

Emergency Department Pediatric Traveler Skills

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Name:		Employee ID #:
Unit:		Title:
Due Date:	New hire: prior to end of unit orientation period: ____/____/____.	
	Current Staff:	

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Skill/Learning Not all skills are applicable to all Nursing areas – if not applicable mark as N/A	Completed Online Module	Date Completed (or N/A)	Verifier Initials
Pediatric ABG Verification Check Sheet #DAHS-NSCPABGV10			
Pediatric IV Verification Stick Sheet #DAHS-NSCPV			
Assessment of the Critically Ill Child Online Module Only #DAHS-NCHACIC19-PLS			
Blood Culture Collection for Neonates and Peds Skills Checklist #DAHS-NSCBCCNP15 (Completion of online module DAHS- NGNBCCNP12 and checklist required for credit)			
Blood Product Administration Skills Checklist #DAHS-NSCBPA15 Inpatient only (Completion of online module #DAHS-NGNBPA12 and checklist required for credit)			
Developmental Pediatric Coping Skills Checklist #DAHS-NSCDPC14			
End-tidal carbon dioxide monitoring Skills Checklist #DAHS-NSCETCDM15			
Fall Prevention for RNs Skills Checklist #DAHS-NSCFPRN (Completion of online module #DAHS-NGNFPPRN10 and checklist required for credit)			
Incident Report Skills Checklist #DAHS-NSCIR15			
Intravenous Heparin Infusion Skills Checklist #DAHS-NSCIVHI14			
MDI with Spacer Skills Checklist #DAHS-NSCMDIS14			
Neonatal Pain Assessment Skills Checklist #DAHS-NSCNPA14			
Neuromuscular Blocking Agents (NMBAs) in the PICU Skills Checklist #DAHS-NSCNBAP14			
Pediatric Assessment: Performing a Head-to-Toe Assessment Online Module Only #DAHS-NCHPAPHTA17-PLS			
Pediatric Critical Care Airway Management Skills Checklist #DAHS-NSCPCCAM14			
Pediatric Critical Care Fluid Resuscitation Skills Checklist #DAHS-NSCPCCFR14			
Pediatric Critical Care Mechanical Ventilation Skills Checklist #DAHS-NSCPCCMV14			

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Skill/Learning Not all skills are applicable to all Nursing areas – if not applicable mark as N/A	Completed Online Module	Date Completed (or N/A)	Verifier Initials
Pediatric Critical Care Respiratory Assessment Skills Checklist #DAHS-NSCPCCRA14			
Pediatric Critical Care VAP Prevention Skills Checklist #DAHS-NSCPCCVAPP14			
Pediatric Health Maintenance, Environmental Safety and Security, and Injury Prevention Skills Checklist #DAHS-NSCPHESSIP14			
Pediatric Holds for Injection and Procedures Skills Checklist #DAHS-NSCP HIP14			
Pediatric IV and Fluid Management Skills Checklist #DAHS-NSCP IVM14			
Pediatric Nutritional Assessment and Support Skills Checklist #DAHS-NSCP NAS14			
Precipitous Delivery Skills Checklist #DAHS-NSCP D14			
Retinopathy of Prematurity Skills Checklist #DAHS-NSCP R14			
Safe Patient Handling Online Module Only #DAHS-UCLOL0015-SAFSVC			
Sepsis 2.0 Online Module Only #DAHS-NGNSEP16			
Suicide Risk Skills #DAHS-NSCSRA-17 (Completion of online module #DAHS-NGNSRS19 and performs per policy 4016 Identification and Management of Patients at Risk for Suicide, Attachment 6)			
Pyxis MedStation® ES System Skills Checklist #DAHS-NSCP XMES14			
Restraints Skills Checklist #DAHS-NSCP R09 (Completion of online module #DAHS-NGNRSTR09 and checklist required for credit)			
Basic Dysrhythmia Detection and Treatment Skills Checklist #DAHS-NSCP BDDT15			
Basic Stroke Recognition and Treatment for all Nursing Staff Online Module Only #DAHS-NGNBSRT13			
Professional Practice Core Skill #DAHS-NCCPP12			
Nurse Swallow Screen in Patients with Stroke Skills # DAHS-NSCNSSPS15: Performs per policy 15017 Dysphagia (Swallow) Screen for Adult Patients with Stroke and completion of online module #DAHS-NGNNSS17			

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Skill/Learning Not all skills are applicable to all Nursing areas – if not applicable mark as N/A	Completed Online Module	Date Completed (or N/A)	Verifier Initials
Obtaining a 12-Lead ECG Skills Checklist #DAHS-NSCOLE14			
Central Line Maintenance Bundle Skills Checklist #DAHS-NSCCLMB15 (Completion of online module #DAHS-NGNCLMB12 and checklist required for credit)			
Hand Hygiene Skills Checklist #DAHS-NSCHH15			
Isolation Precautions Skills Checklist #DAHS-NSCIP15			
Urethral Catheter Insertion Skills Checklist #DAHS-NGNUCI			
Medication Safety Core Skill #DAHS-NCCMS12			
Pediatric Learning Solutions Module: Basic Medication Calculation			
Nursing BCMA Core Workflows Checklist #DAHS-NSCNBCMACW16			
Suctioning: Nasopharyngeal and Nasotracheal Skills Checklist #DAHS-NSCSNN15			
Patient Safety Core Skill #DAHS-NCCPS12			
Children's Hospital Cervical Collar Skills Checklist #DAHS-NSCCHCC14			
Infant Radiant Warmer in the Emergency Department #DAHS-NSCIRWED16			

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SIGNATURE PAGE:

Signature and Printed Name of Verifier (preceptor or other verified personnel) who have initialed on this form:

Initial:	Print Name:	Signature:

PRECEPTEE STATEMENT AND SIGNATURE:

I have read and understand the appropriate UC Davis Health Policies and Procedures and/or equipment operations manual, I have demonstrated the ability to perform the verified skills as noted, and I have the knowledge of the resources available to answer questions.

Printed Name	Signature
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ABG Verification Check Sheet

The above named person is verified to perform arterial punctures in this hospital or outpatient clinic according to UCDHS Patient Care Standards
Arterial punctures must be supervised by verified personnel

Pediatric ABG Verification Check Sheet #DAHS-NSCPABGV10 (only if required for nursing area)

Completed Arterial Puncture Online Module #DAHS-NGN91-ECS - Passing score of 85% on test		
Complete three (3) sticks observed by verified personnel		
Artery Location:		
Artery Location:		
Artery Location:		

IV Verification Check Sheet

The above named person is verified to start and administer intravenous fluids, and venipuncture for blood withdrawal at UC Davis Health System facilities under guidelines of the UCDHS Patient Care Standards Manual. Starts and dressing techniques must be supervised by verified personnel.

Pediatric IV Check Sheet #DAHS-NSCPIV (only if required for nursing area) - Online module passing score of 85%

Completed Pediatric Learning Solutions Online Modules: Pediatric Peripheral IV Care & Management and Management of Peripheral IV Complications in the Pediatric Patient and associated policy		
Complete six (6) sticks observed by verified personnel		
Location:		
Location:		
Location:		
Location:		
Location:		
Location:		

Assessment of the Critically Ill Child Online Module Only DAHS-NCHACIC19-PLS

Completion of Assessment of the Critically Ill Child Online Module Only #DAHS-NCHACIC19-PLS		
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Blood Culture Collection for Neonates and Peds Skills Checklist (only if working in PEDS/Neonate populations) #DAHS-NSCBCCNP15

References: 1. UC Davis Health Policy 13015 : Drawing Blood Cultures		
Completion of online module #DAHS-NCHBCCNP12 and checklist required for credit.		
States the clinical importance of proper blood culture collection.		

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Blood Culture Collection for Neonates and Peds Skills Checklist (only if working in PEDS/Neonate populations) #DAHS-NSCBCCNP15 (Continued)

Prepares supplies and work area.		
Identifies patient & explain the procedure to patient and/or caregiver.		
States the importance of choosing the right sites for culture: venipuncture or central line		
Obtains specimen per patient care standards (Policy 13015). Demonstrates aseptic technique and use of appropriate safety devices.		
States the correct volume of blood to be drawn for culture, the amounts to be placed in each culture bottle, and the rationales for these volumes.		
States the reasons for collecting two sets of blood culture specimens.		
Demonstrates the EMR multi-step process for specimen collection & proper labeling of specimen bottles.		
Demonstrates the steps to send specimen to the lab		

Blood Product Administration Skills Checklist (INPATIENT ONLY) #DAHS-NSCBPA15

References:		
1. Policy 13012 : Administration of Blood and Blood Components.		
Completed Blood Product Administration Online Module #DAHS-NGNBPA12		
Obtains and administers blood product transfusion according to UCDH policy and procedure		
Document blood transfusion on the RN Blood Product Administration Flow Sheet in the EMR		
Verbalize the signs and symptoms of a transfusion reaction and the steps to take if a transfusion reaction occurs.		

Developmental Pediatric Coping Skills Checklist #DAHS-NSCDPC14

References:		
1. Age specific Skill through CPPN (Nursing Hospital Orientation)		
2. Children's Developmental Coping Skill Study Guide		
3. Hockenberry, M.J. (Ed.). (2005). Wong's Essentials of Pediatric Nursing (seventh edition). St. Louis: Elsevier		
4. Maternal/Child Structure Standards: PICU Structure Standards; Pediatric Inpatient Structure Standards		
5. CPMRC Clinical Practice Guidelines (2009)		
• Adjustment to Hospitalization/ Illness/ Injury/Tx		
• Coping, Compromised Individual		
• Coping, Compromised Family		
Assesses the child's and family's coping and makes referrals as needed.		
Involves parents or caregiver in care.		

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Developmental Pediatric Coping Skills Checklist #DAHS-NSCDPC14 (Continued)

Implements developmentally appropriate nursing interventions which can assist in alleviating stress and minimizing the effect of hospitalization. a. Infant b. Toddler c. Preschool d. School-age e. Adolescent		
Provides information and support to prepare the child and parents/caregiver for procedures and/or surgery.		

End-Tidal Carbon Dioxide Monitoring Skills Checklist #DAHS-NSCETCDM15

References: 1. Elsevier Skills • Capnometry and Capnography • End-Tidal Carbon Dioxide Measurement: Continuous Monitoring		
If the patient was not intubated, applied the ETCO ₂ -nasal cannula and connected it to the capnograph.		
If the patient is intubated, assembled the airway adapter, and connected it to the patient circuit as close as possible to the patient's ventilator connection.		
Observed waveform for quality.		

Fall Prevention for RNs Skills Checklist #DAHS-NSCFPRN

References:		
Completed Fall Prevention for RNs Online Module #DAHS-NGNFPPRN10		
Assess fall score and implement appropriate clinical practice guideline and patient safety measures		

Incident Report Skills Checklist #DAHS-NSCIR15

References: 1. UC Davis Health Policy 1466 : Incident Reports		
Completed all sections of the incident report form.		
If incident involved an injury, took steps to restore individual's safety such as stabilizing patient's position after a fall and assessing for further injuries.		

Intravenous Heparin Infusion Skills Checklist #DAHS-NSCIVHI14

References: 1. UC Davis Health Policy 13011 : Heparin Infusion, Low Molecular Weight Heparin, Fondaparinux, or Direct Thrombin Inhibitors for Prevention or Treatment of Thromboembolism		
Describe the process for prescribing heparin		
Identify baseline blood tests before initiating IV heparin therapy.		

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Intravenous Heparin Infusion Skills Checklist #DAHS-NSCIVH14 (Continued)

Demonstrate the verification of heparin administration.		
State the expectation for patient monitoring.		
Describe the responsibilities of a nurse in response to a heparin overdose.		
State when to notify the physician.		

MDI with Spacer Skills Checklist #DAHS-NSCMDIS14

References:

1. UC Davis Health Policy [17020](#): Inhaled Pulmonary Drug Administration (Excluding Pentamidine/Ribavirin/Surfactant)

Demonstrate knowledge of how the Pharmacy is notified for MDI.		
Verbalize how to administer MDI with Spacer correctly.		
Prior to and immediately after use of inhaled bronchodilators, antibiotics and steroids, the patient's pulse, respiratory rate and breath sounds are assessed. Also, any cough or mucous production may be noted.		
Verbalize when to notify Respiratory Therapy or Pharmacy.		
Demonstrate documentation of teaching.		

Neonatal Pain Assessment Skills Checklist # DAHS-NSCNPA14

References:

1. Lawrence J Alcock D et al. The development of a tool to assess neonatal pain. Neonatal Network. 1993; 12 (6 September): 59-66.

Identifies timing of pain assessment.		
Identifies indications and timing for pain re-assessment.		
Codes facial expression.		
Codes cry.		
Codes breathing patterns.		
Codes arm characteristics.		
Codes leg characteristics.		
Codes state of arousal.		
Identifies level of pain as no pain, mild pain, moderate pain or severe pain.		
Documents pain score in EMR, including pharmacological and non-pharmacological interventions and response to interventions.		

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Neuromuscular Blocking Agents (NMBAs) in the PICU Skills Checklist #DAHS-NSCNBAP14

- References:**
- American College of Critical Care Medicine of the Society of Critical Care Medicine. Clinical practice guidelines for sustained neuromuscular blockade in the adult critically ill patient. Critical Care Medicine, 2002; Vol. 30, No. 1
 - Lange Clinical Anesthesiology, Neuromuscular Blocking Agents, Chapter 9. McGraw-Hill Companies, Inc. 2006
 - Prosniewski, LeAnn; [http://www.medscape.com/ Vecuronium: Its Role in the Pediatric Intensive Care Unit. Pediatric Pharmacotherapy. Sept. 1, 1999](http://www.medscape.com/Vecuronium:ItsRoleinthePediatricIntensiveCareUnit.PediatricPharmacotherapy)

State indications for NMBAs.		
Describe mode of action. Also, for the commonly used NMBAs describe: dosage range, duration of action, interactions with other medications, adverse reactions.		
Perform systems assessment prior to initiation of paralytic.		
Post signs that patient is receiving neuromuscular blockade.		
Ensure that narcotics and/or sedatives are administered concurrently with neuromuscular blockade administration.		
Frequently repeat systems assessment, including use of peripheral nerve stimulator, per hospital protocol.		
Provide supportive nursing care as per hospital policy.		
Provide emotional support to patient and family.		
After discontinuing the paralytic, perform a systems assessment and compare to baseline assessment.		
Document all pertinent information and revise care plan.		

Pediatric Assessment: Performing a Head-to-Toe Assessment Online Module Only #DAHS-NCHPAPHTA17-PLS

Pediatric Assessment: Performing a Head-to-Toe Assessment Online Module Only #DAHS-NCHPAPHTA17-PLS		
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Pediatric Critical Care Airway Management Skills Checklist #DAHS-NSCPCCAM14

- References:**
- PALS – Provider Manual American Heart Association, 2002, 2006 p.38.
 - Care of the Critically Ill Child. Mary Fran Hazinski, p. 10, 290-291-587-592.
 - PICU Intubation Checklist Version 2. Donal Grohosky, October 2010.
 - The STABLE Program. Kristine Karlson, 2006, p. 67. 5. TNCC 6th ed. ENA, 2007, p. 65, 230-231.

Identify 3 features that are unique to the pediatric airway.		
Demonstrate two methods of tactile stimulation used for an infant who is not breathing.		
Demonstrate proper positioning to open the pediatric airway.		
Describe proper mask sizing and select the appropriate size mask for children of different sizes.		
Demonstrate use of the two types (self-inflating & non-self-inflating) of pediatric resuscitation bags.		

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Pediatric Critical Care Airway Management Skills Checklist #DAHS-NSCPCCAM14 (Continued)

Identify signs of optimal ventilation.		
List two possible solutions to resolve the inability to ventilate using bag-valve-mask ventilation.		
Describe how to select and use oropharyngeal and nasopharyngeal airways.		
Discuss the indications and procedure for a cricothyrotomy in the pediatric patient.		
Identify the indications for endotracheal intubation.		
Identify the equipment and medications needed to facilitate endotracheal intubation.		
State the nurse's role in airway management and assisting with endotracheal intubation.		

Pediatric Critical Care Fluid Resuscitation Skills Checklist #DAHS-NSCPCCFR14

References:

- American Heart Association for Cardiopulmonary Resuscitation and Emergency Cardiovascular, Part 12: Pediatric Advanced Life Support Circulation 2005; 112: IV-67- IV-187.
- Dellinger, RP, Levy, MM, Carlet, JM, Bion, J, Parker, MM, Jaeschke, R, Angus, DC, Brun-Buisson, C, Calandra, T, Dhainaut, JF, Gerlach, H, Harvy, M, Marin, JJ, Marshal, J, Ranieri, M, Ramsey, G, Servansky, J, Thompson, BT, Townsend, S., Vender, JS, Zimmerman, JL, Vincent, JL., Surviving Sepsis International Guidelines for Management of Severe Sepsis and Shock: 2008. Intensive Care Medicine (Jan, 2008). 34(1).17-60.
- Takayesa, JK, & Lozner, AW. Pediatric Dehydration. Retrieved from www.eMedicine.com. Last Updated March 29, 2010.

State indications for fluid resuscitation in Pediatric patients experiencing hypovolemia.		
State the objectives for fluid resuscitation in the Pediatric patient.		
State the signs/symptoms of hypovolemia.		
Notify charge nurse and physician of evidence of hypovolemia.		
State the appropriate type of fluid and volume administered during fluid resuscitation and the rationale for each.		
Identify the sites that can be used for rapid fluid administration during hypovolemic shock.		
Document pertinent data during fluid resuscitation.		
State additional considerations to safely fluid resuscitate your patient.		

Pediatric Critical Care Mechanical Ventilation Skills Checklist #DAHS-NSCPCCMV14

References:

- Servo-i Ventilator Manual V3.2
- Elsevier's PDQ for Respiratory Care, 2010

Identify indications for mechanical ventilation.		
Describe various modes/methods of mechanical ventilation.		
Perform ventilator checks a minimum of every two hours and document appropriately.		

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Pediatric Critical Care Mechanical Ventilation Skills Checklist #DAHS-NSCPCCMV14 (Continued)

Assess the patient's need for suctioning.		
Discuss the use of sedation and/or paralytics to maintain optimal mechanical ventilation.		
Discuss the use of respiratory pharmacology in the management of a patient requiring mechanical ventilation.		
Assess reasons for changes in peak pressure, tidal volumes, breath sounds, oxygen saturation, and ETCO ₂ in the patient receiving mechanical ventilation.		
Describe ventilator changes needed based on ABG results or noninvasive blood gas monitoring.		
Assess a patient's readiness for mechanical ventilator weaning and/or extubation.		

Pediatric Critical Care Respiratory Assessment Skills Checklist #DAHS-NSCPCCRA14

References:

1. American Heart Association, 2010 – Pediatric Advanced Life Support
2. Arterial Blood Gas Module
3. Curley, Maloney-Harmon – Critical Care Nursing of Infants and Children, 2001, 2nd Ed.
4. MF Hazinski, Manual of Pediatric Critical Care, 1999

Recognizes normal respiratory rates and pulmonary developmental findings for infants, children, and adolescents.		
Performs all aspects of respiratory assessment.		
Recognizes respiratory distress in children and intervenes appropriately.		
Monitors and documents non-invasive respiratory monitoring values (oxygen saturation, transcutaneous or ETCO ₂).		
Recognizes when an arterial blood gas is indicated to further evaluate respiratory status.		
Demonstrates ability to correlate ABG results with respiratory and/or patient findings.		
Prepares for potential respiratory emergency by having emergency respiratory equipment available in the patient's room.		
Notifies physician of changes in patient's respiratory status.		
Documents all pertinent information in the appropriate locations.		

Pediatric Critical Care VAP Prevention Skills Checklist #DAHS-NSCPCCVAPP14

References:

1. AACN Practice Alert: Ventilator Associated Pneumonia, 2008
2. How-to Guide: Prevent Ventilator-Associated Pneumonia (pediatric supplement), 2011

Discuss the importance of preventing VAP.		
Discuss hand hygiene as a component of the pediatric VAP bundle.		
Discuss age-appropriate HOB elevation in the pediatric VAP bundle.		

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Pediatric Critical Care VAP Prevention Skills Checklist #DAHS-NSCPCCVAPP14 (Continued)

Discuss age-appropriate oral care in the pediatric VAP bundle.		
Discuss stress ulcer prophylaxis in the pediatric VAP bundle.		
Discuss ways to prevent bacterial colonization of the oropharynx, stomach and sinuses.		
Discuss ways to prevent aspiration of contaminated secretions.		
Discuss ways to shorten the number of days the patient requires a ventilator.		
Demonstrate appropriate documentation of HOB elevation, oral care, and cuff pressures.		

Pediatric Health Maintenance, Environmental Safety and Security, and Injury Prevention Skills Checklist #DAHS-NSCPHMESSIP14

References:

1. Fact sheets from Safe Kids Coalition with annual reports of childhood injury. (<http://www.safekids.org/>)
2. AAP policy statements
3. Patient Care Standards: Pediatric Inpatient Structure Standards
4. Community Car Seat Safety Class
5. Pediatric Health Maintenance, Environmental Safety and Security, and Injury Prevention Study Guide
6. Maintain current UCDH CPR certification (biannual)
7. Review of safety and car seat videos
8. "HUGS System Training", self-study Health Stream Module (Course # 05964, CPPN)
9. UC Davis Health Policy [3302](#): HUGS Infant/Child Security Program

Provide age appropriate health screening and maintenance that promotes child/family health.		
Provide a developmentally safe and sensitive environment for the hospitalized child.		
Provide injury prevention and general safety information that is developmentally appropriate to the individual need of the child/family.		

Pediatric Holds for Injection and Procedures Skills Checklist #DAHS-NSCPHIP14

INFANT

Correctly identifies appropriate location for injection.		
Provides proper instructions for parent / co-worker to hold infant.		

TODDLER / PRE-SCHOOLER

Correctly identifies appropriate location for injection.		
Provides proper instructions for parent / co-worker to hold child.		
Assures the knee is flexed on affected leg.		
Identifies appropriate distraction technique.		

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Pediatric Holds for Injection and Procedures Skills Checklist #DAHS-NSCPHIP14 (Continued)

SCHOOL AGE

Correctly identifies appropriate location for injection.		
Provides proper instructions for parent / co-worker to hold child.		
Assures elbow is flexed on affected arm.		
Identifies appropriate participatory techniques.		
Identifies appropriate incentive techniques.		

Pediatric IV and Fluid Management #DAHS-NSCPIVFM14

References:

1. Pediatric IV and Fluid Management study guide.
2. Pediatric Inpatient Structure Standards:
3. Module: Neonatal and Pediatric IV Therapy.
4. Pediatric Advanced Life Support course
5. CPMRC Clinical Practice Guidelines (2009)
 - Fluid Volume Deficit
 - Fluid Volume Excess

Implement developmentally appropriate procedural preparation, IV site cannulation, and fluid administration to children. <ul style="list-style-type: none"> • General pediatrics • Infant • Toddler • School-age • Adolescent 		
Evaluate fluid needs, recognize fluid disturbances, and be able to initiate fluid resuscitation.		

Pediatric Nutritional Assessment and Support Skills Checklist #DAHS-NSCPNAS14

References:

1. "Breastfeeding and Human Milk" (2005). AAP Policy Statement. (Pediatrics 115: 496-506).
2. Patient Care Standards
3. UC Davis Health Policy [4061](#): Aspiration (Oral and Enteral) Precautions
4. UC Davis Health Policy [8018](#): Neonatal and Pediatric Patient Receiving Enteral Tube Feeding
5. UC Davis Health Policy [16024](#): Breastmilk Collection, Storage, Thawing, and Delivery
6. Booklets (UC Davis Nutritional Education series. 1997. Pitcher, J. & Crandall, M.):
 - Feeding Assessment Skills, Normal Infant Assessment, Supporting Oral Intake, Oral Hypersensitivity; Nasogastric Feedings

Provide developmentally appropriate nutritional screening assessments and promote normal nutrition with children of varied age groups.		
Provide developmentally appropriate and safe parental nutritional to children of varied age groups.		
Implement developmentally appropriate and safe enteral nutritional to children of varied age groups.		

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Precipitous Delivery Skills Checklist #DAHS-NSCPD14

References:		
1. UC Davis Health Policy 16001 : Birth Outside of Labor and Delivery		
2. Sheehy's Emergency Nursing. Principles and Practice, 6th edition, 2009		
Able to list people to be notified regarding a delivery.		
Assemble equipment needed for infant delivery.		
List equipment stocked on radiant warmer.		
List steps to follow if delivery occurs before physician arrival.		
State how to assess the APGAR.		
Place identification bands on infant and mother and designated other person.		

Retinopathy of Prematurity Skills Checklist #DAHS-NSCRP14

References:		
1. Lawrence J Alcock D et al. The development of a tool to assess neonatal pain. Neonatal Network. 1993; 12 (6 September): 59-66.		
Identifies pulse oximetry alarm settings according to gestational age		
Identifies problem solving steps for pulse oximetry low arterial saturations before increasing FiO2		
Identifies protocol for increasing FiO2 to maintain pulse oximetry arterial saturations within appropriate parameters		
Identify interventions for arterial desaturations associated w/handling, suctioning, procedures etc.		
Identify appropriate interventions for apnea		
Describe FiO2 weaning protocol for infants greater than 33 weeks gestation		

Safe Patient Handling #DAHS-UCLOL0015-SAFSVC

Completed Safe Patient Handling Online Module #DAHS-UCLOL0015-SAFSVC		
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Sepsis 2.0 Online Module #DAHS-NGNSEP16

Completed Sepsis 2.0 Online Module #DAHS-NGNSEP16		
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Pyxis MedStation® ES System Equipment Checklist #DAHS-NSCPXMES14

Completed Pyxis MedStation® ES Station Online Module #DAHS-NSCPXMES14		
Pyxis MedStation® ES system policies and procedures reviewed		

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Pyxis MedStation® ES System Equipment Checklist #DAHS-NSCPXMES14 (Continued)

STATION BASICS		
Keyboard		
Printer paper change - move black spindle from empty roll to full roll		
Scanner		
Locate and access Tutorial and Help		
Medication reference for nursing (Lexi-comp™ online via CRC or link on the Kernel)		
Sign in/sign out to the Pyxis MedStation® ES system		
Register Bio ID fingerprint identification system scan / Reset finger scan		
Main Menu screen		
PATIENTS		
All Available Patients		
Create/modify My Patient list		
REMOVE MEDICATION		
NON-PROFILE - Remove medication(s) in non-profile mode		
PROFILE - Remove profile medication: scheduled and PRN		
From My Patients view (blue dots)		
Selecting patient, then Remove		
Due Now tab will show orders due 1 hour before and 2 hours after current time		
All Orders tab - complete profile includes Due Now, PRNs, doses scheduled in future		
Review order details		
Remove a medication with override		
Take appropriate steps for an existing order for an override medication - override warning		
RETURN MEDICATION		
Return a medication previously removed for a patient		
Scan medication barcode (if unable to scan return to Rx)		
WASTING MEDICATION		
Document amount wasting of full dose and replace as needed (not amount given)		

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Pyxis MedStation® ES System Equipment Checklist #DAHS-NSCPXMES14 (Continued)

Document amount wasting of partial dose during remove process (not amount given)		
Document amount wasting of partial dose after completing remove process (not amount given)		
Witness waste		
Undocumented waste warning		

Restraints Checklist #DAHS-NSCR09

References:

1. UC Davis Health Policy [4069](#): Restraints

Completion of Restraints Online Module #DAHS-NGNRSTR09		
Attach and release the safety clip.		
Remove and reapply a mitt to a simulated patient.		
Remove and reapply a limb restraint to a simulated patient		
Remove and reapply a belt restraint device to a simulated patient.		

Basic Dysrhythmia Detection and Treatment Skills Checklist #DAHS-NSCBDDT15

References:

1. Cardiovascular Nursing Practice, Jacobson, C. et. al., CNEA, 2007.
2. Elsevier Skills for review: Cardiac Monitor Setup and Lead Placement
 - Elsevier Nursing Consult - Clinical Updates CE: Differentiating Dysrhythmias Part 1: Recognizing and Treating Atrial Dysrhythmias

Successful completion of CPPN EKG Interpretation Course #DAHS-NADEKGI17-ANCC OR [ECG Challenge Test #DAHS-NGNECG-TEST](#) may be in place of this skill checklist. This skill does not replace completing the EKG Interpretation Course.

Describe the electrical conduction system of the heart.		
Explain the waves and intervals of the normal EKG and their significance.		
Identify sinus dysrhythmia and discuss the causes/treatments.		
Identify atrial dysrhythmia and discuss the causes/treatments.		
Identify junctional dysrhythmia and discuss the causes/treatments.		
Identify supraventricular dysrhythmias and discuss the causes/treatments.		
Identify ventricular dysrhythmias and discuss the causes/treatment.		
Identify Torsade de pointes and discuss the causes/treatments.		

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Basic Dysrhythmia Detection and Treatment Skills Checklist #DAHS-NSCBDDT15 (Continued)

Identify life-threatening dysrhythmias and discuss the causes/treatments.		
Identify heart blocks and discuss the causes/treatments.		

Basic Stroke Recognition and Treatment for all Nursing Staff #DAHS-NGNBSRT13

Completed Basic Stroke Recognition and Treatment for all Nursing Staff Online Module #DAHS-NGNBSRT13 - Passing score of 85% on test		
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Professional Practice Core Skill #DAHS-NCCPP12

Expected Outcome: The nurse will provide professional nursing care consistent with organization and department philosophy, values, mission and goals

Demonstrates consistent performance in precepted experience of professional nursing care		
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Obtaining a 12-Lead ECG Skills Checklist #DAHS-NSCOLE14

References:

1. Structure Standards: Critical Care, Telemetry, Maternal Child Health
2. GE Marquette Resting ECG Analysis System Operator's Manual

Demonstrate use of 12-lead ECG available in area.		
Place patient supine and provide for patient privacy.		
Enter patient data prior to obtaining 12-lead ECG.		
Correctly place leads, ensure that there is no tension on the cable.		
Obtain 12-lead reading, recognize proper tracing, trouble-shooting artifact.		

Central Line Maintenance Bundle Skills Checklist #DAHS-NSCCLMB15

References:

1. UC Davis Health Policy [13004](#): Non-Tunneled Infusion Central Venous Catheter Care and Maintenance

Completed of Central Line Maintenance Bundle Online Module #DAHS-NGNCLMB12		
Daily review of catheter necessity (by nurses)		
Perform hand hygiene before accessing a central line		
Evaluate catheter insertion site daily		
Change transparent semi-permeable dressing every 7 days (<i>N/A for NICU</i>) and gauze dressing every 2 days, change sooner if soiled/wet/loose		
Utilize standard IV tubing set up		
Aseptic technique for changing IV tubing and accessing catheters		
Replace administration sets no more than every 72-96 hours, intermittent sets are changed every 24 hours		
Replace tubing for lipids within 24 hours		

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Central Line Maintenance Bundle Skills Checklist #DAHS-NSCCLMB15 (Continued)

Prepackaged needleless connector cap change kits		
Scrub catheter hubs, needleless connectors/infusion caps, and administration set injection ports prior to each use with a CHG/alcohol swab pad for 5 seconds and let dry for 5 seconds, or an alcohol prep pad for 15-30 seconds and allow to air dry for 15-30 seconds		

Hand Hygiene Skills Checklist #DAHS-NSCHH15

References:

1. UC Davis Health Policy [11023](#): HandHygiene

Hand Antisepsis Using an Instant Alcohol Waterless Antiseptic Rub		
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Isolation Precautions Skills Checklist #DAHS-NSCIP15

References:

1. UC Davis Health Policy [11025](#): Standard and Transmission Based Precautions for Infection Prevention

Provide proper equipment access and signage as needed. Determine if a positive or negative air pressure room is required.		
Gather needed equipment and supplies.		
Performed hand hygiene.		
Prepared for entrance into the isolation room. Chose barrier protection appropriate for the type of isolation used and institution policy.		
When initiating isolation, explained the purpose of the isolation and any precautions that the patient and family should take.		
Removed all reusable pieces of equipment. Cleaned any contaminated surfaces with institution-approved disinfectant; followed institution policy.		
Resupplied the room as needed.		
Left the isolation room, removing all barriers appropriately if worn.		

Urethral Catheter Insertion #DAHS-NGNUCI

References:

1. UC Davis Health Policy [9010](#): Urethral Catheter Insertion, Maintenance, and Removal Policy

For urethral catheter insertion review UC Davis Health Policy 9010 and view " Clean. Clear. Clean " video		
Demonstrate 1 urethral catheter insertion with mannequin and/or patient with properly trained personnel.		
Verbalize urethral catheter insertion criteria.		
Verbalize and document urethral catheter insertion and maintenance bundle.		
Identify appropriate urethral catheter alternatives		
Explain the Urine Culture Algorithm.		
Explain the RN Indwelling Urinary Catheter Removal Protocol		
Document patient education: Indication, care, and maintenance.		

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Medication Safety #DAHS-NCCMS12

Expected Outcome: Nurse will administer patient medications in a consistent safe manner	
Completed Pediatric Learning Solutions Online Module: Basic Medication Calculation	
Demonstrates consistent performance in precepted experience of safe medication practices.	

Nursing BCMA Core Workflows Checklist #DAHS-NSCNBCMACW16

<u>References:</u>	
1. UC Davis Health Policy 4083 : Barcoded Medication Administration (BCMA)	
Demonstrates consistent safe use of BCMA	

Suctioning: Nasopharyngeal and Nasotracheal #DAHS-NSCSNN15

<u>References:</u>	
Identify indications and contraindications for nasopharyngeal and nasotracheal suctioning including patient assessment	
State proper method of nasopharyngeal and nasotracheal suctioning	

Patient Safety Core Skill #DAHS-NCCPS12

Expected Outcome: The nurse will provide safe nursing care	
Demonstrates consistent performance in precepted experience of provision of patient safety.	

Children's Hospital Cervical Collar Skills Checklist #DAHS-NSCCHCC14

<u>References:</u>	
1. Elsevier: Cervical Collar Application (Pediatrics)	
Demonstrate proper placement of cervical collar, changing collar, and skin assessment.	
Describe procedure for skin care, including care of pressure or other high-risk areas and proper documentation.	
State when and how to obtain a hard cervical collar.	
Demonstrate how to change a hard cervical collar and replace pads.	
Document all necessary information.	

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Infant Radiant Warmer in the Emergency Department #DAHS-NSCIRWED16

<u>References:</u>		
1. UC Davis Health Policy 16001 : Birth Outside of Labor And Delivery (L&D)		
States indications for use.		
Explain the parts of the radiant warmer.		
Demonstrate/Explain the steps in setting up radiant warmer.		
Demonstrate/Explain the use of Oxygen Blender.		
Explain the use of the skin temperature probe and identify the skin temperature set point range built into the radiant warmer.		
State what problems the alarms on the controller might indicate.		
State general precautions involved in the use of the radiant warmer.		
Document all pertinent information.		