

New Zealand Child Health Nursing Knowledge and Skills Framework



College of Child and Youth Nurses NZNO and the Royal New Zealand Plunket Society

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1. National Child Health Guidelines and Standards

Key points

- All nurses will come in contact with children in their practice, whether or not they work directly with them.
- Children are a uniquely vulnerable population group with complex health needs across a diversity of subspecialty areas and practice settings.
- This knowledge and skills framework describes the essential generic capabilities nurses need to apply in their practice, rarely or every day to deliver quality care to children.
- Capabilities are about knowing the right care to provide and inform competency, which is about doing the right job.
- The framework is intended to support and guide nurses working with children, to ensure best health outcomes and therefore advance nursing's contribution to child health.

Foreword

Nursing services for children in New Zealand are diverse and occur in a variety of settings. Consequently, there is a great variety of roles among nurses who care for children and the knowledge and skills these nurses require to practise safely and effectively. Regardless of the clinical context, it is imperative nurses' child health knowledge and skills are of a standard to ensure the best possible outcomes for children and their family/whānau.

The capability descriptions are deliberately generic because the Child Health Nursing Knowledge and Skills Framework is aligned to a population base and not a specific disease state. Child health nurses are expected to incorporate specific information from other knowledge and skills frameworks where this "fits", such as pain, diabetes, and renal specialty practices. The aspects of paediatric care that relate specifically and generically to children are the basis for the Child Health Framework.

The capability descriptions can be further advanced by building a competency knowledge tree from which training requirements and assessment criteria can be developed. This means the framework can be used for nursing education, PDRP and orientation programmes. However, improving the health and well-being of New Zealand children is the fundamental aim of this document.

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I am delighted to welcome the Child Health Nursing Knowledge and Skills Framework, developed by the Nurses for Children and Young People Aotearoa (NCYPA) Section of NZNO. Those of you practising, educating and researching in child health nursing in New Zealand will know this document has been eagerly awaited. At last, child health nurses have a framework to guide practice and provide key knowledge and skills, specifically for child health nursing.

The Child Health Nursing Knowledge and Skills Framework has been developed to describe the generic capabilities nurses need to deliver quality care to children and their families/whānau. As an educator, researcher and child health nurse, I acknowledge the 'coming of age' of child health nursing in New Zealand, demonstrated by this framework. Child health nursing requires specialist skills and capabilities, and this framework describes the skills nurses need, as well as articulating levels of child health specialist practice.

All nurses and managers who practise with children and their whānau, nurses who educate nurses, or nurses who research child health nursing, and whether they care for children rarely or on a daily basis, are encouraged to use this framework as a guide to their practice. I warmly congratulate NCYPA for its ongoing commitment to child health nursing in Aotearoa, evidenced by the development of this framework.

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Development and Consultation Process

A draft framework was authored by Erin Beatson, the Royal New Zealand Plunket Society, in collaboration with the Nurses for Children and Young People Aotearoa (NCYPA) NZNO. This was circulated for critical comment in a process of national consultation with professional nursing groups, including Te Rūnanga O Aotearoa NZNO, the College of Primary Health Care Nurses, NZNO and the College of Nurses Aotearoa (NZ).

Identified key stakeholders from the Royal New Zealand Plunket Society, Society of Youth Health Professionals Aotearoa New Zealand (SYHPANZ), Tamariki Ora, Paediatric Society of New Zealand, the nursing education sector and clinical nurse leaders of child health services were also invited to comment.

In response to feedback, the Child Health Nursing Knowledge and Skills Framework has undergone further refinement, with the intention of making it a more concise and accessible document.

We acknowledge the use of the Australian College of Children and Young People's Nurses (ACCYPN) Competencies for the Specialist Paediatric and Child Health Nurse in the development phase of this document.

Introduction

NZNO's Nurses for Children and Young People Section is concerned that infants, children and young people are cared for by nurses who may not be specifically prepared in well-child care, or in the care of the sick, disabled or terminally ill child. In addition, nurses receive differing undergraduate education in child health. In practice, nurses caring for children have differing caseloads, and funding and planning of child health services does not consistently recognise the specialist care children are entitled to, regardless of the area and setting in which care is provided (United Nations General Assembly, 1989, Paediatric Society & Children's Hospital Australasia, 2011).

In response to these concerns, this document has been developed by the section's members, and contributes to a considerable body of work being done across the sector to improve the quality of care provided to children. The purpose of this document is, in particular, to establish the essential generic knowledge and skills nurses need to consistently deliver age appropriate, high quality, safe and effective care to children. In doing so, nursing's contribution to improving health outcomes for children will be advanced.

This knowledge and skills framework describes:

- child health as an area of specialty nursing practice;
- levels of child health specialist practice required as children's needs become more complex; and
- aspects of care specific to specialty practice, and related knowledge and skill capabilities.

To set the context, the framework is underpinned by the New Zealand Health and Disability Sector Standards (Standards NZ 2008), the National Professional Development Recognition Pathway (2004), the National Nursing Consortium Knowledge and Skills Framework (2011), and the Nursing Council of New Zealand's Registered Nurse Education Programme (2010), Practice Standards (2007), Code of Conduct (2012), and Guidelines: Professional Boundaries (2012) to reflect current health care and nursing practice trends.

Given this context, the framework is not static but will evolve as changes within child health and nursing occur. Therefore, a biennial review of the framework by the section, in consultation with child health nurses, will be essential to maintain currency in the specialty area.

The intended audience for this framework is:

- Nurses - to identify required professional development in child health nursing, through accessing and using the approved knowledge and skills framework relevant to their areas of practice;
- Education providers - through using the approved knowledge and skills framework in the development of curriculum content, and collaboration in clinical supervision, placements and research; and
- Nurse executive groups - to facilitate workforce development and service planning appropriate to the approved knowledge and skills framework.

Child Health Nursing Knowledge and Skills Framework

1. Child health specialty nursing practice

Nurses provide care to all population groups across the lifespan to assist individuals and communities achieve optimum health. (George, 1980, NZNO, 2010) In the specialty area of practice for infants, children and young people (children), the goal is to enable as many children as possible to reach adulthood with their potential for health optimised.

The nature of children's growth and development makes them substantially different physiologically and psychologically from adults. They experience rapid physical deterioration because of smaller physiological reserves and have an immature immune system. The diseases they suffer are different, their responses to illness and injury differ both physically and psychologically, and trauma in the early years can severely impair later development. They are also completely dependent on others to meet their needs as they progress through developmental stages to increasing maturity and independence. This makes children a uniquely vulnerable population group (The Paediatric Society of New Zealand, 2002).

Children (aged 0-14) account for almost a quarter of New Zealand's population. They are ethnically diverse, with 20 per cent identifying with more than one ethnic group: 73 per cent identify with European groups; 24 per cent with Māori groups; 12 per cent with Pacific groups; and nine per cent with Asian groups (Statistics New Zealand, 2006).

While the majority of New Zealand children enjoy good health, some groups experience a disproportionate burden of morbidity and mortality, either as a result of long-term health conditions or accidents, or a range of historical and economic factors affecting the resources available to their families (Paediatric Society of New Zealand, 2007).

Investment in the health of children is increasingly recognised as the most important investment for the future of any nation, as the health of children determines health across the life span and the future prosperity of a nation (Paediatric Society of New Zealand, 2002). Safeguarding children's health during their developmental years is the shared responsibility of a nation, and one in which nursing has an essential role to play.

Child health specialty practice covers the population group from birth to 18 years. While the upper limit has been extended in some practice settings to 25 years, the majority of care is carried out in the former age range (Australian Confederation of Paediatric and Child Health Nurses, 2006).

Registered nurses assess health needs, and provide care, advice, support and advocacy for children and their families across the health-care continuum— in the community, homes, schools, hospitals, long-term facilities and hospices settings (New Zealand Nursing Council, 2007, Australian Confederation of Paediatric and Child Health Nurses, 2006).

The knowledge and skills framework is underpinned by the following principles which identify the essence of nursing children and its complexity and breadth:

- a primary focus on children's physical, emotional, cognitive and socio/cultural perspectives, taking account of their views on themselves, their lives, their future, their family/whānau and community;
- a developmental perspective using age-appropriate engagement and communication, assessment and interventions within each child and family's cultural context;
- a focus on family/whānau as the primary support system, and the need to work in partnership, where appropriate, at all points of contact with services;
- a focus on community systems in understanding the importance of connections between children and their families and their community; and
- a focus on children's rights, advocating to maintain a safe environment and provide active support to children and their families (Australian Confederation of Paediatric and Child Health Nurses, 2006, Werry Centre, 2009, United Nations General Assembly, 1989, Paediatric Society & Children's Hospital Australia, 2011).

2. Levels of specialist practice in the specialty of child health nursing

Specialty is an area of nursing practice and specialist is a level of nursing practice (Holloway, 2011). This framework recognises three levels of specialist practice capability (Holloway, 2011, National Nursing Consortium, 2011, Smith, Hawkins and McCrum, 2011). These levels can be aligned to the PDRP for nurses, and may be used to inform assessment and endorsement of nursing practice competency (New Zealand Nurses Organisation, 2007).

The levels of practice encompass:

All nurses will come in contact with children requiring care across the health-care continuum. These nurses require broad knowledge and skills to provide age-appropriate, safe and effective care, irrespective of children's specific health-care needs. These nurses may or may not work in the specialty area of child health nursing.

These nurses practise as competent (PDRP Level 1) and perform specified activities in caring for children:

- Knowledge - possesses foundational theoretical and practical knowledge in child health care
- Skills - performs defined activities according to established child health policies and evidenced-based protocols.
- Behaviour - performs safely at a consistently high standard. Promotes and upholds values and philosophies of nursing.

Many nurses will participate more frequently, or for short, intensive periods, in the care of children with specific health needs. These nurses are more likely to work in the specialty area of child health nursing. These nurses have strengthened and extended their foundational child health knowledge and skills, through practice experience and post-registration and/or postgraduate education to certificate level, and practise as competent to proficient (PDRP Level 2&3). They exercise higher levels of nursing judgement, discretion and decision making. These nurses act as a resource for others and perform a wide range of activities in their area of expanded practice:

- Knowledge - possesses a comprehensive theoretical and practical knowledge of child health nursing
- Skills - draws from an increasing resource of skills and applies these to a wider range of defined activities, according to established policies and evidence-based protocols.
- Behaviour - performs safely at a consistently high standard. Promotes and upholds values and philosophies of the profession.

Some nurses will only work in the specialty/subspecialty area. These nurses have continued to advance their specialty and/or subspecialty knowledge and skills through practice experience and education to postgraduate diploma and masters' level, and beyond. Their practice demonstrates higher levels of clinical decision making, enabling monitoring and improving standards of care. These nurses are proficient to expert (PDRP Level 3&4), provide leadership and perform an extensive range of activities within a wider area of practice with a degree of autonomy, responsibility and external collaboration:

- Knowledge - possesses in-depth theoretical and practical knowledge of child health and nursing
- Skills - applies specialist knowledge to an extensive range of activities including those of a complex and or unpredictable nature. Evaluates, manages and develops work practices
- Behaviour - performs safely to a consistently high standard. Promotes and upholds values and philosophies of the profession.

Few nurses may further extend/expand their clinical practice through either Registered nurse credentialing or nurse practitioner accreditation.

Other nurses within this group may take roles that influence clinical nursing practice, through education, research, policy or management. These nurses, through their highly developed theoretical and practical knowledge, provide specialised activities at an operational and strategic level inside and outside their organisation, undertaking leadership and innovative roles in the workplace (Smith, Hawkins & McCrum, 2011, National Nursing Consortium: speciality standards endorsement, 2013).

3. Aspects of care, knowledge and skills

This section identifies the specific aspects of care and related essential generic knowledge and skills all nurses require to care for children, irrespective of their health needs across the care continuum – in health promotion, protection, prevention, restoration, maintenance and palliative settings. Differences in practice occur in sub-specialty areas and will extend the essential generic knowledge and skill foundation.

Of note, this framework does not revisit general nursing foundational knowledge and skill, achieved in undergraduate preparation and ongoing professional development, such as health promotion, cultural safety, strengths-based practice or health literacy. However, it is understood that specialty practice continues to build on this generalist foundation (Gibson, Fletcher & Casey, 2003).

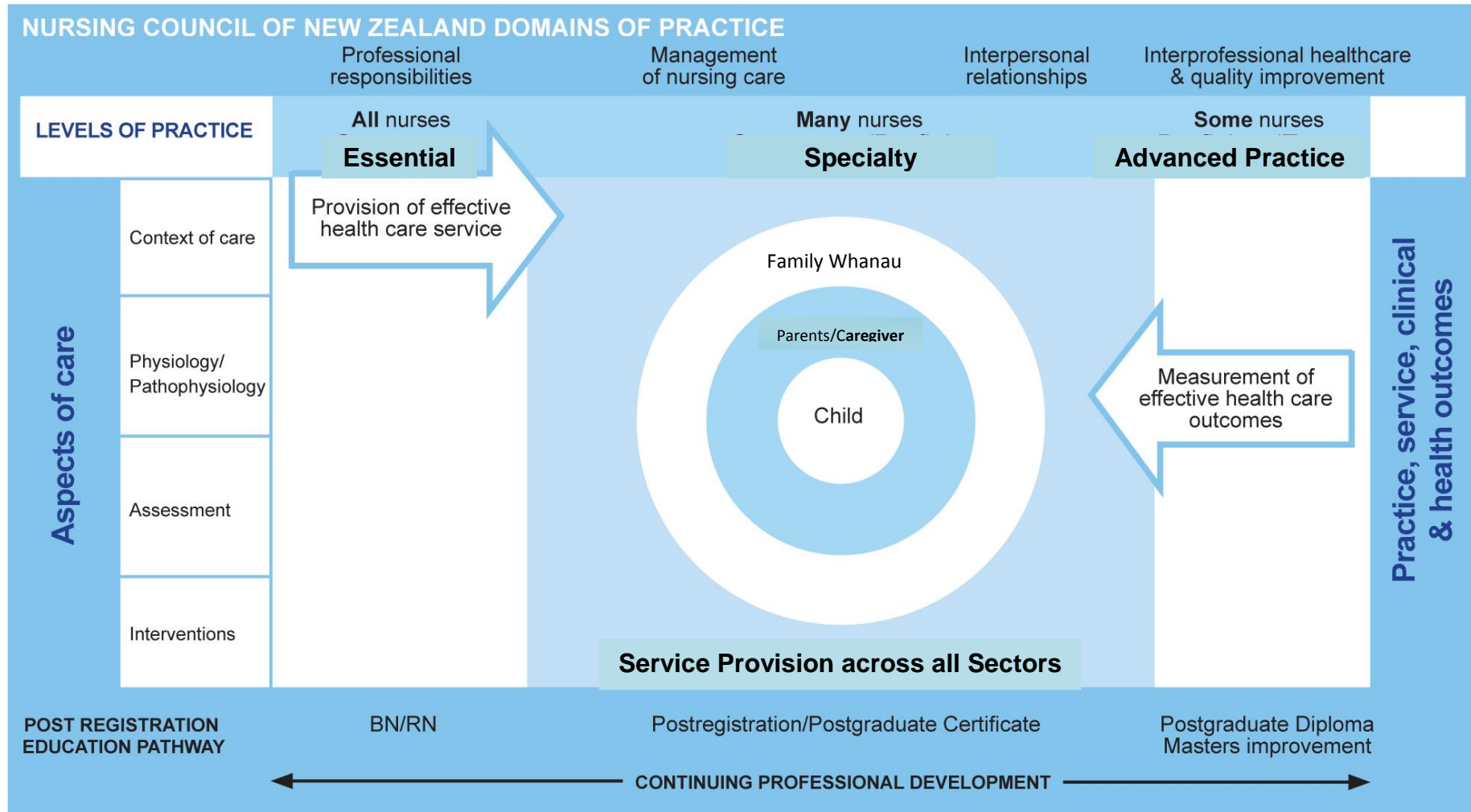
The aspects of child health care encompassing context of care, pathophysiology /psychopathology, assessment and interventions and related knowledge and skills are outlined.

Knowledge is understood as a body of evidence-based information.

Skill is the application of this knowledge to practice and adapting knowledge and practice to particular, rather than universal circumstances.

Together, knowledge and skills enable nurses to adapt to changing circumstances, to articulate what they are doing and explain why they are doing it (Holloway, 2011).

4. Child Health Knowledge and Skills Framework Diagram (National Consortium, 2011).



Speciality Child Health Nursing Capability Descriptions			
Aspects of care	Advancing Knowledge and Skills		
Context of care (Nursing Council of New Zealand Competencies for Registered Nurses, Domains 1, 3 & 4)			
	Essential	Specialty	Advanced Practice
Population health	Demonstrates foundational knowledge of child health determinants and their distribution in the population group Identifies the presence and/or absence of risk factors to inform care planning	Demonstrates comprehensive knowledge of child health determinants and their distribution in the population group Uses epidemiology data to plan, conduct and evaluate child health outcomes	Demonstrates in-depth knowledge of child health status, determinants of health and their distribution in the population group Uses epidemiology data to plan, conduct and evaluate child health outcomes and understand factors that influence health, evaluation of interventions, and programmes and policy implementation

<p>Legislation in child health</p>	<p>Demonstrates foundational knowledge of children's rights, child and family legislation and related health service regulations.</p> <p>Understands the importance of boundaries in relation to confidentiality and informed consent in providing health care to children</p> <p>Functions in accordance with legislation to safeguard the best interests of children</p>	<p>Demonstrates comprehensive knowledge of children's rights, child and family legislation and related health service regulations.</p> <p>Understands the importance of boundaries in relation to confidentiality and informed consent in providing health care to children</p> <p>Functions in accordance with legislation to safeguard the best interests of children</p>	<p>Demonstrates in-depth knowledge of children's rights, child and family legislation and related health service regulations.</p> <p>Understands the importance of boundaries in relation to confidentiality and informed consent in providing health care to children</p> <p>Functions in accordance with legislation to safeguard the best interests of children</p> <p>Supports others in practice decision making, identifying ethical issues and advocating for children's rights</p>
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Developmentally supportive environments	<p>Demonstrates foundational knowledge of developmentally supportive environments, encompassing accommodation, facilities and equipment</p> <p>Provides environment that promotes safety, security and optimal health for children and their families</p>	<p>Demonstrates comprehensive knowledge of developmentally supportive environments, encompassing accommodation, facilities and equipment</p> <p>Provides environment that promotes safety, security and optimal health for children and families</p>	<p>Demonstrates in-depth knowledge of developmentally supportive environments, encompassing accommodation, facilities and equipment</p> <p>Provides environment that promotes safety, security and optimal health for children and families</p> <p>Advocates to ensure adequate physical resources and safe skill mix in practice settings</p>
Interpersonal relationships and communication	<p>Demonstrates foundational knowledge in communication qualities and skills across developmental ages/stages.</p> <p>Engages in effective communication throughout planning of care with child and family/whānau</p>	<p>Demonstrates comprehensive knowledge in communication qualities and skills across developmental ages/stages.</p> <p>Develops rapport to support effective communication and therapeutic relationships with child and family/whānau in providing care</p>	<p>Demonstrates in-depth knowledge in communication attributes and skills across developmental ages/stages.</p> <p>Develops rapport to support effective communication and therapeutic relationships with child and family/whānau in providing care</p>

Family theory and family-centred care	<p>Demonstrates foundational knowledge of family/whānau theories, dynamics, parenting practices, and cultural contexts</p> <p>Works in partnership with families to strengthen the family/whānau care giving role and their participation in care planning</p>	<p>Demonstrates comprehensive knowledge of family/whānau theories, dynamics, parenting practices, and cultural contexts</p> <p>Works in partnership with families to explore and strengthen the family/whānau care giving role and their participation in care planning</p>	<p>Demonstrates in-depth knowledge of family/whānau theories, dynamics, parenting practices, and cultural contexts</p> <p>Works in partnership with families to explore and strengthen the family/whānau care giving role and their participation in care planning</p>
Multi-disciplinary and community support networks	<p>Demonstrates foundational knowledge of health, education, social and justice agencies and community support networks</p> <p>Collaborates with other agencies to provide comprehensive, co-ordinated and accessible care</p>	<p>Demonstrates comprehensive knowledge of health, education, social and justice agencies and community support networks.</p> <p>Collaborates with others agencies to provide comprehensive, co-ordinated and accessible care</p>	<p>Demonstrates in-depth knowledge of health, education, social and justice agencies and community support networks.</p> <p>Collaborates with others agencies to provide comprehensive, co-ordinated and accessible care</p> <p>Advocates with others for service development where needs are identified</p>

Physiology and pathophysiology / psychopathology (Nursing Council of New Zealand Competencies for Registered Nurses, Domains 2 & 3)			
Growth and development	Demonstrates foundational knowledge of biological growth and development and physiological changes to inform care planning	Demonstrates comprehensive knowledge of biological growth and development and physiological changes to inform care planning	Demonstrates in-depth knowledge of biological growth and development and physiological changes to inform care planning
Development of emotional, cognitive and social function	Demonstrates foundational knowledge of attachment theory, developmental models across domains and key developmental tasks to inform care planning	Demonstrates comprehensive knowledge of attachment theory, developmental models across domains and developmental tasks to inform care planning	Demonstrates in-depth knowledge of attachment theory, developmental models across domains and developmental tasks to inform care

Pathophysiology of body systems, related disorders/diseases/disabilities and their management	Demonstrates foundational knowledge of common disorders/diseases/disabilities of children and management of these to inform care planning	Demonstrates comprehensive knowledge of pathophysiology of body systems and related disorders/diseases/disabilities, and management of these to inform care planning	Demonstrates in-depth knowledge of pathophysiology of body systems and related disorders/diseases/disabilities, and management of these to inform care planning
Psychopathology of mental functioning, related conditions and their management	Demonstrates foundational knowledge of mental health and drug and alcohol difficulties/disorders occurring in children and management of these to inform care planning	Demonstrates comprehensive knowledge of mental health and drug and alcohol difficulties/disorders occurring in children and management of these to inform care planning	Demonstrates in-depth knowledge of mental health and drug and alcohol difficulties / disorders occurring in children and management of these to inform care planning

Child health assessment (Nursing Council of new Zealand Competencies for Registered Nurses Domains 2 & 3)			
Assessment	Demonstrates foundational knowledge in use of holistic and developmentally appropriate assessment frameworks, techniques, tools and preparation of assessment environment.	Demonstrates comprehensive knowledge/skills in use of appropriate assessment tools/equipment, examination techniques and preparation of assessment environment.	Demonstrates in-depth knowledge/skills in use of appropriate assessment tools/equipment, examination techniques and preparation of assessment environment.
- History	Interviews and documents the child's health history and presenting needs to inform clinical assessment		
- Physical	Performs biological and physiologic measurements, and physical examination Identifies measurements outside of normal range requiring referral for further assessment and care planning		
- Nutritional	Performs nutritional assessment Identifies indicators outside normal range requiring referral for further assessment and care planning		
- Developmental	Performs developmental assessment across emotional, cognitive/language and social domains Assesses appropriate behaviour at developmental level and identifies developmental concerns requiring referral and further assessment and care planning		
- Parenting	Assesses child-parent relationship, child care, learning support and discipline strategies within family's cultural context (singular because referring to singular child-parent relationship)		
- Family	Assesses family resources and family/ community connection Identifies parenting and family risk factors requiring referral for further assessment and care planning		

Child Health Interventions across the care continuum Nursing Council of New Zealand Competencies for Registered Nurses, Domain 2			
Growth and nutrition	<p>Demonstrates foundational knowledge of nutritional and hydration needs, including breast/infant formula feeding/weaning, food preparation and storage</p> <p>Provides nutrition/feeding/elimination care, anticipatory guidance, health education and referrals as indicated</p>	<p>Demonstrates comprehensive knowledge of nutritional and hydration needs, including breast/infant formula feeding/weaning, food preparation and storage</p> <p>Provides nutrition/feeding/elimination care, anticipatory guidance, health education and referrals as indicated</p>	<p>Demonstrates in-depth knowledge of nutritional and hydration needs, including breast/infant formula feeding/weaning, food preparation and storage</p> <p>Provides nutrition/feeding/elimination care, anticipatory guidance, health education and referrals as indicated</p> <p>Works with community to support hospital and community breastfeeding initiatives and healthy eating healthy activity programmes</p>

Oral health and dental care	<p>Demonstrates foundational knowledge of dentition, oral health needs and dental care</p> <p>Provides care, anticipatory guidance and referrals as indicated</p>	<p>Demonstrates comprehensive knowledge of oral health care/dental health promotion programme and common dental problems</p> <p>Provides care, anticipatory guidance, health education and referrals as indicated</p>	<p>Demonstrates in-depth knowledge of oral health care/dental health promotion programme and common dental problems.</p> <p>Provides care, anticipatory guidance, health education and referrals as indicated</p>
Learning and development	<p>Demonstrates foundational knowledge in functions of play in learning/emotional expression across ages/ stages and developmental domains</p> <p>Provides developmentally supportive environment to facilitate learning and development</p> <p>Provides anticipatory guidance and referrals as indicated</p>	<p>Demonstrates comprehensive knowledge in functions of play in learning/emotional expression across ages/ stages and developmental domains</p> <p>Provides developmentally supportive environment to facilitate learning and development</p> <p>Provides anticipatory guidance and health education and referrals as indicated</p>	<p>Demonstrates in-depth knowledge in functions of play in learning/emotional expression across ages/ stages and developmental domains</p> <p>Provides developmentally supportive environment to facilitate learning and development</p> <p>Provides anticipatory guidance and health education as indicated</p>

Parenting support and education	<p>Demonstrates foundational knowledge of positive parenting information and strategies</p> <p>Supports parents /whānau using positive parenting decision making framework</p>	<p>Demonstrates comprehensive knowledge of positive parenting information and strategies, group facilitation and parenting support</p> <p>Supports parents/whānau to develop parenting skills and to recognise developmentally appropriate behaviours within their cultural context</p>	<p>Demonstrates in-depth knowledge of positive parenting information and strategies, group facilitation and parenting support.</p> <p>Supports parents/whānau to develop parenting skills and to recognise developmentally appropriate behaviours within their cultural context</p>
Control of infection	<p>Demonstrates foundation knowledge of childhood immunisations, appropriate cleaning of equipment and facilities and personal hygiene care</p> <p>Plans care to meet infection control needs</p>	<p>Demonstrates comprehensive knowledge of childhood immunisations and administration, specific cleaning of equipment and facilities and personal hygiene care</p> <p>Plans care to meet infection control needs</p> <p>Administers immunisation as registered vaccinator</p>	<p>Demonstrates in-depth knowledge of childhood immunisation and administration and specific cleaning of equipment and facilities and personal hygiene care</p> <p>Plans care to meet infection control needs</p> <p>Administers immunisation as registered vaccinator</p> <p>Works with other on health promotion initiatives to improve infection control practice</p>

Prevention of unintentional injury	<p>Demonstrates foundational knowledge of developmentally related hazards and injury prevention strategies</p> <p>Plans care to meet safety needs</p>	<p>Demonstrates comprehensive knowledge of developmentally related injury hazards, prevention strategies</p> <p>Plans care to meet safety needs</p>	<p>Demonstrates in-depth knowledge of developmentally related injury hazards, prevention strategies</p> <p>Plans care to meet safety needs</p> <p>Works with others on health promotion initiatives to reduce childhood/youth injury rates in population group</p>
Child protection	<p>Demonstrates foundational knowledge of child neglect and abuse</p> <p>Recognises children at risk of harm and works with others to protect them</p> <p>Makes referrals to statutory agencies when indicated</p>	<p>Demonstrates comprehensive knowledge of child neglect and abuse</p> <p>Recognises children at risk of harm and works with others to protect them</p> <p>Makes referrals to statutory agencies when indicated</p> <p>Identifies, records and reports possible neglect and abuse, according to legal and organisational protocols</p>	<p>Demonstrates in-depth knowledge of child neglect and abuse</p> <p>Recognises children at risk of harm and works with others to protect them</p> <p>Makes referrals to statutory agencies when indicated</p> <p>Identifies, records and reports possible neglect and abuse according to legal and organisational protocols</p>

		Works with other agencies to support children who have been abused	<p>Provides care and works with other agencies to support children who have been abused</p> <p>Provides clinical supervision for practitioners in child abuse work</p> <p>Participates in advocacy networks to reduce child abuse rates in population group</p>
Drug administration prescribing	<p>Demonstrates foundational knowledge of pharmacokinetics and pharmacodynamics in relation to children.</p> <p>Safely administers medications - dosage, selection of route/site and administration techniques.</p>	<p>Demonstrates comprehensive knowledge of pharmacokinetics and pharmacodynamics in relation to children.</p> <p>Safely administers medications - dosage, selection of route/site and administration techniques.</p>	<p>Demonstrates in-depth knowledge of pharmacokinetics and pharmacodynamics in relation to children.</p> <p>Safely administers medications - dosage, selection of route/site and administration techniques.</p> <p><i>Prescribes medications from a restricted formulary (depends on future law changes)</i></p>

Pain management	Demonstrates foundational knowledge/skills in use of pain assessment tools and management to inform care planning	Demonstrates comprehensive knowledge/skills in use of pain assessment tools and management to inform care planning	Demonstrates in-depth knowledge/skills in use of pain assessment tools and management to inform care planning
Paediatric medical procedures	<p>Demonstrates foundational knowledge of procedures</p> <p>Uses appropriate distraction techniques to minimise distress</p> <p>Encourages child and parent/caregiver to participate as fully as appropriate</p>	<p>Demonstrates comprehensive knowledge of procedures</p> <p>Uses appropriate distraction techniques to minimise distress</p> <p>Encourages child and parent/caregiver to participate as fully as appropriate</p>	<p>Demonstrates in-depth knowledge of procedures</p> <p>Encourages child and parent/caregiver to participate as fully as appropriate</p> <p>Participates and undertakes procedures in collaboration with paediatric team</p>
Mental health therapies	<p>Demonstrates foundational knowledge of developmentally appropriate evidence-based interventions</p> <p>Delivers cognitive, behavioural and motivational strategies with children and their families, seeking consultation with mental health clinicians</p>	<p>Demonstrates comprehensive knowledge of developmentally appropriate, evidence-based interventions</p> <p>Delivers cognitive, behavioural, interpersonal, motivational and/or systemic strategies, seeking consultation with mental health clinicians</p>	<p>Demonstrates in-depth knowledge of developmentally appropriate, evidenced-based interventions</p> <p>Delivers cognitive, behavioural, interpersonal, motivational and/or systemic strategies, seeking consultation with mental health clinicians</p>

First aid and emergency care	<p>Demonstrates foundational knowledge in first aid and resuscitation techniques</p> <p>Provides first aid and delivers CPR resuscitation in emergencies to children</p>	<p>Demonstrates comprehensive knowledge in first aid and resuscitation techniques.</p> <p>Provides first aid and delivers CPR resuscitation in emergencies to children</p> <p>Participates in life support team in emergencies to children</p>	<p>Demonstrates in-depth knowledge in paediatric life support.</p> <p>Delivers advanced life support in emergencies to children and participates in life support team in paediatric emergencies</p>
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Appendices

1. National Guidelines

Ministry of Health, 2013	Well Child Tamariki Ora programme. Practitioners Handbook
Ministry of Health, 2010	Well Child Tamariki Ora National Schedule
Ministry of Health, 2009	Clinical Guidelines for Weight Management in New Zealand Children and Young People
Ministry of Health, 2012	New Zealand – World Health Organisation Growth Charts – Fact Sheet 1-6
Ministry of Health, 2009	Healthy Smile, Health Child: Oral health guide for well child providers
Ministry of Health, 2002	Family Violence Intervention Guidelines: Child and Partner Abuse
Ministry of Health, 2012	Alcohol and Pregnancy: a practical guide for health professionals.
Ministry of Health 2008	Identification of Common mental Disorders and management of Depression in primary Care: Evidenced –based Best Practice Guideline
Ministry of Education, 2000	Much more than words: monitoring and encouraging communication development in early childhood
Ministry of Health, 2011	Healthy beginnings: Developing perinatal and infant mental health services in New Zealand

Ministry of Social development, 2006	SKIP – Conscious parenting, Child Development and behaviour and The Six Principles of Effective Discipline Whakatipu – Te Kakano, Te Pihinga and Te Mahuri
Ministry of Health	Infant feeding: Guidelines for NZ health Workers, 1997 Food and Nutrition Guidelines for Health Children and Young people ((Aged 2-18 years), A background paper 2012 Food and Nutrition Guidelines for healthy Pregnancy and Breastfeeding Women, A background paper 2006 Food and Nutrition Guidelines for health Infants and Toddlers (Aged 0-2). A background paper, 2008
Ministry of Health, 2011	Immunisation Handbook
Ministry of Health, 2007	Preventing SUDI
Ministry of health, 2009	National Vision and Hearing Screening protocols