

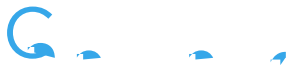
# RCN Competencies: Caring for Infants, Children and Young People Requiring Palliative Care

RCN Competencies





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1. Communicating effectively with children and young people with palliative care needs	8
2. Providing multidisciplinary holistic care to children and young people with palliative care needs in any care setting (hospital, hospice, home or other community setting)	12
3. Working with primary carers and health care professionals to identify and manage symptoms	16
4. Sustaining self and the wellbeing of others when caring and supporting children/ young people and families with their grief, loss and bereavement	21



A competence framework describes the range

# Framework

This framework builds on, but does not duplicate, core competence frameworks for nursing staff working with infants, children and young people. It sets out the specific competencies, performance and knowledge/understanding required to provide palliative care to a high quality. The framework draws on the most recent evidence-based standards and guidance, as well as more general evidence-based resources, and these are listed in the contextual factors column of the competence tables as supporting evidence for specific elements of the framework.

Initial drafting and review of the competences was undertaken by members of the RCN children's and young people's (CYP) palliative care community with expertise in this field and who work in a range of care settings across the UK. The contributors then undertook a consensus process to agree the content and level descriptions before RCN staff reviewed the final draft framework to check alignment with other relevant core competences, particularly those related to health care assistants and assistant practitioners.



The detailed competence tables that follow have been structured to enable individuals to locate their current level of expertise in four dimensions.

1. Communicating effectively with children and young people with palliative care needs.
2. Providing multidisciplinary holistic care to children and young people with palliative care needs in any care setting (hospital, hospice, the home, school or other community setting).
3. Working with primary carers and health care professionals to identify and manage symptoms.
4. Sustaining self and the wellbeing of others when caring and supporting children/young people and families with their grief, loss and bereavement.

With the support of supervisors/managers, individuals can use this document to develop a learning and development plan that will provide further experiences and opportunities for learning, and to reflect on learning, to achieve higher levels of competence.












Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>                     1. <i>Plan</i>                      2. <i>Assess</i>                      3. <i>Implement</i>                      4. <i>Evaluate</i>                      5. <i>Reflect</i>                      6. <i>Learn</i>                      7. <i>Share</i>                      8. <i>Collaborate</i>                      9. <i>Lead</i>                      10. <i>Advocate</i>                      11. <i>Engage</i>                      12. <i>Participate</i>                      13. <i>Communicate</i>                      14. <i>Work in partnership</i>                      15. <i>Work in partnership</i>                      16. <i>Work in partnership</i>                      17. <i>Work in partnership</i>                      18. <i>Work in partnership</i>                      19. <i>Work in partnership</i>                      20. <i>Work in partnership</i>                      21. <i>Work in partnership</i>                      22. <i>Work in partnership</i>               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partnership</i>                      100. <i>Work in partnership</i> </p>				




3. Working with primary carers and health care professionals to identify and manage symptoms

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>L. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>A. Assess the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>T. Take account of the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p>	<p>P. Identify and understand the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>A. Assess the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p> <p>T. Take account of the needs of primary carers and health care professionals in relation to identifying and managing symptoms.</p>	<p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The needs of primary carers and health care professionals in relation to identifying and managing symptoms.</li> <li>• The role of primary carers and health care professionals in identifying and managing symptoms.</li> <li>• The impact of symptoms on primary carers and health care professionals.</li> <li>• The impact of symptoms on the child/young person.</li> <li>• The impact of symptoms on the family.</li> <li>• The impact of symptoms on the community.</li> <li>• The impact of symptoms on the wider society.</li> <li>• The impact of symptoms on the environment.</li> <li>• The impact of symptoms on the economy.</li> <li>• The impact of symptoms on the culture.</li> <li>• The impact of symptoms on the politics.</li> <li>• The impact of symptoms on the religion.</li> <li>• The impact of symptoms on the philosophy.</li> <li>• The impact of symptoms on the science.</li> <li>• The impact of symptoms on the technology.</li> <li>• The impact of symptoms on the art.</li> <li>• The impact of symptoms on the literature.</li> <li>• The impact of symptoms on the music.</li> <li>• The impact of symptoms on the film.</li> <li>• The impact of symptoms on the television.</li> <li>• The impact of symptoms on the internet.</li> <li>• The impact of symptoms on the mobile phone.</li> <li>• The impact of symptoms on the social media.</li> <li>• The impact of symptoms on the gaming.</li> <li>• The impact of symptoms on the sports.</li> <li>• The impact of symptoms on the entertainment.</li> <li>• The impact of symptoms on the education.</li> <li>• The impact of symptoms on the health care.</li> <li>• The impact of symptoms on the law.</li> <li>• The impact of symptoms on the ethics.</li> <li>• The impact of symptoms on the history.</li> <li>• The impact of symptoms on the geography.</li> <li>• The impact of symptoms on the biology.</li> <li>• The impact of symptoms on the chemistry.</li> <li>• The impact of symptoms on the physics.</li> <li>• The impact of symptoms on the mathematics.</li> <li>• The impact of symptoms on the statistics.</li> <li>• The impact of symptoms on the psychology.</li> <li>• The impact of symptoms on the sociology.</li> <li>• The impact of symptoms on the anthropology.</li> <li>• The impact of symptoms on the archaeology.</li> <li>• The impact of symptoms on the linguistics.</li> <li>• The impact of symptoms on the philosophy.</li> <li>• The impact of symptoms on the religion.</li> <li>• The impact of symptoms on the politics.</li> <li>• The impact of symptoms on the law.</li> <li>• The impact of symptoms on the ethics.</li> <li>• The impact of symptoms on the history.</li> <li>• The impact of symptoms on the geography.</li> <li>• The impact of symptoms on the biology.</li> <li>• The impact of symptoms on the chemistry.</li> <li>• The impact of symptoms on the physics.</li> <li>• The impact of symptoms on the mathematics.</li> <li>• The impact of symptoms on the statistics.</li> <li>• The impact of symptoms on the psychology.</li> <li>• The impact of symptoms on the sociology.</li> <li>• The impact of symptoms on the anthropology.</li> <li>• The impact of symptoms on the archaeology.</li> <li>• The impact of symptoms on the linguistics.</li> </ul>	<p>• A</p> <p>• EMC</p> <p>• BDC</p> <p>• EFF</p> <p>• EMC</p>	<p>• BDC</p> <p>• EFF</p> <p>• EMC</p>









Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p><b>T</b>ake a history and perform a physical examination of the child and young person, including the head, neck, chest, abdomen, back and limbs, and identify any signs and symptoms of distress and suffering.</p> <p><b>C</b>ommunicate with the child and young person, and their family, to identify their needs, wishes and preferences, and to provide information and support.</p> <p><b>P</b>rovide a safe and effective physical examination, including the head, neck, chest, abdomen, back and limbs, and identify any signs and symptoms of distress and suffering.</p> <p><b>D</b>etermine the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>L</b>ocate and identify the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>I</b>dentify the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>G</b>ive information and support to the child and young person, and their family, to help them understand their condition and the options available to them.</p>	<p><b>P</b>rovide a safe and effective physical examination, including the head, neck, chest, abdomen, back and limbs, and identify any signs and symptoms of distress and suffering.</p> <p><b>G</b>ive information and support to the child and young person, and their family, to help them understand their condition and the options available to them.</p> <p><b>P</b>rovide information and support to the child and young person, and their family, to help them understand their condition and the options available to them.</p> <p><b>D</b>etermine the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>L</b>ocate and identify the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>I</b>dentify the child and young person's needs, wishes and preferences, and provide information and support.</p> <p><b>G</b>ive information and support to the child and young person, and their family, to help them understand their condition and the options available to them.</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>the child and young person's condition and the options available to them</li> <li>the child and young person's needs, wishes and preferences</li> <li>the child and young person's signs and symptoms of distress and suffering</li> <li>the child and young person's physical examination</li> <li>the child and young person's communication</li> <li>the child and young person's information and support</li> <li>the child and young person's needs, wishes and preferences</li> <li>the child and young person's condition and the options available to them</li> <li>the child and young person's signs and symptoms of distress and suffering</li> <li>the child and young person's physical examination</li> <li>the child and young person's communication</li> <li>the child and young person's information and support</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>provide a safe and effective physical examination, including the head, neck, chest, abdomen, back and limbs, and identify any signs and symptoms of distress and suffering</li> <li>give information and support to the child and young person, and their family, to help them understand their condition and the options available to them</li> <li>provide information and support to the child and young person, and their family, to help them understand their condition and the options available to them</li> <li>determine the child and young person's needs, wishes and preferences, and provide information and support</li> <li>locate and identify the child and young person's needs, wishes and preferences, and provide information and support</li> <li>identify the child and young person's needs, wishes and preferences, and provide information and support</li> <li>give information and support to the child and young person, and their family, to help them understand their condition and the options available to them</li> </ul>	<p><b>E</b>valuate the child and young person's condition and the options available to them</p> <p><b>A</b>ssess the child and young person's needs, wishes and preferences</p> <p><b>I</b>dentify the child and young person's signs and symptoms of distress and suffering</p> <p><b>E</b>xamine the child and young person's physical examination</p> <p><b>M</b>onitor the child and young person's communication</p> <p><b>E</b>valuate the child and young person's information and support</p> <p><b>I</b>dentify the child and young person's needs, wishes and preferences</p> <p><b>A</b>ssess the child and young person's condition and the options available to them</p>	<p><b>P</b>rovide a safe and effective physical examination, including the head, neck, chest, abdomen, back and limbs, and identify any signs and symptoms of distress and suffering</p> <p><b>A</b> Single Competency Framework For All Prescribers</p> <p><b>NICE</b> Guidelines for the Management of Life Care for Infants, Children and Young People: Planning and Management</p> <p><b>K</b>nowledge and understanding of the child and young person's condition and the options available to them</p> <p><b>A</b>ssess the child and young person's needs, wishes and preferences</p> <p><b>P</b>rovide information and support to the child and young person, and their family, to help them understand their condition and the options available to them</p> <p><b>M</b>onitor the child and young person's communication</p> <p><b>P</b>rovide information and support to the child and young person, and their family, to help them understand their condition and the options available to them</p>

#### 4. Sustaining self and the wellbeing of others when caring and supporting children, young people and families with their grief, loss and bereavement

Level	Competence	Performance criteria	Knowledge and understanding		

Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p>	<p>B. Identify the needs of children and young people and their families and provide appropriate care and support</p> <p>T. Take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>M. Monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>I. Implement care and support for children and young people and their families and provide appropriate care and support</p> <p>G. Give information and advice to children and young people and their families and provide appropriate care and support</p> <p>T. Take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• the needs of children and young people and their families and provide appropriate care and support</li> <li>• the signs and symptoms of end-of-life care and provide appropriate care and support</li> <li>• the principles of end-of-life care and provide appropriate care and support</li> <li>• the role of the nurse in end-of-life care and provide appropriate care and support</li> <li>• the impact of end-of-life care on children and young people and their families and provide appropriate care and support</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>• assess the needs of children and young people and their families and provide appropriate care and support</li> <li>• identify the signs and symptoms of end-of-life care and provide appropriate care and support</li> <li>• implement the principles of end-of-life care and provide appropriate care and support</li> <li>• take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</li> <li>• monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</li> <li>• give information and advice to children and young people and their families and provide appropriate care and support</li> <li>• take a history and perform a physical examination of children and young people and their families and provide appropriate care and support</li> </ul>	<p>C. Communicate with children and young people and their families and provide appropriate care and support</p> <p>E. Evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>F. Follow up children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>P. Provide care and support for children and young people and their families and provide appropriate care and support</p>	<p>M. Monitor and evaluate the effectiveness of care and support for children and young people and their families and provide appropriate care and support</p> <p>P. Provide care and support for children and young people and their families and provide appropriate care and support</p> <p>C. Communicate with children and young people and their families and provide appropriate care and support</p> <p>A. Assess the needs of children and young people and their families and provide appropriate care and support</p> <p>Guide to End-of-life Care – Care of Children and Young People Before Death, At The Time of Death and After Death</p> <p>Advanced Care Plan and Policy</p>









Level	Competence	Performance criteria	Knowledge and understanding	Attitudes and behaviours	Contextual factors
	<p>A ...</p> <p>M ...</p>	<p>A ...</p> <p>G ...</p> <p>E ...</p> <p>L ...</p> <p>L ...</p> <p>B ...</p> <p>A ...</p>	<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul> <p><b>Know how to:</b></p> <ul style="list-style-type: none"> <li>• ...</li> <li>• ...</li> <li>• ...</li> </ul>		

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