

Primary Care Pediatric Nurse Practitioner Competencies

The following are entry-level competencies for the primary care pediatric nurse practitioner. These pediatric population-focused competencies expand upon the core competencies set forth for all nurse practitioners. The role of the primary care pediatric nurse practitioner is to provide care to children from birth through young adult with an in-depth knowledge and experience in pediatric primary health care including well child care and prevention/management of common pediatric acute illnesses and chronic conditions. This care is provided to support optimal health of children within the context of their family, community, and environmental setting. Although primary care pediatric nurse practitioners practice primarily in private practices and ambulatory clinics, their scope of practice may also extend into the inpatient setting and is based upon the needs of the patient.

Upon entry into practice, the pediatric nurse practitioner should demonstrate competence in the categories as described. See the “Introduction” for how to use this document and to identify other critical resources to supplement these competencies.

Competency Area	NP Core Competencies	Primary Care Pediatric NP Competencies	Curriculum Content to Support Competencies <i>Neither required nor comprehensive, this list reflects only suggested content specific to the population</i>
Scientific Foundation Competencies	<ol style="list-style-type: none"> 1. Critically analyzes data and evidence for improving advanced nursing practice. 2. Integrates knowledge from the humanities and sciences within the context of nursing science. 3. Translates research and other forms of knowledge to improve practice processes and outcomes. 4. Develops new practice approaches based on the integration of research, theory, and practice knowledge 	<ol style="list-style-type: none"> 1. Contributes to knowledge development for improved child and family centered care. 2. Participates in child and family focused quality improvement, program evaluation, translation and dissemination of evidence into practice. 3. Delivers evidence-based practice for pediatric patients. 	<p>Genetic disorders</p> <p>Genetic risks, human inheritance, molecular genetics, human genome, genetic variation, and pharmacogenetics</p>

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Leadership Competencies	<ol style="list-style-type: none"> 1. Assumes complex and advanced leadership roles to initiate and guide change. 2. Provides leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care. 3. Demonstrates leadership that uses critical and reflective thinking. 4. Advocates for improved access, quality and cost effective health care. 5. Advances practice through the development and implementation of innovations incorporating principles of change. 6. Communicates practice knowledge effectively both orally and in writing. 7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus. 	Advocates for unrestricted access to quality cost effective care within health care agencies for children and families.	<p>Vulnerable children in nontraditional settings such as:</p> <ul style="list-style-type: none"> • Incarcerated youth • Infants and children of incarcerated parents • Children in foster care • Homeless children • Children of migrant workers • International adoptees <p>Global pediatric health issues</p>
Quality Competencies	<ol style="list-style-type: none"> 1. Uses best available evidence to continuously improve quality of clinical practice. 2. Evaluates the relationships among access, cost, quality, and safety and their influence on health care. 	Recognizes the importance of collaborating with local, state and national child organizations to foster best practices and child safety.	Child safety policies

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	<ol style="list-style-type: none"> Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care. Applies skills in peer review to promote a culture of excellence. Anticipates variations in practice and is proactive in implementing interventions to ensure quality. 		
Practice Inquiry Competencies	<ol style="list-style-type: none"> Provides leadership in the translation of new knowledge into practice. Generates knowledge from clinical practice to improve practice and patient outcomes. Applies clinical investigative skills to improve health outcomes. Leads practice inquiry, individually or in partnership with others. Disseminates evidence from inquiry to diverse audiences using multiple modalities. Analyze clinical guidelines for individualized application into practice 	<ol style="list-style-type: none"> Ensures pediatric assent and consent, and/or parental permission when conducting clinical inquiry. Promotes research that is child-centered and contributes to positive change in the health of or the health care delivered to children. 	<p>Quality research for children.</p> <p>Product design and development with pediatric user/consumer in mind.</p> <p>Barriers to quality research in the pediatric population.</p>
Technology and Information Literacy	<ol style="list-style-type: none"> Integrates appropriate technologies for knowledge management to improve health care. 	<ol style="list-style-type: none"> Promotes development of information systems to assure inclusion of data appropriate to pediatric patients, including 	<p>Tailoring information to the child's developmental and cognitive level.</p>

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Competencies	<ol style="list-style-type: none"> Translates technical and scientific health information appropriate for various users' needs. <ol style="list-style-type: none"> Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. Coaches the patient and caregiver for positive behavioral change. Demonstrates information literacy skills in complex decision making. Contributes to the design of clinical information systems that promote safe, quality and cost effective care. Uses technology systems that capture data on variables for the evaluation of nursing care. 	<ol style="list-style-type: none"> developmental and physiologic norms. Considers developmental level of child and the family when translating health information to support positive health outcomes. Uses pediatric focused simulation based learning to improve practice. 	<p>Design and implementation of the electronic health/medical record for compatibility with health and illness of the child.</p> <p>Information systems to assure inclusion of data appropriate to pediatric clients, including developmental and physiologic norms.</p> <p>Advising and counseling families whose members may have a genetic disorder.</p> <p>Age appropriate concepts and the development of education tools for the pediatric patient and family.</p>
Policy Competencies	<ol style="list-style-type: none"> Demonstrates an understanding of the interdependence of policy and practice. Advocates for ethical policies that promote access, equity, quality, and cost. Analyzes ethical, legal, and social factors influencing policy development. Contributes in the development of health policy. Analyzes the implications of health 	<ol style="list-style-type: none"> Advocates for local, state, and national policies to address the unique needs of children and families. Uses relevant policy specific to children to direct appropriate patient care, and to advocate against financial and legislative restrictions that limit access or opportunity. 	<p>Child safety policies</p> <p>Poverty initiatives</p>

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	<p>policy across disciplines.</p> <p>6. Evaluates the impact of globalization on health care policy development.</p>		
Health Delivery System Competencies	<ol style="list-style-type: none"> 1. Applies knowledge of organizational practices and complex systems to improve health care delivery. 2. Effects health care change using broad based skills including negotiating, consensus-building, and partnering. 3. Minimizes risk to patients and providers at the individual and systems level. 4. Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders. 5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment. 6. Analyzes organizational structure, functions and resources to improve the delivery of care. 7. Collaborates in planning for transitions across the continuum of care. 	<ol style="list-style-type: none"> 1. Optimizes outcomes for children and their families by facilitating access to other health care services (e.g. mental health) or to community and educational settings. 2. Facilitates parent-child shared management and transition to adult care as developmentally appropriate. 3. Applies knowledge of family, child development, healthy work environment standards and organizational theories and systems to support safe, high quality, and cost effective care within health care delivery systems. 4. Facilitates transitions across settings including health care, mental health, community and educational services to optimize outcomes. 	<p>Transitions and linkages across health and mental service, community, and educational settings to optimize outcomes</p> <p>Early intervention programs and committee special education.</p> <p>Advocacy for effective models of health care delivery for alternative families.</p> <p>Development of systems of care across health and mental services, social and educational institutions.</p> <p>Integration of mental health into primary care for children.</p> <p>Navigation and promotion of health care access for children and adolescents.</p> <p>Collaboration in planning for transition to adult health care.</p> <p>Collaboration in palliative and end of life care.</p>

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Ethics Competencies	5. Integrates ethical principles in decision making. 6. Evaluates the ethical consequences of decisions. 7. 3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.		Knowledge of the unique challenge and process with ethical dilemmas concerning children and families. Long term outcomes of ethical decisions (chemo). Principles of legal and ethical decision making.
Independent Practice Competencies	1. Functions as a licensed independent practitioner. 2. Demonstrates the highest level of accountability for professional practice. 3. Practices independently managing previously diagnosed and undiagnosed patients. 3.a Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care. 3.b Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. 3.c Employs screening and diagnostic strategies in the development of diagnoses.	1. Conducts age appropriate comprehensive advanced physical, mental and developmental assessment across pediatric life span. 2. Assesses growth, development and mental/behavioral health status across the pediatric life span. 3. Assesses for evidence of physical, emotional or verbal abuse, neglect and the effects of violence on the child and adolescent. 4. Analyzes the family system (i.e. family structure, cultural influences etc.) to identify contributing factors that might influence the health of the child/adolescent and/or family 5. Assesses patient's, family's or caregiver's knowledge and behavior regarding age-appropriate health indicators and health risks. 6. Performs age appropriate comprehensive and problem-focused physical exams. 7. Performs a systematic review of normal and abnormal findings resulting in a differential diagnoses encompassing anatomical, physiological, motor, cognitive,	Refer to resource list for most up to date guidelines: <ul style="list-style-type: none"> • Bright Futures • AAP well child visits • ACIP Immunization schedule Pediatric health risks and health indicators Genetic (3 generational), developmental, behavioral, psychosocial, cognitive screening and family history. Age-appropriate and condition specific screening tools, tests, laboratory test, and diagnostic procedures . Age appropriate anticipatory guidance. Etiology, natural history, developmental considerations, pathogenesis, and clinical manifestations of common disease processes in children. Principles of health education and counseling for growth and development, health promotion, health status, illnesses, illness management.

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	<p>3.d Prescribes medications within scope of practice.</p> <p>3.e Manages the health/illness status of patients and families over time.</p> <p>4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.</p> <p>4.a Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.</p> <p>4.b Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.</p> <p>4.c Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.</p> <p>4.d Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.</p>	<p>developmental, psychological, and social behavior across the pediatric lifespan.</p> <p>8. Identifies nutritional conditions and behavioral feeding issues and implements appropriate educational, dietary or medical treatments/interventions.</p> <p>9. Interprets age-appropriate, developmental and condition-specific screening and diagnostic studies to diagnosis and manage the well, minor acute, or chronic conditions in the pediatric scope of practice.</p> <p>10. Promotes healthy nutritional and physical activity practices.</p> <p>11. Provides health maintenance and health promotion services across the pediatric lifespan.</p> <p>12. Activates child protection services, and recommends/incorporates other resources on behalf of children or families at risk.</p> <p>13. Partners with families to coordinate family centered community and health care services as needed for specialty care and family support.</p> <p>14. Incorporates health objectives and recommendations for accommodations, as appropriate, into educational plans (IEP)</p> <p>15. Assists the parent/child in coping with developmental behaviors and facilitates the child's developmental potential.</p> <p>16. Recognizes and integrates the perspectives of intradisciplinary collaboration in developing and implementing the plan of care.</p>	<p>Anticipatory guidance</p> <p>Breast feeding promotion and management.</p> <p>Nutritional programs, and nutritional intake considering food preferences and avoidance of food sensitivities.</p> <p>Coordination of care with Early Intervention and special education</p> <p>Newborn screening and appropriate follow up.</p> <p>Exposure to and knowledgeable about the following procedures:</p> <ul style="list-style-type: none"> • Fluorescein staining • Removal of foreign body from eye-cotton tip applicator • Ear foreign body and cerumen removal-curette and irrigation method • Nasal foreign body removal • Nasal packing for epistaxis • Tooth evulsion- stabilization • Pulse oximetry • CPR • Nasogastric tube insertion • Urethral catheterization • Removal of vaginal foreign body • Skin scraping • Wound irrigation and drainage • Wound closure- suture insertion; staple insertion; butterfly/steri-strip, tissue adhesive • Splinting

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		17. Understands the complexity and interaction of nonpharmacologic and pharmacologic therapies required in the care of children.	<ul style="list-style-type: none"> • Reduction of radial head subluxation • Spirometry • Nebulizer treatment • Spacers devices • Incheck dial for assessing inhaler technique • Pelvic exams with collection of cultures • Diagnostic testing <ul style="list-style-type: none"> • Proper strep test • RSV collection of specimen • Influenza A/B collection