

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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Children and young people level 2

Section 1: Organisational aspects:

| 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Able to initiate a paediatric trauma call against local paediatric trauma call criteria | √ | √ | √ | √ | | |

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|-------------------------|--|--|--|--|--|--|--|
| - Special circumstances | | | | | | | |
|-------------------------|--|--|--|--|--|--|--|

| 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 |
| Local guidelines and standard operating procedures (SOPs) | <ul style="list-style-type: none"> • Demonstrates ability to initiate/direct the initiation of guidelines/SOPs relating to early trauma care, for example: <ul style="list-style-type: none"> - Secondary Transfer - Bypass criteria - Isolated head injury - Spinal injury - Burns | √ | √ | √ | √ | | |
| National guidance and standards | <ul style="list-style-type: none"> • Demonstrates a detailed knowledge of the NICE 2016 trauma guidelines: <ul style="list-style-type: none"> - Major Trauma: assessment and initial management - Major Trauma: service delivery - Spinal injury: assessment and initial management | √ | √ | √ | √ | | |

| | | | | | | | |
|--|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> - Fractures (complex): assessment and management - Fractures (non-complex): assessment and management | | | | | | |
|--|--|--|--|--|--|--|--|

| 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 |
| National guidance and standards | <ul style="list-style-type: none"> • Demonstrates knowledge of TARN and how it is used to provide data and information on the trauma care pathway | √ | √ | √ | √ | | |

Children and young people level 2

Section 2: Clinical and technical skills:

2A - Preparation and Reception:

| 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 | <ul style="list-style-type: none"> • 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) | | | | | | |

| | | | | | | | |
|--|---|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> In a TU – Is able immediately activate the multidisciplinary trauma team (NICE, 2016) | | | | | | |
|--|---|--|--|--|--|--|--|

| 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Leads in the communication with and reception and care of the child or young person, pre-hospital and emergency services personnel | √ | √ | | √ | | |

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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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

| 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: <ul style="list-style-type: none"> • Simple dressings with direct pressure to control external haemorrhage Demonstrates the use of: <ul style="list-style-type: none"> • Haemostatic agents • Tourniquets | √ | √ | √ | √ | | |

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: <ul style="list-style-type: none"> • Pelvic and femoral splints | √ | √ | √ | √ | | |
| | Demonstrate the knowledge and skill in major haemorrhage management: <ul style="list-style-type: none"> • Can initiate the paediatric major haemorrhage protocol. | √ | √ | √ | √ | | |

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 | <ul style="list-style-type: none"> • Can provide skilled assistance with the administration of fluid and blood products, such as: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - POCT INR testing - Administration of anticoagulation reversal agents | √ | √ | √ | √ | | |

2B - Primary survey: <C>ABCDE

2Bii – Airway and c-spine control

| 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 | | | | | | |

| 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> • 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 | | | | | | |

2B - Primary survey: <C>ABCDE

2Biii – Breathing and Ventilation

| 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: <ul style="list-style-type: none"> • 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 | √ | √ | √ | √ | | |

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 | √ | √ | √ | √ | | |

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: <ul style="list-style-type: none"> • 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 | √ | √ | √ | √ | | |

2B - Primary survey: <C>ABCDE

2Biv – Circulation and Haemorrhage Control

| 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Chest, abdomen, pelvis, long bones and external haemorrhage • Understands the principles of eFAST in circulatory assessment | √ | √ | √ | √ | | |

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Provides skilled assistance in the fluid resuscitation of the trauma patient | √ | √ | √ | √ | | |

| 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: <ul style="list-style-type: none"> • Demonstrates knowledge of the principles of damage control surgery • Demonstrates knowledge of the principles of interventional radiology | √ | √ | √ | √ | | |
| | Circulatory management – monitoring and care: <ul style="list-style-type: none"> • 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

| 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: <ul style="list-style-type: none"> • Demonstrates a systematic approach to age related neuro assessment with respect to: <ul style="list-style-type: none"> - GCS - Pupillary size and response - Limb movement • Can relate findings to principal neurological injury such as: <ul style="list-style-type: none"> - Intracranial injuries: <ul style="list-style-type: none"> ○ Extradural ○ Subdural ○ Subarachnoid ○ Intra-cerebral injury ○ 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: <ul style="list-style-type: none"> • Demonstrates an understanding of ICP and the Monro Kellie Doctrine • Demonstrates understanding of the principals of neurological injury care such as: <ul style="list-style-type: none"> - 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 | √ | √ | √ | √ | | |

2B - Primary survey: <C>ABCDE

2Bvi – Exposure and Temperature Control

| 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 | <ul style="list-style-type: none"> • 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

| 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 | <p>Can lead in the assessment and management of pain in the trauma patient:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Regional blockade | √ | √ | √ | √ | | |

2D – Special circumstances

2Di – Child safeguarding

| 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 | <p>In addition to mandatory child safeguarding competences:</p> <ul style="list-style-type: none"> • 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

| 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 | <p>Can lead in the care of the pregnant trauma patient:</p> <ul style="list-style-type: none"> • 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

| 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 | <p>Can lead in the care of the burns trauma patient:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • 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

| 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: <ul style="list-style-type: none"> • Can lead in the safe transfer of the bariatric patient to other areas including lateral transfer | √ | √ | √ | √ | | |

2Dv – The confused, agitated & aggressive trauma patient

| 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 | <p>Can lead in the care of the confused, agitated and aggressive child and young person trauma patient:</p> <ul style="list-style-type: none"> • 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 c-spine immobilisation • Can request assistance, where appropriate, of security teams and/or police • Can request assistance of, where appropriate, mental health personnel | √ | √ | √ | √ | | |

2Dvi – The spinal cord injured patient

| 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 | <p>Can lead in the care of the spinal cord injured patient:</p> <ul style="list-style-type: none"> • 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 | √ | √ | √ | √ | | |

2Dvii – Care of the bereaved family and trauma team

| 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: <ul style="list-style-type: none"> • 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 | √ | √ | √ | √ | | |

| 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: <ul style="list-style-type: none"> • 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 | | | | | | |

2Dviii – Tissue and organ donation

| 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 | <p>Can outline the key considerations in respect to organ and tissue donation:</p> <ul style="list-style-type: none"> • Identification of potential donors • Escalation policy • Can instigate early involvement of Organ & Blood donation team • Aware of contraindications to potential tissue & organ donation <p>Awareness of national documents</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 | √ | √ | √ | | | |

2DiX – The child or young person with communication difficulties

| 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 | <p>Can lead in the care of a child or young person with communication difficulties such as:</p> <ul style="list-style-type: none"> - Deaf - Blind - Aphasic patient - Learning disability - Challenging behaviour - Language barriers <ul style="list-style-type: none"> • Demonstrate a detailed knowledge of services available to assist communication such as 'language line' and how to access them | √ | √ | √ | | | |

2E – Secondary survey:

| 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 | <ul style="list-style-type: none"> Ensures, where appropriate, that a secondary survey is undertaken prior to transfer. Can assist in arranging further investigation and imaging dependent upon findings | √ | √ | √ | √ | | |

2F – Transfer:

2Fi – Transfer within the Hospital

| 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 | <ul style="list-style-type: none"> • Can lead in the safe transfer within hospital to: <ul style="list-style-type: none"> - Theatre - Radiology - Interventional radiology - PICU - Ward • Anticipate the need for appropriate equipment to facilitate expedient transfer | √ | √ | √ | √ | | |

2Fii – Secondary transfer (out of hospital)

| 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 | <ul style="list-style-type: none"> • Has a detailed understanding of the secondary transfer policy and procedure. • Can lead in making the necessary arrangements for a safe secondary transfer to: <ul style="list-style-type: none"> - 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 | √ | √ | √ | √ | | |

Children and young people level 2

Section 3: Non-technical skills

| 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 perform appropriately within the Trauma Team, maintaining a distinct role | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Actively pursues ways to overcome barriers to effective working within the trauma team | √ | √ | √ | √ | | |

| 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Demonstrates understanding of all team members roles and responsibilities in order to detect adverse or unplanned events and intervene appropriately | √ | √ | √ | √ | | |

| 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 |
| Ethical, legal and professional implications of trauma | <ul style="list-style-type: none"> • Can teach and advise members of the trauma team on: <ul style="list-style-type: none"> - Consent and application of Gillick competence - The Mental Capacity Act – 16 and 17 years of age - Confidentiality - Advocacy - Preservation of forensic evidence - Reporting trauma related deaths | √ | √ | √ | √ | | |