# **NURSING CAREER PATHWAY GUIDELINES**

(PICU Professional Development Program)

# Child Health

PICU STUDY DAYS

**NEW STARTERS:** 

Intro to respiratory &

(LEVEL II & III)

ventilation care Intro to neuro Intro to renal Intro to cardiac

# **ORIENTATION / FAMILIARISATION**

Navigate ADHB

Starship Child Health Orientation study days

Orientation time as supernumerary

Orientation critical practice validations completed, SCH Nursing orientation book ADHB Familiarisation workbook completed

Tikanga in Practice and Treaty of Waitangi – for non NZ residents

Mandatory Assessments (Ko Awatea Learn / IV audit)

#### LEVEL II

- Level II practice validations completed
- Specific study days: to be attended as applicable
  - Clinical leadership (see over)

By application:

**UoA PICU course** 

**Optional:** 

Shift Co-ordination

COMPLIANCE

➤ Ko Awatea

Two yearly AEM

**EMS** 

ABG

Annual

> CPR

**University Studies** 

Transport **ECMO** 

TRANSPLANT

Renal

Liver – pre &

Cardiac - stable

immediate post op.

TRANSPORTS

Physiologically

interdepartmental

unstable

RENAL

**CRRT** 

UoA cardiac course

LEVEL	RESPIRATORY	NEUROLOGICAL	CARDIOVASCULAR	RENAL	TRANSPORTS	TRANSPLANT	COMPLIANCE
]	Nasal Cannulae/Oxygen Mask/High Flow		Pre-op patient (PGEI infusion)				Annual
]	Mask BiPAP/CPAP	Altered GCS		PD	Physiologically stable -	Renal	➤ CPR
]	Bubble CPAP		Post-op - non bypass		interdepartmental		Ko Awatea
]	Nasopharyngeal CPAP	Seizures				Liver - stable	-EMS
	Bag/mask Ventilation		ASD/simple cardiac defect		Patient to CT scan		-ABG
2	Basic Ventilation	EVD Management					
	Assist with intubation/extubation		Stable bypass				
]	Hand ventilation with T-piece physiologically	Post-op neurosurgical					
	stable patient requiring minimal alterations to	patient	Stable patient with 1-2 inotropes				
,	ventilation						
7	Weaning ventilation as directed		EXACT pathway				

### LEVEL III

Need to have completed Level II practice validation and specific workbooks

rhythm

dependent

- Specific study days: to be attended as applicable
  - Clinical leadership (see over)

CARDIOVASCULAR

Stable Pacing with underlying

Post-op unstable congenital

Unstable patient inotrope

Annual CPR workshop

**PROGRESSION:** (Level II or III) **CRRT** 

Acute TBI Advanced ventilation Advanced cardiac **AEM** 

# **ONGOING UPDATES:**

Level 3/4 update Team Training days AEM (biennial update)

#### **OPTIONAL:**

Fisher & Paykel day CRM workshop Bereavement workshop Oncology

### **BY APPLICATION:**

**ECMO** Transport

**Optional:** Additional University Studies

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Study Days to suppo	•		

NEUROLOGICAL

ICP Management

Moderate head injury

RESPIRATORY

Care of physiologically unstable patient

EVEL IV pport projects/clinical advancement

ECMO patient

• Clinical Leadership (see over)

LEVEL	RESPIRATORY	NEUROLOGICAL	CARDIOVASULAR	RENAL	TRANSPORTS	TRANSPLANT	COMPLIANCE
							Annual
4	Complex ventilation	Complex unstable head injury	Complex pacing	CRRT	Unstable	Liver – acute	> CPR
			Unstable complex congenital heart	Physiologically	interdepartmental	rejection	Ko Awatea
	APRV		ECMO patient	unstable	transports		- EMS
				Patient requiring		Cardiac –	- ABG
				inotropes		unstable	Two yearly AEM

RECRUITMENT

**No PICU Course** 

**PICU Course** 

LEVEL

3

Nitric Oxide

Weaning ventilation

HFOV

# NURSING LEADERSHIP WITHIN PICU

Clinical leadership is a process of leadership demonstrated in the behaviors of nurses as outlined on the continuum below under the four domains of clinical expertise, interpersonal understanding, effective communication and collaboration. Alongside these four domains the senior nursing leadership team believes that clinical leadership can also be demonstrated within areas of nursing interest. These areas are: **Research**, **Quality**, **Education** and **Leadership** and **Management**. For levels III & IV there are certain skills/roles in each category that are an expectation of that level. It is recognized that not every skill role will be necessarily preferred by all nursing staff and that they may not undertake them often, however the expectation is that nursing staff are prepared to undertake them in exceptional circumstances e.g. shift co-ordination/CRRT. Selfdirection is an essential component of the leveling process. The senior nursing team is wholeheartedly committed to supporting staff to achieve their full potential to sit within the appropriate level for recognition. Progression through the levels is a negotiated process by the staff nurse and his/her team leader. Ultimately the decision around progression within the PDRP rests with the senior nursing team. Shift co-ordination alone is not sufficient demonstration of clinical leadership at level IV but activity in one of the other three areas above can be used to complement

## **Clinical Leadership in PICU CLINICAL EXPERTISE** Level 2 Level 3 Demonstrates competent management and care of patients, Displays a depth of knowledge and clinical competence. Shows commitment to Is recognised as a specialist in the area. Co-ordinates care for patients with a range of conditions including complex including problem solving skills. Ensures practice is evidence continuous learning. Uses knowledge and expertise to question the status quo and critically and unstable. Sets an example by role modelling of what he/she expects of others. Role models positive problem based. Contributes to building a positive work environment reflect on outcomes. Seeks opportunities to contribute to projects solving, attitude and professional conduct. Spends time and energy making certain that staff nurses adhere to principles and standards agreed on. Uses evidence to make recommendations to improve practice in PICU INTERPERSONAL UNDERSTANDING Level 2 Remains courteous and diplomatic when working in stressful or Recognises and acknowledges the contributions of others. Displays professional maturity. Empathises with others and manage one's self and others. Accepts accountability and responsibility for decision difficult situations. Actively champions teamwork. Builds Coaches less experienced staff making and resources used trusting relationships. Seeks and accepts feedback EFFECTIVE COMMUNICATION Level 2 Communication is timely, concise and constructive. Is able to Adapts own communication style to suit others in all contexts. Is approachable and Uses their communication skills to inspire and empower others. Shares information appropriately with senior clarify and articulate information receptive to people expressing ideas, asking questions and voicing concerns, contributes to colleagues 'reporting one up'. Able to resolve conflict, act with integrity and find win/ win solutions team meetings **COLLABORATION** Level 2 Level 3 Actively participates in multi-disciplinary clinical decision Models a collaborative approach to planning, intervention and evaluation of patient care. Able to anticipate and prioritise care and management of patients and staff to fit the changing demands of unit. Has a making. Communication is direct and open. Respects different Able to see and understand situations from various perspectives. Coordinates resources global picture of unit and Starship wide needs. Creates and supports a positive environment for change within the perspectives, is non-judgemental Participates in quality strategically. Provides professional and clinical supervision and support to nursing team organisation. Is recognised as a resource by members of the health care team for level of expertise in and contribution improvement activities e.g. auditing, giving feedback to members. Uses evidence and supports staff to improve nursing practice to care planning colleagues on using evidence to guide clinical practice **Leadership and Management** Level 2 Approaches problem solving in a positive manner. Takes May occasionally shift co-ordinate. Mentors staff. Identifies clinical issues and generates Critical decision making, delegated authority for shift. Regularly shift co-ordinates. Management and leadership within PICU and Starship as necessary. Provides short term cover for CCN role responsibility for a four bedded room. Leads primary nursing strategies to overcome same team **Ouality Projects** Level 2 Level 3 Undertakes delegated project work. Raises quality issues Participates in committee/portfolio work within PICU Co-ordinates portfolio (may be outside PICU). May be shared within PICU Research Level 2 Level 3 Co-ordinates a research project. Disseminates results across Starship and more broadly Undertakes bedside clinical role in research Participates actively in unit research e.g. clinical trials Education Level 2 Level 3 Identifies education needs

management, 19, 449-460

Takes responsibility for education needs in PICU. Education may require dissemination outside of PICU

Patrick A et al (2011) Developing and testing a new measure of staff nurse clinical leadership: the clinical leadership survey. Journal of Nursing

Undertakes teaching sessions. Develops educational materials

Roud D. (2006) ADHB PDRP Framework

References: