**NURSING CAREER PATHWAY GUIDELINES**
*(PICU Professional Development Program)*

### LEVEL II
- **Respiratory**
  - Nasal Cannulae/Oxygen Mask/High Flow Mask BiPAP/CPAP
  - Bubble CPAP
  - Nasopharyngeal CPAP
  - Bag/mask ventilation
  - Basic Ventilation
  - Assist with intubation
  - Hand ventilation with T-piece
  - Physiologically unstable patient requiring minimal alterations to ventilation
  - Weaning ventilation as directed
- **Neurological**
  - Stable patient with 1 criteria
  - Acute TBI
  - Physiologically unstable with underlying rhythm
  - Post-op unstable congenital heart
  - Unstable patient inotropic dependent
  - ECMO patient
  - ICP Management
  - Moderate head injury
  - ICP Board
- **Cardiovascular**
  - Physiologically stable patient to CT scan
  - Pre-op patient
  - Post-op non-bypass
  - ASD/simple cardiac defect
  - Stable bypass meeting exact criteria
  - Stable patient with 1-2 inotropes
  - Non-bypass
- **Renal**
  - PD
  - Physiologically stable patient to CT scan
  - Pre-op patient
  - Post-op non-bypass
  - ASD/simple cardiac defect
  - Stable bypass meeting exact criteria
  - Stable patient with 1-2 inotropes
  - Non-bypass
- **Transports**
  - Physiologically stable patient to CT scan
  - Pre-op patient
  - Post-op non-bypass
  - ASD/simple cardiac defect
  - Stable bypass meeting exact criteria
  - Stable patient with 1-2 inotropes
  - Non-bypass
- **Transplant**
  - Renal
  - Liver - stable
  - Annual
- **Compliance**
  - Annual CPR workshop
  - E-learning
  - - Fire
  - - ABG

### LEVEL III
- **Respiratory**
  - Nitric Oxide
  - HFOV
  - Care of physiologically unstable patient
  - ICP Management
  - Moderate head injury
  - ICP Board
- **Neurological**
  - Stable Pacing with underlying rhythm
  - Post-op unstable congenital heart
  - Unstable patient inotropic dependent
  - ECMO patient
  - ICP Management
  - Moderate head injury
  - ICP Board
- **Cardiovascular**
  - CRRT
  - Unstable interdepartmental transports
  - Renal
  - Liver - pre & immediate post op.
  - Cardiac
  - Annual
- **Renal**
  - CRRT
  - Unstable interdepartmental transports
  - Renal
  - Liver - pre & immediate post op.
  - Cardiac
  - Annual
- **Transplant**
  - ECMO
  - Shift Co-ordination
  - University Studies
  - Annual
  - E-learning
  - - Fire
  - - ABG
  - Two yearly APLS

### LEVEL IV
- **Respiratory**
  - Complex ventilation
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
- **Neurological**
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
- **Cardiovascular**
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
- **Renal**
  - Complex ventilation
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
- **Transports**
  - Complex ventilation
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
- **Compliance**
  - Complex ventilation
  - Complex unstable head injury
  - Complex pacing
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT
  - Physiologically unstable
  - Patient requiring inotropes
  - ECMO patient
  - CRRT

### PROGRESSION:
**Level II - III**
- CRRT
- - Acute TBI
- - Advanced ventilation (HFOV and NO)
- - Intermediate Cardiac

### INTERMEDIATE:
**Level III & IV**
- APLS (2 day intro or 1 day update biennial)

### BY APPLICATION:
**ECMO**
- Transport

### NEW STARTERS:
**Level II & III**
- Intro to ventilation
- Intro to neuro
- Intro to renal
- Intro to cardiac
- Annual CPR workshop

### OPTIONAL UPDATES:
- Ventilation
- - Neuro /TBI
- - CRRT
- - Pacing
- - End of Life
- - Organ Donation
- - Transplantation

### OPTIONAL:
- Oncology Care in PICU
- - Fisher & Paykel day
- - Crisis Resource Management Workshop

**BY APPLICATION:**
- ECMO
- Transport

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**RECRUITMENT**

- No PICU Course
- PICU Course

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_March 2017_
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.

Self-direction 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 shift co-ordination.

### NURSING LEADERSHIP WITHIN PICU

<table>
<thead>
<tr>
<th>Domain</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tbody>
<tr>
<td><strong>Clinical Expertise</strong></td>
<td>Demonstrates competent management and care of patients, including problem solving skills. Ensures practice is evidence based. Contributes to building a positive work environment.</td>
<td>Displays a depth of knowledge and clinical competence. Shows commitment to continuous learning. Uses knowledge and expertise to question the status quo and critically reflect on outcomes. Seeks opportunities to contribute to projects.</td>
<td>Is recognised as a specialist in the area. Co-ordinates care for patients with a range of conditions including complex and unstable. Sets an example by role modelling of what he/she expects of others. Role models positive problem 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.</td>
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<td><strong>Interpersonal Understanding</strong></td>
<td>Remains courteous and diplomatic when working in stressful or difficult situations. Actively champions teamwork. Builds trusting relationships. Seeks and accepts feedback.</td>
<td>Recognises and acknowledges the contributions of others. Displays professional maturity. coaches less experienced staff.</td>
<td>Empathises with others and manage one’s self and others. Accepts accountability and responsibility for decision making and resources used.</td>
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<td><strong>Effective Communication</strong></td>
<td>Communication is timely, concise and constructive. Is able to clarify and articulate information.</td>
<td>Adapts own communication style to suit others in all contexts. Is approachable and receptive to people expressing ideas, asking questions and voicing concerns, contributes to team meetings.</td>
<td>Uses their communication skills to inspire and empower others. Shares information appropriately with senior colleagues ‘reporting one up’. Able to resolve conflict, act with integrity and find win/win solutions.</td>
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<td><strong>Collaboration</strong></td>
<td>Actively participates in multi-disciplinary clinical decision making. Communication is direct and open. Respects different perspectives, is non-judgemental. Participates in quality improvement activities e.g. auditing, giving feedback to colleagues on using evidence to guide clinical practice.</td>
<td>Models a collaborative approach to planning, intervention and evaluation of patient care. Able to see and understand situations from various perspectives. Coordinates resources strategically. Provides professional and clinical supervision and support to nursing team members. Uses evidence and supports staff to improve nursing practice.</td>
<td>Able to anticipate and prioritise care and management of patients and staff to fit the changing demands of unit. Has a global picture of departmental and Starship wide needs. Creates and supports a positive environment for change within the organisation. Is recognised as a resource by members of the health care team for level of expertise in and by role modelling the behaviours he/she expects of others.</td>
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- **Leadership and Management**
  - 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.
  - **Quality Projects**
    - Participating in Committee/Portfolio work within PICU
    - Participates actively in unit Research
    - Undertakes teaching sessions. Develops educational materials
  - **Research**
    - Participates actively in Unit Research
    - Co-ordinates a Research Project. Disseminates results across SSH and more broadly.
  - **Education**
    - Undertakes teaching sessions. Develops educational materials
    - Takes responsibility for education needs in PICU. Education may require dissemination outside of PICU
