic perimortem caesarean section
* Can activate the obstetric and paediatric/neonatal teams as required
 | √  | √  | √  | √  |   |   |

2Diii The burns trauma patient

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|  | **The burns trauma patient**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Can lead in the care of the burns trauma patient: * Can assist/lead in the estimation of burn surface area using appropriate tools
* Able to assist/lead in calculating appropriate fluid requirement/resuscitation using appropriate formula
* Can liaise with local paediatric burns centres
* Has a detailed understanding of the risks of smoke inhalation and its potentially harmful effects such as:
* CO poisoning
* Cyanide poisoning
* Airway burns
* Awareness of resources for chemical based burns
 | √  | √  | √  | √  |   |   |
|  |  | **The burns trauma patient**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | * Can lead/assist in arrangements for transfer to a paediatric burns centre
* Can lead/assist in accessing appropriate databases, such as Toxbase, when required in speciality/chemical burns
 | √  | √  | √  | √  |   |   |

2Div The bariatric trauma patient

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|  | **The bariatric trauma patient**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Can lead in the care of the bariatric trauma patient:  Can lead in the safe transfer of the bariatric patient to other areas including lateral transfer  | √  | √  | √  | √  |   |   |

2Dv The confused, agitated & aggressive trauma patient

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| **The confused, agitated & aggressive trauma patient**  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Can lead in the care of the confused, agitated and aggressive child and young person trauma patient: * Promotes the presence of family, carers and friends where appropriate.
* Can assist directly in sedation where appropriate
* Can advise and direct on appropriate strategies for cspine immobilisation
* Can request assistance, where appropriate, of security teams and/or police
* Can request assistance of, where appropriate, mental health personnel
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2Dvi The spinal cord injured patient

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|  |  | **The spinal cord injured patient**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Can lead in the care of the spinal cord injured patient: * Understands the potential effects of high spinal cord injury on breathing and ventilation and its subsequent management techniques
* Demonstrates and

understanding of the use of inotropes in the spinal cord injured patient * Demonstrates knowledge of local arrangements for spinal cord injured children and young people
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2Dvii – Care of the bereaved family and trauma team

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|  | **Care of the bereaved family and trauma team**  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  |  Care of the bereaved family: * Demonstrate a working knowledge of local child death protocols. Ensure appropriate documentation is completed and necessary persons and agencies notified. (E.g. Child Health Services
* Demonstrate sensitivity and skill in breaking bad news
* Demonstrate ability to provide support to bereaved families; including the explanation of the role of the Coroner's Officer and the child death review process
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|  |  | **Care of the bereaved family and trauma team**  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Clinical assessment and management in **special circumstances**  | Care of the trauma team: * Instigate local procedures to enable both an immediate and more formal staff debrief
* Be mindful of and identify any staff who may require more formal psychological support
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2Dviii – Tissue and organ donation

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|  | **Tissue and Organ Donation**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**   | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Local guidelines and standard operating procedures (SOPs) in respect of **Tissue &** **Organ Donation**  | Can outline the key considerations in respect to organ and tissue donation: * Identification of potential donors
* Escalation policy
* Can instigate early involvement of Organ & Blood donation team
* Aware of contraindications to potential tissue & organ donation

Awareness of national documents * Timely identification and Referral of Potential Organ

Donors-NHS Blood and Transplant (2012)   | √  | √  | √  |  |   |   |
|  |  | **Tissue and Organ Donation**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**   | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Local guidelines and standard operating procedures (SOPs) in respect of **Tissue &** **Organ Donation**  | Awareness of national documents * Approaching the families of potential organ donors – NHS blood and Transplant (March

2013) * Taking Organ Transplantation to 2020: A UK strategy – DOH

& NHS Blood and transplant (April 2013) * Can lead in the support to relatives, carers and friends
* Can recognise own feelings and knows how to access help if required
* Recognises and supports all team members involved, and participates in appropriate structured debrief
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2DiX – The child or young person with communication difficulties

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|  | **The child or young person with communication difficulties**  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**   | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Complex communication assessment and management in **special circumstances**  | Can lead in the care of a child or young person with communication difficulties such as: * Deaf
* Blind
* Aphasic patient
* Learning disability
* Challenging behaviour
* Language barriers

  Demonstrate a detailed knowledge of services available to assist communication such as ‘language line’ and how to access them  | √  | √  | √  |  |   |   |

2E – Secondary survey:

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|  |  |  | **Secondary survey**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the**  **child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| The secondary survey  | * Ensures, where appropriate, that a secondary survey is undertaken prior to transfer.
* Can assist in arranging further investigation and imaging dependent upon findings
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2F – Transfer:

2Fi – Transfer within the Hospital

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|  |  | **Transfer within the Hospital**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Act as part of a team in the safe transfer of the trauma patient  |  Can lead in the safe transfer within hospital to: * Theatre
* Radiology
* Interventional radiology
* PICU
* Ward

  Anticipate the need for appropriate equipment to facilitate expedient transfer  | √  | √  | √  | √  |   |   |

2Fii – Secondary transfer (out of hospital)

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|  |  | **Secondary transfer (out of hospital)**  |  |  |  |
| **Clinical and technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Act as part of a team in the safe transfer of the trauma patient  | * Has a detailed understanding of the secondary transfer policy and procedure.
* Can lead in making the necessary arrangements for a safe secondary transfer to:
* The MTC (where applicable)
* Burns centre
* Other specialist centre

 * Can liaise directly with local Paediatric retrieval/ ambulance/ HEMS providers to arrange transfer
* Demonstrates knowledge of the NICE (2016) Major Trauma guidance in relation to timely transfers between emergency departments
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**Children and young people level 2**

**Section 3: Non-technical skills**

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|  |  | **N** | **on-technical skills**  |  |  |  |
| **Non-technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Ability to perform appropriately within the Trauma Team, maintaining a distinct role   | * Leads in the supervision of junior members of the trauma team
* Demonstrates attributes of

‘leadership’ in the trauma team   | √  | √  | √  | √  |   |   |
| Works effectively as a team member, including appropriate communication strategies  |  Actively pursues ways to overcome barriers to effective working within the trauma team   | √  | √  | √  | √  |   |   |

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| **Non-technical skills**  |
| **Non-technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Ability to relieve psychological stress in the trauma patients, family members, carers, friends and staff  | * Proficient in supervising members of the team in the provision of psychological care and support of the child and young person, family members, carer or friends
* Can identify signs and symptoms of stress in the trauma team
* Can provide direct support to individuals and/or the trauma team
* Can initiate/lead a de-briefing session as and when deemed appropriate
 | √  | √  | √  | √  |   |   |
| Situational awareness during a trauma team resuscitation  |  Demonstrates understanding of all team members roles and responsibilities in order to detect adverse or unplanned events and intervene appropriately   | √  | √  | √  | √  |   |   |

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|  |  | **N** | **on-technical skills**  |  |  |  |
| **Non-technical skills**  | **Level 2 – nurse/AHP who participates in the care of the child and young person trauma patient**  | **In-house delivery**  | **Work Placed** **Based** **Assessment** **(WPBA)**  | **CPD / online tools**  | **Recognised trauma course –** **ATNC, ETC, TNCC or bespoke education course.**  | **Self-Assessment**  | **Assessor:** **Achieved competency.** **Print name - date and sign**  |
| Ethical, legal and professional implications of trauma  |  Can teach and advise members of the trauma team on: * Consent and application of Gillik competence
* The Mental Capacity Act – 16 and 17 years of age
* Confidentiality
* Advocacy
* Preservation of forensic evidence
* Reporting trauma related deaths

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