

National Major Trauma Nursing Group

Trauma Ward Competencies - Children and Young People

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Overview

The ward trauma competences for children and young people provide a national standard of competency for ward nurses when caring for a child or young person with major trauma. The National Major Trauma Nursing group (NMTNG) brought together representation from 17 major trauma networks across the UK including the armed forces. The group aims to represent and develop national standards for trauma nursing from the point of injury through to rehabilitation. Within this group a Paediatric Sub-Group was developed which draws from paediatric trauma nurse specialists from across the trauma pathway.

It is recognised that major trauma of the child or young person is rare. It is also acknowledged that children or young people can be cared for on a variety of ward environments, from trauma wards, surgical wards, medical wards and also adolescent units both within Major Trauma Centres and the wider trauma network. These competencies are intended to assist children's nurses in developing their knowledge, confidence and competency in caring for children with major trauma.

Education requirements

Currently there is no nationally recognised course available for Children Nurses caring for the injured child on the ward. However, it is acknowledged that there are many internal courses, e-learning and short University based course which nurses undertake to ensure they have the skills and knowledge required. Therefore, the assessment of the competences includes all these potential avenues and the nurse should use the assessment method that is deemed most appropriate for their individual need.

This competency document is intended to aid the Children's Nurses on focusing what knowledge and skills that feel *they* need to care for *their* children and young people in *their* clinical area.

Section 1: Organisational aspects:

Organisational aspects	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Local Trauma Network system and the centralisation of trauma services.	<ul style="list-style-type: none"> • Able to describe the local Trauma Networks. • Demonstrates understanding of the trauma care system. 					
Local guidelines and standard operating procedure (SOPs)	<ul style="list-style-type: none"> • Demonstrate knowledge of and the existence and location of guidelines/SOPs relating to trauma on the Children's ward. 					
National guidance and standards	<ul style="list-style-type: none"> • Demonstrate knowledge of the NICE 2016 trauma guidelines <ul style="list-style-type: none"> ○ Major Trauma: assessment and initial management ○ Major Trauma: service delivery 					
Organ and tissue donation	<ul style="list-style-type: none"> • Awareness of local and national policies • Awareness that age is not a limitation 					

Section 2: Clinical and technical skills:

Care of Child or Young Person with a Chest Injury						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Understanding of the normal respiratory system in <ul style="list-style-type: none"> • Infant • Child • Adolescent 	<ul style="list-style-type: none"> • Demonstrates knowledge of anatomy and physiology of respiratory system with child development 					
Can describe trauma related chest conditions and how to recognise deterioration	<ul style="list-style-type: none"> • Pneumothorax • Haemothorax • Pulmonary Contusions • Fractured ribs including flail chest 					
Describes the signs and symptoms of respiratory distress	<ul style="list-style-type: none"> • Demonstrates knowledge of the signs and symptoms of respiratory distress in the infant, child, and adolescent. • Demonstrates knowledge of the causes of respiratory distress in trauma 					
Undertakes a respiratory assessment on <ul style="list-style-type: none"> • Infant • Child • Adolescent 	<ul style="list-style-type: none"> • Utilises visual inspection • Utilises vital signs • Appropriate use of early warning scores and escalation 					

<p>Safely administers appropriate oxygen therapy</p>	<ul style="list-style-type: none"> • Identifies appropriate device/flow meter and the maximum flow acceptable. <ul style="list-style-type: none"> ○ Nasal cannula ○ Mask ○ Mask with reservoir • Demonstrates set-up and initiation of therapy using each type of equipment/delivery device • Demonstrates use of humidification with non-emergency oxygen delivery systems 					
<p>Can utilise oxygen saturation monitoring</p>	<ul style="list-style-type: none"> • Identifies possible areas of placement for a pulse oximetry probe with consideration to mechanism of injury/injury sites. 					
<p>Safely suctions a non- ventilated</p> <ul style="list-style-type: none"> • Infant • Child • Adolescent 	<ul style="list-style-type: none"> • Can assess the need for suctioning with consideration to injuries. • Outlines potential complications of suctioning and when it is contraindicated in specific injury type for example facial injuries 					
<p>Assists in the insertion of a chest drain</p>	<ul style="list-style-type: none"> • Identifies indications for a chest drain • Identifies and prepares equipment required for insertion of a chest drain • Discusses pain management and sedation for insertion of chest drains in the child or young person • Discusses the concept of underwater seal drainage (UWSD) • Discusses the complications of chest drain insertion, and the corresponding actions • Assists in the insertion of a chest drain • Ensures chest drain tubing is securely fixed • States what documentation is needed upon completion of chest drain insertion 					

<p>Independently manages a child with a chest drain</p>	<ul style="list-style-type: none"> • Discusses the hazards of a chest drain in situ, and management of emergency situations that may arise: <ul style="list-style-type: none"> ○ Blockage ○ Disconnection of tube ○ Displacement of Catheter ○ Accidental removal ○ Sudden fluid loss ○ Tension pneumothorax • Identifies situations when suction might be applied to the drain • Discusses the clinical observations and investigations following chest drain insertion (including documenting type and volume of drainage) • Discusses the on-going nursing care of the child and the site of chest drain exit, including infection control and tissue viability measures • Discusses the importance of on-going effective pain management • Discusses the implication of the UWSD that swings & bubbles • Discusses the use of clamps in chest drains • Discusses the use of urokinase in unblocking chest drains • Discuss and demonstrates changing the chest drain collection unit and appropriate disposal. • Educates parents and child/young person about mobilising the child with a chest drain 					
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<p>Assists in the removal/removes chest drain (dependent on hospital policy)</p>	<ul style="list-style-type: none"> • Identifies the equipment required for chest drain removal, including analgesia • Discusses the complications of chest drain removal, and the management of these events • Describes the removal procedure including: <ul style="list-style-type: none"> ○ Removal of suction ○ Removal of sutures ○ Timing with respiratory cycle ○ Speed and angle of tube removal • Assists in the removal or removes chest drain, according to hospital policy • Discusses the clinical observations and investigations following chest drain removal, including CXR 					
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Care of Child or Young Person with an Abdominal Injury						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Demonstrates an understanding of the organs or tissues within the abdomen and their role	<ul style="list-style-type: none"> • Able to identify location of following organs <ul style="list-style-type: none"> ○ Spleen ○ Kidney ○ Diaphragm ○ Oesophagus ○ Stomach ○ Liver ○ Pancreas ○ Small and large intestines 					
Knowledge and understanding of the different mechanisms associated with injuries sustained	<ul style="list-style-type: none"> • Able to discuss the potential injuries with blunt and penetrating mechanism 					
Able to discuss the treatment and nursing management of injuries to abdominal tissues/organs	<ul style="list-style-type: none"> • Surgical management • Conservative management • Bed rest • Management of an abdominal wound drain • Management of urinary catheters • Care of abdominal wounds pre and post-surgery • Management of stoma sites 					

<p>Understanding of investigations required for a child who has potential life threatening abdominal injuries</p>	<ul style="list-style-type: none"> • Blood tests (FBC, cross match, liver enzymes, and amylase) • Urine (to test for blood presence) • Abdominal CT scan • Abdominal MRI • Contrast ultrasound • Interventional radiology 					
<p>Recognises the symptoms of a child with potential life threatening abdominal injuries</p>	<ul style="list-style-type: none"> • Utilises visual inspection • Utilises vital signs • Appropriate use of early warning scores and escalation • Appropriate escalation of concerns to senior nursing or medical colleagues 					

Care of Child or Young Person with a Head Injury						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Knowledge of appropriate neurological anatomy	<ul style="list-style-type: none"> • Brain • Skull • Cerebral spinal fluid • Ventricular system anatomy 					
Can discuss and demonstrate how to carry out neurological observations	<ul style="list-style-type: none"> • Pupil assessment • Power and tone of limbs • GCS assessment <ul style="list-style-type: none"> ○ Child ○ Adolescent ○ Infant • Appropriate documentation on PEWS chart 					
Awareness of NICE guideline for head injuries and early management	<ul style="list-style-type: none"> • Frequency of observations required • Indications for investigations 					
Recognises deterioration and acts appropriately	<ul style="list-style-type: none"> • Vital signs – heart rate, respiration rate, blood pressure, temperature • Drowsiness • Vomiting • Headaches • Irritability/agitation • Visual disturbances - photophobia/diplopia • Loss of consciousness • Amnesia • Focal neurological deficit 					

	<ul style="list-style-type: none"> • Seizures • Unequal pupils • In infants – sunsetting, high-pitched cry, bulging fontanelle 					
Awareness and understanding of investigations that may be required	<ul style="list-style-type: none"> • CT • CT with contrast • MRI • Lactate 					
Care of child with External Ventricular Drain	<ul style="list-style-type: none"> • Understanding of the reasoning for insertion of an EVD • Understanding of type of EVD system used within relevant clinical area • Site care – monitor for redness, inflammation, signs of CSF leakage or blood staining • Positioning of patient/drain and frequency of reassessing level/positioning • Frequency of readings • Replacement of losses • Regular assessment of patency of drain (pulsatile movement in tubing) and action if abnormal drainage – excessive or nil • Situations when the drain should be temporarily clamped – i.e. when moving/repositioning patient, during excessive bouts of crying, or if patient is vomiting. • Monitoring of U&Es • Need for non-toothed clamps and sterile gauze to be in place when EVD in situ in case of catheter tube damage/split. 					

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Knowledge of local rehab process	<ul style="list-style-type: none"> • Local centre referral criteria 					
Safeguarding	<ul style="list-style-type: none"> • Careful documentation • Involvement of other agencies to safeguard child if appropriate <ul style="list-style-type: none"> ○ Police ○ Social services ○ Health visitor ○ School Nurse 					
Discharge planning	<ul style="list-style-type: none"> • Can provide leaflets with head injury advice • Can give advice to parents/carers for home management • Can signpost to appropriate organisations for long-term support • Liaison with major trauma rehabilitation coordinators • Can give health promotion advice <ul style="list-style-type: none"> ○ Helmets ○ Road safety 					

Care of Child or Young Person with an Orthopaedic injury						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Identifies different fracture types	<ul style="list-style-type: none"> • Able to identify different fracture types including: <ul style="list-style-type: none"> ○ Stable ○ Open/Compound ○ Transverse ○ Oblique (non-displaced) ○ Oblique (displaced) ○ Comminuted ○ Impacted ○ Avulsion ○ Spiral ○ Linear 					
Knowledge and understanding of mechanisms of injury relating to injuries sustained	<ul style="list-style-type: none"> • Able to discuss differing mechanisms of injury including: <ul style="list-style-type: none"> ○ Trauma (fall, RTC, sports) ○ Blunt ○ Penetrating ○ Metabolic (osteogenesis) ○ Overuse (repetitive use common in athletes) ○ Non-accidental injury 					

<p>Demonstrates safe care and management of Plaster of Paris (POP) and scotchcast.</p>	<ul style="list-style-type: none"> • Demonstrates an understanding of the importance of completing neurovascular observations including: <ul style="list-style-type: none"> ○ Colour ○ Sensation ○ Movement ○ Pulses – and use of Doppler ○ Warmth 					
<p>Recognises signs and symptoms of the following complications:</p>	<ul style="list-style-type: none"> • Neurovascular compromise • Wound infection • Compartment syndrome • Pressure sores • Fat embolism • Cast complications • Venous thromboembolism 					
<p>Demonstrates an understanding of the importance of elevation of injured limbs.</p>	<ul style="list-style-type: none"> • Use of Bradford slings • Use of Brauns frames • Pillows 					
<p>Demonstrates safe care and management of a patient with an external fixator including</p>	<ul style="list-style-type: none"> • Knowledge of specialist equipment including: <ul style="list-style-type: none"> ○ pin site care ○ Ilizarov frame ○ Taylor Spatial frame ○ Galaxy 					
<p>Demonstrates safe care and management of a patient with traction</p>	<ul style="list-style-type: none"> • Knowledge of differing types of traction <ul style="list-style-type: none"> ○ Skin ○ Skeletal ○ Thomas Splint traction ○ Gallows 					
<p>Recognises and manages the pain associated with the</p>	<ul style="list-style-type: none"> • Refer to pain assessment competency • Potential use of diazepam to alleviate pain from muscle spasms 					

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<p>injuries and administers relevant medications</p>	<ul style="list-style-type: none"> • Appropriate use of Entonox when making adjustments to/applying traction 					
<p>Works in conjunction with the MDT to aide mobilisation. Understand instructions given by MDT for use of specialist equipment.</p>	<ul style="list-style-type: none"> • Physio • OT • Teachers • Parents • Dieticians • Tissue viability • Pain team • Safeguarding 					
<p>Understands child weight bearing status and demonstrate a knowledge of differing mobilisation aids</p>	<ul style="list-style-type: none"> • Crutches • Zimmer frames • Wheelchairs • Walking sticks • Standing frames 					

Care of Child or Young Person with a Spinal Cord Injury						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management of the child with spinal injury	<ul style="list-style-type: none"> • Can outline the key considerations in the care of the spinal cord injured patient: <ul style="list-style-type: none"> ○ Identify relevant spinal anatomy and level of injury ○ Causes of SCI. ○ Signs and symptoms of SCI ○ Differences for complete and incomplete injury. ○ Importance of vital sign recognition and management 					
Demonstrates an understanding of neurogenic shock	<ul style="list-style-type: none"> • Temperature regulation • Postural hypotension • Awareness of autonomic dysreflexia as a potential medical emergency in patients with injury at or above T6 					
Identify complications of high SCI above C6 and interventions that may be required	<ul style="list-style-type: none"> • Airway management • Tracheostomy • Cough Assist • Swallow Assessment • Appropriate immobilisation 					

<p>Safe moving and handling practices.</p>	<ul style="list-style-type: none"> • Understand the importance of MDT instructions and implications if these are not followed. • Compliant with local manual handling training and competent at practices such as log rolling 					
<p>Understands the importance of Involvement of MDT for all aspects of care</p>	<ul style="list-style-type: none"> • Physiotherapist • OT and orthotics • Teachers • Parents • Dieticians • Tissue viability • Pain team • Safeguarding • Family/peer support groups • Major trauma rehabilitation coordinators • Early liaison with local spinal injuries unit 					
<p>The potential effects on bladder</p>	<ul style="list-style-type: none"> • Minimise and contain incontinence • Infection • Care of indwelling or supra-pubic catheter. • Prevention of complications • Understanding of importance of bladder management in role of preventing episodes of autonomic dysreflexia in patients with spinal cord injury at T6 or above. 					
<p>The potential effects on bowel</p>	<ul style="list-style-type: none"> • Understand importance of good bowel regime • Identify complications and how to manage incontinence and constipation using pharmacological and non-pharmacological methods 					

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	<ul style="list-style-type: none"> • Understanding of importance of bowel management in role of preventing episodes of autonomic dysreflexia in patients with spinal cord injury at T6 or above. 					
<p>The potential effects on skin</p>	<ul style="list-style-type: none"> • Understanding of skin integrity • The importance of assessment of TV • Repositioning and types of mattresses used • Skin hygiene, temperature and drying. • Early referral to TV team 					

Care of Child or Young Person with a Facial Injury (including Max fax, ENT, ophthalmology)						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Epistaxis	<ul style="list-style-type: none"> Care of child and young person with active epistaxis Care of child and young person with nasal tampons 					
Tracheostomy (as per local guidelines)	<ul style="list-style-type: none"> Be able to assess and maintain airway patency; suctioning, humidification & securing Change of tapes Change of tube Care of stoma site Awareness of local emergency equipment and procedure Awareness of National Tracheostomy Safety Project Emergency Algorithms - http://www.tracheostomy.org.uk/Templates/Home.html 					
Wounds	<ul style="list-style-type: none"> Care of significant neck lacerations Care of child with surgical emphysema Care of wounds to ears Care of wounds to nose 					
Nasal airways	<ul style="list-style-type: none"> Care of child with nasal airway/stent Care of nasal airway including cleaning, suction and securing Changing of nasal airways 					
Hearing loss	<ul style="list-style-type: none"> Care of child with new onset hearing loss 					
Understanding of the anatomy	<ul style="list-style-type: none"> Infant Child 					

<p>and physiology of the maxillofacial bones</p>	<ul style="list-style-type: none"> • Adolescence 					
<p>Recognition, knowledge and understanding of the mechanisms causing maxillofacial injuries</p>	<ul style="list-style-type: none"> • Causes of mechanisms (e.g. RTC, assaults, falls, sports) • Age related injuries • Fractures • Lacerations • Dental 					
<p>Understanding and knowledge of treatment and management of patients with specific injuries; pre and post op care where applicable</p>	<ul style="list-style-type: none"> • Mandible fracture • Nasal fracture • Orbital fracture • Frontal fracture • Mid-facial fracture • Maxillary/zygoma fracture • Facial lacerations • Dental alveolar injuries 					
<p>Understanding of the physical, developmental and psychosocial effects maxillofacial injuries may have on the</p>	<ul style="list-style-type: none"> • Self-image • Function • Referral to SALT • Referral to peer-support groups • Physio • OT and orthotics • Teachers • Parents • Dieticians • Tissue viability 					

<p>paediatric patient</p>	<ul style="list-style-type: none"> • Pain team • Safeguarding • Family/peer support groups 					
<p>Understanding of eye anatomy and physiology</p>	<ul style="list-style-type: none"> • Iris • Cornea • Lens • Pupil • Optic nerve 					
<p>Recognition, knowledge and understanding of the mechanisms causing eye injuries</p>	<ul style="list-style-type: none"> • Causes (e.g. sporting injury, assault) • Age related injuries • Blunt trauma • Penetrating trauma • Chemical trauma 					
<p>Understanding and knowledge of treatment and management of patients with specific injuries; pre and post-op care where applicable</p>	<ul style="list-style-type: none"> • Blunt trauma • Penetrating trauma • Eyelid lacerations • Corneal lacerations • Intraocular foreign body • Chemical injuries • Hyphema 					
<p>Understanding of the physical, developmental and</p>	<ul style="list-style-type: none"> • Loss of vision • Self-image 					

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psychosocial effects ophthalmic injuries may have on the paediatric patient						
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Pain Assessment and Management in the Injured Child or Young Person						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Demonstrates use of appropriate pain assessment tools suitable for the Child's age, developmental stage and cognitive function according to local trust policy.	<ul style="list-style-type: none"> • FLACC • Wong-Baker • Numerical scale 					
Demonstrates knowledge of referral to Paediatric Pain management team	As per local Trust Policy					
Can describe different modalities of pain management and their use	<ul style="list-style-type: none"> • Pharmacological <ul style="list-style-type: none"> ○ Oral ○ Rectal ○ Intravenous ○ Intra-nasal ○ Inhaled ○ Subcutaneous 					

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	<ul style="list-style-type: none"> ○ PCA/NCA/Continuous opiate infusion ○ Epidural ○ Nerve blocks ● Non-Pharmacological <ul style="list-style-type: none"> ○ Positioning ○ Splinting ○ Distraction techniques ○ Use of play therapists 					
Appropriate use and selection of analgesia	<ul style="list-style-type: none"> ● Pre procedure ● Mobilisation ● Dressing changes 					
Appropriate reduction of pain medication as per clinical condition	<ul style="list-style-type: none"> ● Involvement of pharmacy and pain team as appropriate ● Early and effective discharge planning 					
Knowledge and understanding of differing medications to control pain including contraindication and side effects	<ul style="list-style-type: none"> ● Paracetamol ● NSAIDss ● Oral/intranasal opiates ● Muscle relaxants ● Entonox ● IV opiates ● Ketamine ● Epidural ● PCA/NCA/Continuous opiate infusion ● Reginal nerve block 					

Child Safeguarding						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Child safeguarding principals specifically related to trauma	<p>In addition to mandatory child safeguarding competences:</p> <ul style="list-style-type: none"> • Demonstrates understanding of Non-Accidental Injury (NAI) and its relevance in the major trauma child and young person • Demonstrates knowledge of the role of the following in possible safeguarding issues: <ul style="list-style-type: none"> ○ Police ○ Social Services ○ Health visitors/School Nurse ○ GP 					
Referral process and documentation	<ul style="list-style-type: none"> • Careful and thorough documentation as per NMC and trust guidelines • Referral to Social Services as per Trust guidelines • Early liaison with Trust paediatric safeguarding team 					
Specific considerations for young people	<ul style="list-style-type: none"> • FGM • CSE • Bullying • Gang affiliation • Alcohol/drug use • Sexual health • CAMHS • Domestic violence 					

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<p>Bereavement including death of a child or death of a family member</p>	<ul style="list-style-type: none"> • Awareness of child death protocols • Social Service referral • Involvement of Police • Appropriate chaplaincy care • Family/child support groups • Referral to child bereavement services 					
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Care of Pregnancy in Young Person with trauma						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Clinical assessment and management	<ul style="list-style-type: none"> • Can outline the key considerations in the care of the pregnant trauma patient: Demonstrates a basic understanding of the physiological changes in pregnancy and subsequent impact in trauma such as effects on the respiratory and circulatory system • Understands the basic principles of inferior vena cava compression and importance of repositioning the patient in an emergency situation 					
Involvement of MDT	<ul style="list-style-type: none"> • Safeguarding • Obstetric/gynaecology /midwife specialising in adolescent care 					
Safeguarding	<ul style="list-style-type: none"> • Sexual health • CSE • Gang affiliations • Social services referral with consideration of unborn as well as patient 					

Care of the Child or Young Person with Burns						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Can outline the key considerations in the care of the child and young person with burns	<ul style="list-style-type: none"> • Demonstrates awareness of the local policies and arrangements for management of the child and young person with burns including transfer to burns centres • Understands the principals of estimation of burns size using an appropriate tool • Understands the principals of fluid administration in the burns patient. • Can locate equipment and supplies specifically related to the care of a burns patient. • Understands the principal considerations of burns care in relation to its effects on: <ul style="list-style-type: none"> ○ The airway and potential compromise ○ Breathing and ventilation including carbon monoxide poisoning ○ Circulation and fluid loss. ○ Temperature control • Understands the key principles of pain control in the burns patient both pharmacological and physical (dressings) 					

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<p>Mechanism of injury</p>	<ul style="list-style-type: none"> • Knowledge of burn types and causes <ul style="list-style-type: none"> ○ Chemical ○ Scald ○ Contact ○ Circumferential ○ Knowledge of burn depth 					
<p>Safeguarding</p>	<ul style="list-style-type: none"> • Awareness of safeguarding issues surrounding child and young person with burn injuries 					

Care of the Bariatric Child or Young Person with Trauma						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Considerations for manual handling	<ul style="list-style-type: none"> • Appropriate use of manual handling equipment and involvement of manual handling team for formal assessment • Use of manual handling plan and strict adherence for protection of staff • Use of appropriate mattresses • Use of appropriate mobilisation devices 					
MDT	<ul style="list-style-type: none"> • Referral to appropriate teams for early management of weight to optimise rehabilitation: <ul style="list-style-type: none"> ○ Physio ○ OT ○ Dietician 					
Weight calculation	<ul style="list-style-type: none"> • Awareness of limitations of age appropriate estimations • Importance of obtaining formal weight at earliest opportunity • Awareness of maximum doses for medications (age/Weight) 					
Other complications	<ul style="list-style-type: none"> • Chest infections • Tissue viability • DVT/PE and appropriate prophylaxis/treatment 					

Care of the Confused, Agitated and Aggressive Child or Young Person with Trauma						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Can outline the key considerations in the care of the confused, agitated and aggressive child and young person	<ul style="list-style-type: none"> • Understands that the behaviour may be due to a number of reasons including: <ul style="list-style-type: none"> ○ TBI ○ Pre-existing behavioural problems ○ Learning and development problems ○ Alcohol ○ Drugs ○ Emotional reaction/fear ○ CAMHS ○ Hypoxia ○ Hypovolaemia ○ Psychosis ○ Hypoglycaemia • The role of security and/or police • Role of family support • Role of psychology support • Compliant with local conflict resolution mandatory training 					
Care of child/young person in appropriate environment	<ul style="list-style-type: none"> • Reassess environment for safety • Low bed • Low stimuli • 1:1 care/support 					

The Child or Young Person with Communication Difficulties						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Can outline the key considerations in the care of a child or young person with communication difficulties	<ul style="list-style-type: none"> • Deaf • Blind • Aphasic • Learning Difficulties • Challenging behaviours • Language barriers • Tracheostomy 					
Demonstrate/describe techniques to facilitate communication	<ul style="list-style-type: none"> • Use of learning difficulties passport • Referral to LD nurses if available • Use of teaching staff • Use of play team • Parental involvement 					

Tertiary Survey						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Demonstrates an understanding of the principals of tertiary survey	<ul style="list-style-type: none"> Awareness of level of clinician who should perform this Understands that tertiary survey must be performed prior to discharge 					

Transfer within the Hospital						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> • Demonstrates an understanding of the principals of safe transfer within hospital to <ul style="list-style-type: none"> ○ Theatre ○ Radiology/interventional radiology ○ PICU ○ Ward • Can identify key equipment that should be taken on transfer. • Demonstrates appropriate structured handover of trauma patients to nursing and AHP staff • Demonstrates thorough documentation of care to the patient, family members, carers and friends • Follows local policy for transfer between areas within the hospital 					

Secondary Transfer (out of hospital)						
Clinical and technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Act as part of a team in the safe transfer of the trauma patient	<ul style="list-style-type: none"> • Demonstrates an understanding of secondary transfer protocols to: <ul style="list-style-type: none"> ○ The MTC (where appropriate) ○ Burns Centre ○ Other specialist centres • Has an awareness of the secondary transfer policy and procedure • Can identify key equipment that should be taken on transfer • Has an awareness of the key personnel that should accompany the patient • Demonstrates appropriate handover at the destination • Awareness of the transfer documentation including imaging requirements • Demonstrates thorough documentation of care to the patient, family members, carers and friends 					

Section 3: Non-technical skills

Non-technical Skills						
Non-technical skills	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	Self-Assessment	Assessor: Achieved competency. Print name - date and sign
Relieve psychological stress in the trauma patient, family, carers, friends and staff	<ul style="list-style-type: none"> • Can describe the signs of stress or anxiety in a child and young person and parents or carers • Can describe how to provide reassurance and emotional support to the child and young person • Can describe how to provide emotional support to the parents, carers or friends • Can describe the signs and symptoms of stress in other staff/self. 					
Ethical, legal and professional implications of trauma	<ul style="list-style-type: none"> • Demonstrates a basic knowledge of: <ul style="list-style-type: none"> ○ Consent in children and young people ○ The Children Act ○ Confidentiality ○ Advocacy • Reporting trauma related deaths in children and young people 					