

Practice Standards and Competencies for Nurses Providing Pediatric Cancer Care in Atlantic Canada

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Atlantic Provinces Pediatric Hematology Oncology Network (APPHON) / Réseau d' Oncologie et Hématologie Pédiatrique des Provinces Atlantiques (ROHPPA)

Practice Standards and Competencies for Nurses Providing Pediatric Cancer Care in Atlantic Canada, 2007 adapted by APPHON/ROHPPA's Nursing Working Group based on APPHON/ROHPPA's Levels of Care approach to care delivery.



Canadian Association of Nurses in Oncology (CANO) / Association Canadienne Des Infirmières en Oncologie (ACIO)

Permission was provided by the CANO/ACIO to adapt their document, Practice Standards and Competencies for the Specialized Oncology Nurse (2006), to fit the practice of nurses providing pediatric cancer care in the Atlantic Provinces.

The writers have used their best efforts to provide accurate information at the time of printing. The authors and APPHON hereby disclaim all responsibility for any loss suffered by any person in the light of future discoveries in this field, and for any errors or omissions in the text. APPHON cannot be held responsible for the delivery of the educational materials contained herein that may differ from the original intent.

Practice Standards and Competencies for Nurses Providing Pediatric Cancer Care in Atlantic Canada based on APPHON's Levels of Care Approach to Care Delivery

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Introduction

The Atlantic Provinces Pediatric Hematology and Oncology Network (APPHON) is the Atlantic professional voice for health professionals providing cancer care to children and their families. In 2005, APPHON developed a framework and guidelines for the delivery of cancer care to children in the Atlantic Provinces described in their Levels of Care document.

This document describes Nursing practice standards and competencies for those nurses providing cancer care to children and their families based on each Level of Care. The nurse at each level of care demonstrates knowledge and skill consistent with that level of care.

The Canadian Association of Nurses in Oncology (CANO) describes the roles of oncology nurses. The generalist nurse may care for cancer patients within an assigned caseload and has basic nursing education. The specialized nurse's primary focus is cancer care. This nurse has enhanced specialty knowledge and skill, and practices in an environment where the majority of the individuals have a diagnosis of cancer or are at risk for developing cancer. The advanced oncology nurse is a master's prepared nurse with knowledge and expertise in an area of cancer nursing.

All nurses move along a trajectory from novice to expert, as described by Benner (1984). It is recognized that, irrespective of whether a Generalist, Specialized or Advanced Oncology Nurse, each individual nurse will experience this trajectory from novice to expert. The degree of expertise will be influenced by the nurse's ongoing learning and day-to-day practice experiences. (Canadian Association of Nurses in Oncology/Association Canadienne des Infirmières en Oncologie (CANO/ACIO) (2001): Standards of Care, Roles in Oncology Nursing, Role Competencies. Toronto, p. 28)

Specific Canadian practice standards for Pediatric Oncology Nursing do not currently exist. The Canadian Association of Nurses in Oncology (CANO) has developed standards for all nurses providing cancer care (2001). The Association of Pediatric Hematology/Oncology Nurses (APHON) in the United States has developed pediatric oncology specific practice standards (2007). The Nursing Competencies described in this document are based on both CANO's practice standards (2004, 2006) and APHON's standards of practice for Pediatric Oncology Nurses (2007).

This document focuses on the practice standards and competencies for generalist and specialized oncology nurses. The standards and competencies for the generalist or specialized nurse are framed within APPHON's Levels of Care. Only the standards and competencies for the 3 levels of care that involve the nurse administering systemic therapy are described in this document. Standards for advanced practice oncology nursing pertinent to pediatrics can be found in the Association of Pediatric Hematology/Oncology Nurses' (APHON's) Pediatric Oncology Nursing: Scope and Standards of Practice (2007). Those nurses practicing as a generalist at the basic level will require "just-in-time" learning pertinent to the patient situation.

The working group which developed CANO's nursing competencies for the specialized oncology nurse used CANO's 9 standards of care and the core role competencies identified by CANO to identify seven domains of practice: comprehensive health assessment,

supportive and therapeutic relationships, management of cancer symptoms and treatment side effects, teaching and coaching, facilitating continuity of care/navigating the system, decision making and advocacy, and professional practice and leadership. It was decided that Health Assessment would be used in this document instead of Comprehensive Health Assessment to better reflect both generalist and specialized nurses. For each of the domains, the practice standard is identified along with nursing competencies for achieving the practice standard.

This document has been developed with the understanding that the nurse is currently meeting Nursing standards of practice as identified by her/ his provincial professional nursing association, and complying at minimum with basic ethical principles.

The practice standards and associated competencies identified in this document are minimum standards from which to practice. The scope and depth of knowledge and skill of the nurse should pertain to the particular patient population that he/she is caring for, not to all oncology populations.

Each nurse is professionally responsible to remain current in practice through experience, ongoing education, and appropriate, up-to-date training.

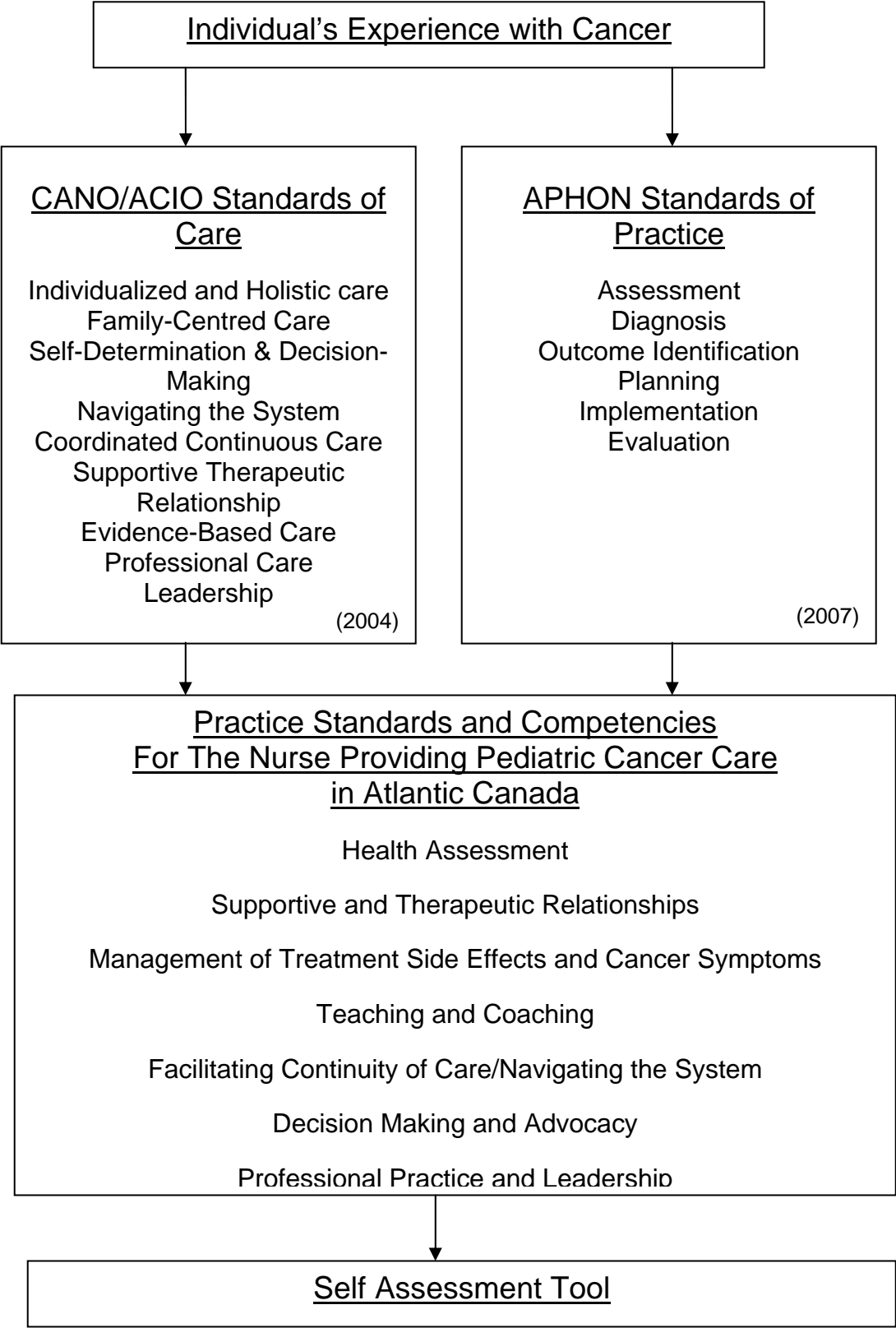
Included in this document is a self-assessment tool. The tool can be used by the nurse, the nurse's manager, or other appropriate person to evaluate practice. The tool should help evaluate knowledge, skill and practice needs to further advance practice. Managers or other appropriate persons can also use the tool to obtain and maintain the structures, processes and educational programs that need to be in place to help the nurse continue to meet these minimum standards.

The basis of pediatric cancer care delivery in the Atlantic Provinces is a family-centered, shared care philosophy. Within this context, the individual with cancer refers not only to the person with cancer (or at risk for developing cancer) but also includes the family. Care may be shared between and among different professionals, different settings, and across provinces.

Each nurse is expected to be able to search for further information as needed, and seek appropriate guidance or direction as care needs require. This is irrespective of the level of care one is practicing within or whether one is practicing as a generalist or specialist nurse.

Competencies are pertinent throughout the entire cancer experience and apply to all settings where nurses provide care.

Development of Practice Standards and Competencies for the Nurse Providing Pediatric Cancer Care in Atlantic Canada



CANO/ACIO Standards of Care

Individualized and Holistic care

Individuals with cancer and their family are entitled to care that is individualized, holistic, and responsive to and respectful of individual differences, such as but not limited to, developmental, physical, cultural, spiritual, social, economic, philosophical, political, or gender.

Family-Centered Care

Individuals with cancer and their family are entitled to care that is family centered, incorporates growth and the developmental needs of each member, and is respectful of the family's resources and coping style.

Self-Determination & Decision-Making

Individuals with cancer and their family have the right to self-determination, the right to access information, the right to make decisions about their health care, and the right to have an advocate, if they are unable or choose not to participate in decision-making.

Navigating the System

Individuals with cancer and their family are entitled to care that is respectful of and responsive to their community of living. Community of living includes home, work, school, circle of friends and family and community in which the individual lives. The individual with cancer and family are entitled to assistance in navigating through the cancer and health care systems. Navigation begins when the person first enters the cancer care system, receives treatment and care, and returns to their own community, and re-enters the system at any point along the continuum of care.

Coordinated Continuous Care

Individuals with cancer and their family are entitled to care that is coordinated among providers and across the continuum of cancer control (prevention, screening, early detection, pre-diagnosis, diagnosis, treatment, survivorship and palliation).

Supportive Therapeutic Relationship

Individuals with cancer and their family are entitled to a supportive, knowledgeable, caring and therapeutic relationship with care providers throughout their cancer experience.

Evidence-Based Care

Individuals with cancer and their families are entitled to care that is based on theory, and science (physiologic and psychosocial sciences), and incorporates principles of evidence-based practice, best practice or available evidence.

Professional Care

Individuals with cancer and their family are entitled to care that is professional and incorporates ethical principles and legislative requirements.

Leadership

Individuals with cancer and their family are entitled to care within a system that has patient-focused, professional leadership.

APHON Pediatric Oncology Nursing Scope and Standards of Practice

APHON has identified the following standards of practice for the Pediatric Oncology Nurse:

- Assessment
- Diagnosis
- Outcome Identification
- Planning
- Implementation
- Evaluation

Each standard is defined and measurable criteria are identified in APHON's Pediatric Oncology Nursing: Scope and Standards of Practice (2007) document.

Association of Pediatric Hematology/Oncology Nurses (APHON) (2007). Pediatric Oncology Nursing: Scope and Standards of Practice. Glenville, Illinois: Author.

Practice Standards for the Nurse Providing Pediatric Cancer Care in Atlantic Canada

Practice Standard: Health Assessment

The nurse providing cancer care conducts timely assessments sensitive to language and culture of the child with cancer and his/her family across the cancer continuum. The nurse considers the needs and responses of the individual, family, and the context of the situation in determining the scope and depth of assessment required at a particular time.

Practice Standard: Supportive and Therapeutic Relationships

The nurse providing cancer care engages in a caring, supportive, therapeutic relationship with the child with cancer and his/her family. The relationship is sensitive to the child's changing physical, psychosocial-spiritual reactions and responses.

Practice Standard: Management of Treatment Side Effects and Cancer Symptoms

The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.

Practice Standard: Teaching and Coaching

The nurse prepares the child with cancer and his/her family for the many different aspects of the cancer experience along the trajectory and provides guidance to assist them to understand and manage the many different aspects of the cancer experience through education, psychosocial and spiritual support, and counselling.

Practice Standard: Facilitating Continuity of Care/Navigating the System

The nurse promotes continuity of care, facilitates care delivery across care settings and among health care providers by sharing information and communicating the child's and family's current situation, plan of care and goals and the individual/family needs. The nurse assists the child and family to navigate the health care system through understanding its structure, system and process and providing them with strategies to work within the health care system.

Practice Standard: Decision Making and Advocacy

The nurse enables a child's self-determination and informed decision making by exploring and respecting the child's values and information needs, enabling this process with other inter-professional health care team members, advocating on the child's and family's behalf, communicating and documenting the child's and family's preferred approach to care and wishes.

Practice Standard: Professional Practice and Leadership

The nurse engages in critical thinking, integrates evidence-based knowledge (or best practice), exercises ethical judgment, and advocates for changes when institutional policies fail to meet the needs of patients dealing with cancer or at risk for developing cancer.

(Adapted from the CANO Standards and Competencies for the Specialized Oncology Nurse, 2006) Canadian Association of Nurses in Oncology/Association Canadienne des Infirmières en Oncologie (CANO/ACIO) (2006). Practice Standards and Competencies for the Specialized Oncology Nurse. Toronto, Canada: CANO/ACIO.

Atlantic Provinces Pediatric Hematology/Oncology Network's (APPHON) Levels of Care

The criteria for the levels of pediatric hematology/oncology health care refer to resources (personnel, knowledge/competencies, facilities and equipment) needed to provide each level of intervention safely and effectively. Interventions will be designated as requiring basic/foundation care to sub-specialty pediatric hematology/oncology care. Each level of care requires all of the components of the previous level of care plus the additional components added for that level of care.

Home Care:

It is acknowledged that a significant portion of each child's care will be undertaken in her/his home. At varying stages of the child's course of treatment and health, the intensity of care received at home will vary.

Physician's Office:

Physician office care will encompass basic/foundation ambulatory care including routine physical examination, regular child health monitoring, monitoring for therapy complications and side effects, emotional and psychological support, school re-integration, and provision of basic/ foundation supportive care. The child and family's home community physician is essential to maintaining continuity of care.

Basic/Foundation Care:

Ambulatory/community basic/foundation supportive care including immediate stabilization of a critically ill child when necessary. In general, the care delivered will be low intensity, low risk.

Intermediate Care:

Ambulatory and inpatient care to include administration of intermediate level appropriate systemic cancer chemotherapeutic agents intravenously, intramuscularly, subcutaneously and orally, as well as inpatient supportive care for low risk patients [such as rehydration for nausea and vomiting].

Advanced Care:

Administration of ambulatory/inpatient intermediate and advanced level appropriate systemic cancer chemotherapy (as defined by the tertiary centre) intravenously, intramuscularly, subcutaneously, and intrathecally, as well as supportive care for these patients [including inpatient care for low risk febrile neutropenia, intravenous acyclovir administration for varicella zoster, and total parenteral nutrition administration]. Where local expertise is available and timing is appropriate, surgical interventions such as placement of gastrostomy tube or port-a-cath may occur. Personnel able to act as resources for sites where basic/foundation or intermediate care is delivered.

Sub-Specialty Care:

Administration of complex cancer chemotherapy and supportive care for high-risk patients. Administration of radiotherapy and cancer related surgical interventions [diagnostic, therapeutic]. Care, academic and research resource.

Within the above framework, the definitions for systemic chemotherapy are (as adopted from the Cancer Care Nova Scotia Systemic Therapy Levels of Care Program)

Community/Home Level:

Systemic therapy that may be self-administered or given in a community setting that does not require hospital services for safe administration.

Basic Level Hospital:

Basic systemic therapy that does not require immediate complicated adverse effect management. Therapy administered generally within a hospital setting.

Intermediate Level Hospital:

Systemic therapy regimens that require more specialized nursing skills or volume of activity to maintain competence. These agents include vesicants, those that require active hydration support, those with potential organ complications, and those with a risk of hypersensitivity reactions or administration-related reactions.

Advanced Level Hospital:

Systemic therapy regimens that should be given under the direct supervision of an experienced oncology care physician.

Specialized Level Hospital:

Systemic therapy regimens that require specialized facility resources or multidisciplinary specialist teams.

Competencies for Practice Standard: Health Assessment within an Intermediate Level of Care

Competencies

The nurse practicing within this Level of Care demonstrates the standard by:

- systematically collecting relevant data from the child, family, friends and others using varied strategies on an ongoing basis that are sensitive to the needs of the individual and family, and the context of the situation.
- performing and documenting an initial physical assessment and health history, focusing on known symptoms and complications for that particular patient population.
- recognizing co-morbid conditions and variances from normal growth and development.
- using a variety of sources to collect relevant clinical data (vital signs, laboratory profiles, medication profiles, diagnostic imaging tests) to obtain a complete picture of the child's physical response to the cancer experience at time of assessment.
- regularly assessing and monitoring for potential acute and chronic physical changes to the child's response to illness with ongoing reassessments of the clinical situation. Recommended to use a tool(s) to facilitate assessment.
- assessing, in a non judgmental way, the use of present complementary and/or alternative health practices.
- describing the typical behaviour of the child's type of cancer.
- identifying the type(s) of treatment for the child's specific cancer.
- identifying, and anticipating, what, if any, oncology emergencies could occur specific to the child's situation.

- recognizing children at high risk for nutritional problems; making appropriate referral(s).
- demonstrating knowledge about the drugs within the child's specific protocol to enable appropriate drug specific assessment.
- recognizing if a child is on a clinical trial.

Symptom Assessment

- assessing the specific symptom experience for the child's treatment.
- assessing the child for the presence of common cancer-related pain and other (disease) symptom problems on a regular and on-going basis (recommended that a validated assessment tool is used).
- analyzing data obtained from ongoing symptom assessments to plan, implement, and evaluate nursing interventions during urgent and emergent illness episodes.
- demonstrating who to contact for further direction if symptom management not effective or in the event of an unusual, unexpected symptom/side effect.

Psychosocial, Spiritual and Cultural Assessment

- assessing the child's and family's religious and spiritual practices and resources that they find helpful in times of crises.
- assessing and respecting cultural influences as they relate to the illness experience, treatment, family coping mechanisms and communication.

**Health Assessment within an Intermediate Level of Care:
*Psychosocial, Spiritual and Cultural Assessment cont'd***

- assessing the child's and family's supportive and informational needs in relation to their desired needs.
- assessing the child's and family's preferred role in decision making.
- assessing the financial, social and practical concerns that may impact the cancer experience.
- screening for psychosocial, spiritual, and cultural distress (using validated tools as appropriate).

- promoting the child's and family's dignity and privacy when making any assessments.
- identifying coping strategies used by the child and family, and recognizing those strategies relevant to appropriate adjustment.

Sexual Health

- assessing sexual health changes as a result of symptoms, disease, and treatment.

Competencies for Practice Standard: Health Assessment within an Advanced Level of Care

All the Competencies in the Intermediate Level Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- performing and documenting a **comprehensive** initial physical assessment and health history, focusing on known symptoms and complications for that particular patient population.
- describing the impact of the disease and treatment on the child's developmental level.
- recognizing co-morbid conditions and variances from normal growth and development **AND** assessing how they may impact on the cancer disease process and the child's/ family's response to illness.
- using a variety of sources to collect relevant clinical data (vital signs, laboratory profiles, medication profiles, diagnostic imaging tests) to obtain a **comprehensive** in-depth picture of the child's physical response to the cancer experience.
- regularly assessing and monitoring for potential acute and chronic physical changes to the child's response to illness with ongoing reassessments of the clinical situation using focused assessment tools (i.e. pain flow sheet, fatigue scales) as appropriate.

Symptom Assessment

- conducting **in-depth** assessments that explore the specific symptom experience for the child's treatment.

Psychosocial, Spiritual and Cultural

- exploring and documenting the impact and meaning of illness on the child and family, taking into account their present life circumstances and their view of quality of life.

Sexual Health

- assessing the child's (as appropriate) and family's understanding of possible changes in fertility and the need for birth control during treatment and recovery.
- assessing and describing changes in body image, personal relationships, intimacy, and self-esteem.
- assessing emotional responses to changes in sexual health.

Competencies for Practice Standard: Health Assessment within a Subspecialty Level of Care

All the Competencies in the Intermediate & Advanced Levels Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- assessing, in a non judgmental way, the use of **past**, present, **or anticipated** complementary and/or alternative health practices.
- recognizing abnormalities or unexpected outcomes and synthesizing information to promote effective understanding of the situation.
- using critical thinking skills and integrating best practice/evidence-based knowledge with the information collected from the health assessment to anticipating, planning, implementing, and evaluating nursing interventions aimed at restoring optimum health in all its dimensions during the cancer experience.

Symptom Assessment

- conducting **in-depth** assessments that explore the specific symptom experience for the child's treatment and Integrating it with specific symptoms for the cancer.
- **critically** analyzing data obtained from ongoing symptom assessments to plan, implement, and evaluate nursing interventions during urgent and emergent illness episodes.

Psychosocial, Spiritual and Cultural Assessment

- conducting a systematic, comprehensive psychosocial, spiritual and cultural assessment that includes exploring the child's and family's responses to cancer, their main concerns, feelings, fears, goals and understanding of prognosis.
- assessing if the child has any pre-existing mental health needs including therapies and outcomes (if relevant).

Competencies for Practice Standard: Supportive and Therapeutic Relationships within an Intermediate Level of Care

Competencies

The nurse practicing within this Level of Care demonstrates the standard by:

- describing different needs, feelings, fears, concerns and losses that the child and family may experience as part of the cancer journey
- using communication skills that include clarification, reflection, exploration, summarization and open-ended questions to facilitate the child's and family's disclosure of their concerns and feelings.
- being able to actively listen to the child and family recognizing that at times supportive presence may be the most appropriate intervention.
- being able to succinctly document the child's and family's reactions and responses, maintaining confidentiality, but sharing what the interdisciplinary health care team needs to know to provide individualized care.
- being aware of the boundaries that should be maintained to have the relationship continue as a helping therapeutic relationship.
- recognizing the child's and family's changing responses to the cancer experience along the continuum and responding appropriately to these different reactions.
- seeing the child and family independent of their disease and supporting them as their lives are impacted by the illness.
- communicating and discussing the child's and family's situation with the health care team and facilitating their understanding of the child's and family's situation
- applying knowledge to identify additional psychosocial and supportive care needed and referring to appropriate resources.
- assisting the child and family to identify realistic goals
- recognizing the importance of school re-integration activities

Competencies for Practice Standard: Supportive and Therapeutic Relationships within an Advanced Level of Care

All the Competencies in the Intermediate Level Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- describing the cancer experience and the different needs, feelings, fears, concerns and losses that the individual/family may experience as part of the cancer journey and being able to comfortably discuss them with the individual/family.
 - being able to succinctly document not only reactions and responses but also the child's and family's **perspective**.
 - applying knowledge of family dynamics and disease adaptation to support the child's/family's adjustment to managing and living with the uncertainties of cancer as a chronic illness.
 - applying supportive care strategies and best practice/evidence-based psychosocial care interventions that are within the scope of practice to facilitate effective coping.
- being able to participate in discussions of difficult issues and content (i.e. disease progression, prognosis, mortality, dying, sexual health changes) and facilitate exploration of the issue.
 - assisting the child and family to establish/maintain relationships with individuals or groups who have significant meaning to them.
 - communicating and discussing the child's and family's situation with the health care team and facilitating their understanding of the child's and family's perspective, current experience, their cultural and spiritual beliefs, and the impacts on the response to treatment.
 - being present to offer support to the child &/or family during varied procedures such as lumbar punctures, deep sedation, N/G tube insertion.
 - facilitating participation in re-integration activities, e.g. determines child has been referred (or refers) to Child Life Specialist.

Competencies for Practice Standard: Supportive and Therapeutic Relationships within a Subspecialty Level of Care

All the Competencies in the Intermediate & Advanced Levels

Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- being able to not only participate in discussions of difficult issues/content (i.e. disease progression, prognosis, mortality, dying, sexual health changes) but initiate difficult discussions.
- using critical thinking skills and integrating best practice/evidence-based knowledge with the information collected from the health assessment to anticipate, plan, implement and evaluate nursing interventions aimed at restoring optimum health in all its dimensions during the cancer experience.
- applying knowledge to identify if the child and family require additional psychosocial and spiritual supportive care (i.e. depression) and referring in a timely manner.
- initiating school re-integration activities
- describing appropriate emotional, psychosocial, and behavioural responses for children dealing with cancer, as well as their siblings.
- being present for the child and family during a bone marrow aspiration and biopsy.

Competencies for Practice Standard: Management of Treatment Side Effects and Cancer Symptoms within an Intermediate Level of Care

<p><u>Competencies</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • understanding the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatment for the child's situation. <p><i>Treatment Modalities</i></p> <p><u>Surgery for diagnosis/treatment</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of the role surgery plays in the many aspects of cancer diagnosis and treatment. <p><u>Chemotherapy</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of the classifications, mechanism of action, indications for, and side effects of chemotherapeutic agents within the child's protocol. • demonstrating an understanding of and following standards/guidelines related to the principles of safe handling and administration of chemotherapy. • anticipating, planning, implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and short and long term complications of chemotherapy. • interpreting and following the portion of the protocol pertinent to the setting. Seeks further direction as needed. • notifying child/family of blood results with ability to discuss impact of those results related to treatment. 	<p><u>Radiation Therapy</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of the purpose of radiation if the child received radiation therapy. • demonstrating ability to search for information specific to radiation side effects as needed. <p><u>Biotherapy/Hormones</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of and following standards/guidelines related to the principles of safe handling and administration of biotherapies/hormones. • implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and short and long term complications of biotherapy/hormones. <p><u>Other therapies</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of the role of non pharmacological modalities such as acupuncture, massage, therapeutic touch, heat/cold. • demonstrating an understanding that complementary/ alternative health practices may interact with existing treatment modalities or cause unfavourable/harmful side effects/ symptoms. <p><u>Palliative Therapies</u></p> <ul style="list-style-type: none"> • demonstrating an understanding of the use of all these treatment modalities in the palliation of patients with advanced disease. • providing palliative care symptom management based on a broad understanding of palliative care.
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Management of Treatment Side Effects and Cancer Symptoms within an Intermediate Level of Care continued

Combined Modalities

- demonstrating an understanding of the effects of combined therapies on the severity of side effects and complications.

Symptom and Side Effects Management

- applying knowledge of cancer type and trajectory, etiology of symptoms, and treatment complications to anticipate treatment side effects and symptoms using best practice/evidence-based interventions to prevent or minimize problems/symptoms as they occur.
- anticipating, planning, implementing and utilizing best practice/evidence-based approaches to intervene effectively in treatment side effect and symptom management and evaluating the effect of these interventions on an ongoing basis.
- utilizing non-pharmacological approaches in the management of treatment side effects and cancer symptoms.

Oncology Emergencies

- describing and identifying clinical presentation (signs and symptoms), risk factors, and standard treatment management related to the following oncology emergencies:
 - Hypocalcaemia, Hypercalcemia
 - Malignant bowel obstruction
 - Typhilitis
 - Sepsis/Septic shock/Febrile neutropenia
 - Anaphylaxis
- using established guidelines to facilitate assessment and management of febrile neutropenia.

Sexual Health Issues

- providing suggestions to address the sexual health changes that the child or family has identified as a concern.
- consulting professionals with expertise to help the child and family address sexual functioning changes, other symptoms related to sexual health changes, body image issues, self-esteem issues and relationship issues.

Safe Use of Treatment Delivery Devices (Technology)

- demonstrating an understanding of the safety issues associated with technical devices used in cancer treatment such as central venous access devices, syringe drivers, ambulatory pain pumps, etc.
- assessing and anticipating problems/issues associated with these devices.
- being able to safely manage the care of the child with these devices as per existing organizational standards.

Procedures (Procedural Skills)

- demonstrating skill and knowledge in the provision of enteral feeding care (including insertion, or assistance with insertion, of a nasogastric tube (N/G), provision of feedings, and care of a feeding tube).

Competencies for Practice Standard: Management of Treatment Side Effects and Cancer Symptoms within an Advanced Level of Care

All the Competencies in the Intermediate Level Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- demonstrating ability to problem-solve symptom management based on the most appropriate approach for the child
- coordinating treatment plan of care across settings & professions/health care people

Treatment Modalities

Radiation Therapy

- implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and short and long-term complications of radiation therapy such as radiation skin reactions (pertinent to the child's situation).

Biotherapy/Hormones

- demonstrating an understanding of the principles, indications, classification, and mechanism of action of biotherapy/hormones.

Hematopoietic Stem Cell Transplant

- anticipating, planning, implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and short and long-term complications of hematopoietic stem cell transplants.
- demonstrating an understanding of the reason for hematopoietic stem cell transplants.

Procedures (Procedural Skills)

- demonstrating skill and knowledge in provision of the preparation, monitoring, and assisting the physician with lumbar punctures and deep sedation.
- demonstrating skill and knowledge in provision of parenteral nutrition.

Competencies for Practice Standard: Management of Treatment Side Effects and Cancer Symptoms within a Subspecialty Level of Care

All the Competencies in the Intermediate & Advanced Levels Plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- understanding the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatments in relation to the management of the following major cancer diseases in children:
 - Leukemias and lymphomas
 - Bone and tissue sarcomas
 - Brain and central nervous system

Treatment Modalities

Surgery for diagnosis/treatment

- anticipating, planning, implementing and evaluating best practice/evidence-based care interventions on an ongoing basis to decrease the severity of side-effects and short and long term complications of surgery.

Chemotherapy

- demonstrating the skills and knowledge to administer complex chemotherapy protocols requiring specific timing, monitoring and supportive care.

Radiation Therapy

- demonstrating an understanding of the mechanism of action, principles and purpose of the various types of radiation therapy.
- demonstrating an understanding of and following standards related to the principles of radiation protection precautions and safe handling/disposal of radioactive sources.

- anticipating, planning, implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and identifying short and long term complications of radiation therapy such as radiation skin reactions.

Biotherapy/Hormones

- anticipating, planning, implementing and evaluating best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and short and long-term complications of biotherapy/hormones.

Hematopoietic Stem Cell Transplant

- demonstrating an understanding of the principles and indications for hematopoietic stem cell transplants.

Palliative Therapies

- providing increasingly complex palliative care symptom management based on a comprehensive understanding of palliative care.

Oncology Emergencies

- understanding the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatments in relation to the management of the following oncology emergencies:
 - ♦ Spinal cord compression
 - ♦ Superior vena cava syndrome
 - ♦ Syndrome of inappropriate antidiuretic hormone secretion (SIADH)
 - ♦ Disseminated intravascular coagulation (DIC)

Management of Treatment Side Effects and Cancer Symptoms within a Subspecialty Level of Care:

Oncology Emergencies continued

- ◆ Neoplastic cardiac tamponade
- ◆ Hyperleukocytosis
- ◆ Tumour lysis syndrome
- ◆ Septic shock
- ◆ Typhilitis

Procedures (Procedural Skills)

- demonstrating skill and knowledge in provision of the preparation monitoring and assisting the physician with bone marrow aspirations and biopsies.

Competencies for Practice Standard: Teaching and Coaching within an Intermediate Level of Care

Competencies

The nurse practicing within this Level of Care demonstrates the standard by:

- assessing the child's and family's readiness to learn, their learning styles, and their preferred scope and depth of information to develop a relevant teaching plan.
- applying the principles of adult, child, and family learning when planning, implementing and evaluating best practice/ evidence based nursing interventions to educate and coach the child and family about the cancer experience.
- adjusting one's teaching and coaching style to address factors such as life stage, culture, education and family decision-making and communication styles that impact on learning.
- assessing the child's and family's understanding of common psychological reactions and responses to the cancer experience
- teaching the child and family about common responses and reactions and interventions that may be helpful.
- reinforcing education to the child and family about the signs and symptoms of the disease, side effects of the treatments [immediate, early, late and delayed], symptom identification, and self supportive care, e.g. external line care and tube feeds.

- providing relevant information at the appropriate times through the cancer experience related to re local resources and services (agency and community)
- reinforcing relevant information/ education to the child and family at the appropriate times through the cancer experience related to:
 - Prevention and screening
 - Disease process and progression and prognosis
 - Possible treatment options
 - Plan and goal of care
 - Pain and symptom relief
 - Physical care through treatment and recovery
 - Psychosocial, spiritual care
 - Medication administration
 - Oncology emergencies and other possible complications
 - Recovery, rehabilitation and survivorship
 - Palliative care and end of life care
 - Bereavement
- identifying limitations in one's skill and knowledge base and referring to others when appropriate.
- assisting the child and family to identify and build on their strengths when seeking and managing new information and situations.
- facilitating access to information per child's or family's request.
- describing one's role within the team to child and family.

Competencies for Practice Standard: Teaching and Coaching within an Advanced Level of Care

<u>All the Competencies of the previous level of care</u>	
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Competencies for Practice Standard: Teaching and Coaching within a Subspecialty Level of Care

<p><u>All the Competencies of the previous two levels of care plus:</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • assisting the child and family to understand the importance of adopting healthy lifestyle behaviours to optimize treatment outcomes. • demonstrating understanding of genetic risk factors and assisting the child and family to access information relevant to the child's disease and supporting the child and family through their experience. • assisting the child and family in understanding the processes of genetic counselling and referring them to appropriate genetic information resources and genetic professionals. • assisting the child and family to understand the risks and benefits of cancer treatment options, including clinical research trials and complimentary/ alternative health practices, taking into consideration their own values and beliefs • providing relevant information/education at the appropriate times through the cancer experience related to: <ul style="list-style-type: none"> Prevention and screening Disease process and progression and prognosis Possible treatment options Plan and goal of care Pain and symptom relief 	<ul style="list-style-type: none"> Physical care through treatment and recovery Psychosocial, spiritual care Medical administration Oncology emergencies and other possible complications Resources and services (agency and community) Recovery, rehabilitation and survivorship Palliative care and end of life care Bereavement • facilitating the child's and family's understanding of the episodic and chronic nature of cancer. • providing relevant information/ education to facilitate the child's and family's development of self-care to manage and anticipate the signs and symptoms of the disease, side effects of treatments, symptom identification, supportive care (e.g. administration of colony stimulating factors) and treatment devices (e.g. tube feeds and central venous lines). • providing relevant education to the child and family about the immediate, early, late and delayed side effects of treatment, purpose of treatment, scheduling, treatment administration and management of side effects as relevant to the child's situation. <p>Treatment includes: Systemic therapy, Radiation therapy, Biologic therapy, Hormonal therapy, Surgery, Hematopoietic Stem Cell Transplant.</p>
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***Teaching and Coaching within a
Subspecialty Level of Care continued***

- utilizing principles of effective teaching to ensure the child/family understands treatment side-effects and symptoms, how these will be managed, addressing common concerns such as fears of addiction and tolerance, to facilitate effective treatment and promote patient self-care management of symptoms and side effects.
- preparing the child and family for the possible/probable sexual functioning/performance changes and other symptoms and side effects that can be experienced as a result of the disease and treatment.

- preparing the child and family for possible changes to body image and self-esteem
- sensitively preparing the child and family for potential/probable fertility changes and the need to maintain birth control measures.

Competencies for Practice Standard: Facilitating Continuity of Care/Navigating the System within an Intermediate Level of Care

<p><u>Competencies</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • applying knowledge to assist the child and family navigate the health care system, anticipating gaps and problems they may encounter, and guiding them in approaches to facilitate access to care. • facilitating the coordination of care by exchanging information with health care providers within different settings, about the child's and family's goals, needs, plan of care and the child's and family's main concerns and expectations. • applying knowledge of the child's and family's emotional responses to changing needs as they move across the cancer care continuum, supporting them through the transitions. • initiating, advocating and mobilizing resources required by the child and family, to facilitate needs being met at different points of time and care settings. • collaborating with the child and family to assess and anticipate their needs for resources and supporting their goals of care. 	<ul style="list-style-type: none"> • applying knowledge of the impact of cancer on the child's and family's roles and relationships • facilitating role redefinition and adaptation (of child, family, others) • clarifying and validating the child's and family's expectations of the health care system. • instructing the child and family about the appropriate person to contact for concerns and problems as they arise along the cancer trajectory. • being aware of the agency and community resources and systems that could be useful to the child and family through different parts of the cancer journey. • preparing the child and family to understand the concept of palliative care and end of life care as the need arises along the trajectory and facilitating access to palliative care experts as needed. • participating in developing a care plan that promotes continuity across settings. • describing available local and distant resources.
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Competencies for Practice Standard: Facilitating Continuity of Care/Navigating the System within an Advanced Level of Care

<p><u>All the Competencies of the previous level of care</u></p>	
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Competencies for Practice Standard: Facilitating Continuity of Care/Navigating the System within a Subspecialty Level of Care

All the Competencies of the previous two levels of care plus:

The nurse practicing within this Level of Care demonstrates the standard by:

- preparing the child and family to understand the process of cancer care delivery and anticipating concerns about treatment delays and acceptable standards for wait times for cancer care delivery.

Competencies for Practice Standard: Decision Making and Advocacy within an Intermediate Level of Care

<p><u>Competencies</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • clarifying with the family (and child) that they understand the implications and outcomes of care and treatment before providing/ administering it to them. • applying a non-judgemental approach to facilitate the child's and family's decision making to make informed choices or referring to an appropriate expert who can guide them. • advocating for the child's and family's wishes and decisions when developing the plan of care. 	<ul style="list-style-type: none"> • integrating and applying knowledge of the influence of culture, developmental stage, age and gender influences on decision making. • using negotiation and collaborative skills to advocate for the individual. • assessing, on an ongoing basis, the child's and family's preferred role in decision making along the continuum. • collaborating with others who need to be part of the decision-making process • documenting the child's and family's goals and preferences for decision making and the processes used to arrive at these decisions.
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Competencies for Practice Standard: Decision Making and Advocacy within an Advanced Level of Care

<p><u>All the Competencies of the previous level of care</u></p>	
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Competencies for Practice Standard: Decision Making and Advocacy within a Subspecialty Level of Care

<p><u>All the Competencies of the previous two levels of care</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • helping the child and family understand the various cancer treatment options available and the implications of the treatment decisions/choices that are 	<p>made including those related to informed consent in clinical trial participation</p> <ul style="list-style-type: none"> • intervening and/or facilitating between the child and family when differences regarding self-determination arise. • recognizing when to refer to an advanced oncology nurse (as defined by CANO/ACIO)
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Competencies for Practice Standard: Professional Practice and Leadership within an Intermediate Level of Care

<p><u>Competencies</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • using research and best practice/evidence-based knowledge in assessing, planning, intervening and evaluating care, whenever possible in the provision of care. • reflecting on one’s practice to examine thoughts, feelings, actions, beliefs, assumptions and knowledge in providing care and using this to improve practice. • integrating and applying knowledge about continuous quality improvement and program evaluation, to improve the quality of patient cancer care and patient satisfaction, taking into consideration care cost and resource allocation issues. • identifying potential or actual gaps in cancer care and informing the appropriate member(s) of the health care team and working to creatively problem solve for system or policy change. 	<ul style="list-style-type: none"> • actively participating in professional associations and organizations that promote cancer care and advance oncology nursing. • recognizing the ongoing stress of working in cancer care and the importance of maintaining therapeutic relationships, a balanced life and seeking support/assistance when needed. • practicing according to current professional standards, laws, and regulations. • understanding and applying basic ethical principles. • reflecting on one’s personal ethical beliefs • successfully completing CPR certification. • successfully completing PALS would be an asset. • participating in various continuing education activities expanding his/her oncology nursing knowledge and skill.
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Competencies for Practice Standard: Professional Practice and Leadership within an Advanced Level of Care

<p><u>All the Competencies of the previous level of care</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none"> • applying leadership skills in promoting practice change 	<ul style="list-style-type: none"> • applying knowledge of best practice/ evidence-based interventions to one’s practice • applying knowledge of team dynamics ensuring that nursing expertise is visible in influencing inter-professional care processes for patient outcome
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Competencies for Practice Standard: Professional Practice and Leadership within a Subspecialty Level of Care

<p><u>All the Competencies of the previous two levels of care</u></p> <p>The nurse practicing within this Level of Care demonstrates the standard by:</p> <ul style="list-style-type: none">▪ regularly participating in various continuing education activities continuously expanding his/her oncology nursing specialty knowledge and skill such as completion of CON(C) certification exam, CPON certification, credited courses, consulting with colleagues and other experts in the field, attending relevant workshops/seminars/in-services and reading relevant articles/evidence.• acting as a mentor and a resource to fellow nursing colleagues and students in the specialty of oncology nursing.	<ul style="list-style-type: none">• looking for opportunities to participate in research and participating in research activities based on one’s own expertise and stage of clinical/professional practice. This may include being part of a research team, using research in one’s practice, recruiting patients for clinical trials, identifying researchable problems, initiating a research study, etc.• critically analyzing cancer care situations to identify potential ethical issues applying an ethical framework to support child and family decision-making processes and accessing resources to assist as required.
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Practice Standards and Competencies for Nurses Providing Pediatric Cancer Care within the APPHON Levels of Care Approach to Care Delivery: Self-Assessment Tool

Introduction

The purpose of this tool is to enable the nurse to reflect on his/her own practice to identify personal learning needs and evaluate his/her ability to practice to the scope of the specialty of oncology. It can also be used by Nurse Managers, Administrators and others as a guide for evaluating the nurse's performance based on current recommended standards of care and competencies.

This tool describes the competencies expected of the nurse within APPHON's 3 Levels of Care that deal with chemotherapy administration. The competencies are founded on CANO's Standards of Care/Roles in Oncology/Role Competencies (2001) and APHON's (2007) Pediatric Oncology Nursing: Scope and Standards of Practice.

The tool is organized based on the seven (7) domains of the nurse providing pediatric cancer care within the APPHON Levels of Care approach to care delivery: Health Assessment, Supportive and Therapeutic Relationships, Management of Treatment Side Effects and Cancer Symptoms, Teaching and Coaching, Facilitating Continuity of Care/Navigating the System, Decision Making and Advocacy, Professional Practice and Leadership

The tool is completed based on the level of care the nurse works in on a regular basis. Only those competencies that apply to the level of care that the nurse is working in are completed. Each competency is identified by either "I" for intermediate level, "A" for advanced level, or "S" for subspecialty level to correspond with the level of care.

I) Practice Standard						
The practice standard (core competency) encompasses the knowledge, skill, judgment and application necessary to effectively practice within the practice domain.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not Applicable
Competency A competency describes the behaviours expected of the pediatric oncology nurse in meeting the practice standard.						
1) I demonstrate.....						
2) I integrate and apply.....						

The framework for evaluating the nurse's performance is adapted from Haag-Heitman & Kramer (1998), which is based on Benner's (1984) "novice to expert theory" and Dreyfus' (1986) model of skill acquisition. It is the same framework used to assist in evaluating the specialized oncology nurse described by CANO (Specialized Oncology Nurse Competencies, 2006).

Level	Skills and Knowledge
Novice	Marginal conceptual understanding, minimal clinical experience, very little knowledge of the topic area, textbook/classroom knowledge <ul style="list-style-type: none"> • You seek assistance in making clinical decisions • You have minimal skills or practice in this area
Advanced Beginner	Conceptual understanding, minimal clinical experience, some knowledge of the topic area <ul style="list-style-type: none"> • You have had limited exposure to clinical situations • You are able to identify normal findings • You are guided by what you need to do rather than by patient responses
Competent	Conceptual understanding and skill performance (competent), clinically experienced <ul style="list-style-type: none"> • You have had varied exposure to many situations • You are able to identify normal and abnormal findings • You have an awareness of patient and family view points • You are able to manage complex situations • You are able to prioritize
Proficient	Conceptual understanding, proficient performance, clinically experienced, able to make quick and accurate clinical judgments <ul style="list-style-type: none"> • You have had extensive exposure in most situations • You are able to anticipate potential assessment changes • You are able to prioritize in response to changing situations • You are able to interpret the patient and family experience from a wider perspective
Expert	Analysis, synthesis, application, highly skilled clinically, extensive and well-developed knowledge <ul style="list-style-type: none"> • You have had extensive exposure with deep understanding of the situation • You are able to rapidly and consistently identify actual and potential assessment changes • You are able to rapidly change priorities under all conditions • You are able to keep personal values in perspective and therefore able to encourage and support patient and family choices.
Not Applicable	The topic area is not relevant to the person's practice. In the nurse's current nursing role, this knowledge/skill would not be required.

Self-Assessment Tool

Directions

1. Read each statement carefully and reflect on it based on the evaluation criteria.
2. Check the appropriate level for each statement.
3. Total the number of each level at the end of each category.
4. Proceed to the end of the tool.

1) HEALTH ASSESSMENT: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse providing cancer care conducts timely assessments sensitive to language and culture of the child with cancer and his/her family across the cancer continuum. The nurse considers the needs and responses of the individual, family, and the context of the situation in determining the scope and depth of assessment required at a particular time.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Systematically collects relevant data from the child, family, friends, and others using varied strategies on an ongoing basis that are sensitive to the needs of the individual and family, and the context of the situation.						
I. Performs and documents an initial physical assessment and health history, focusing on known symptoms and complications for that particular patient population.						
I. Recognizes co-morbid conditions and variances from normal growth and development.						
I. Uses a variety of sources to collect relevant clinical data (vital signs, laboratory profiles, medication profiles, diagnostic imaging tests) to obtain a complete picture of the child's physical response to the cancer experience at the time of assessment.						
I. Regularly assesses and monitors for potential acute and chronic physical changes to the child's response to illness with ongoing reassessments of the clinical situation. Recommended to use a tool(s) to facilitate assessment.						
I. Assesses, in a non judgmental way, the use of present complementary and/or alternative health practices.						
I. Describes the typical behaviour of the child's type of cancer.						
I. Identifies the type(s) of treatment for the child's specific cancer.						
I. Identifies and anticipates, what, if any, oncology emergencies could occur specific to the child's situation.						
I. Recognizes children at high risk for nutritional problems, making appropriate referral(s).						
I. Demonstrates knowledge about the drugs within the child's specific protocol to enable appropriate drug specific assessment.						
I. Recognizes if a child is on a clinical trial.						

1) HEALTH ASSESSMENT: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse providing cancer care conducts timely assessments sensitive to language and culture of the child with cancer and his/her family across the cancer continuum. The nurse considers the needs and responses of the individual, family, and the context of the situation in determining the scope and depth of assessment required at a particular time.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
A. Performs and documents a comprehensive initial physical assessment and health history, focusing on known symptoms and complications for that particular patient population.						
A. Describes the impact of the disease and treatment on the child's developmental level.						
A. Recognizes co-morbid conditions and variances from normal growth and development AND assesses how they may impact on the cancer disease process and the child's/family's response to illness.						
A. Uses a variety of sources to collect relevant clinical data (vital signs, laboratory profiles, medication profiles, diagnostic imaging tests) to obtain a comprehensive , in-depth picture of the child's physical response to the cancer experience.						
A. Regularly assesses and monitors for potential acute and chronic physical changes to the child's response to illness with ongoing reassessments of the clinical situation using focused assessment tools (i.e. pain flow sheet, fatigue scales) as appropriate.						
S. Assesses, in a non judgmental way, the use of past , present, or anticipated complementary and/or alternative health practices.						
S. Recognizes abnormalities or unexpected outcomes and synthesizes information to promote effective understanding of the situation.						
S. Uses critical thinking skills and integrates best practice/evidence-based knowledge with the information collected from the health assessment to anticipate, plan, implement and evaluate nursing interventions aimed at restoring optimum health in all its dimensions during the cancer experience.						
Symptom Assessment						
I. Assesses the specific symptom experience for the child's treatment.						
I. Assesses the child for the presence of common cancer-related pain and other (disease) symptom problems on a regular and on-going basis (recommended that a validated assessment tool is used).						
I. Analyzes data obtained from ongoing symptom assessments to plan, implement, and evaluate nursing interventions during urgent and emergent illness episodes.						
I. Demonstrates who to contact for further direction if symptom management not effective or in the event of an unusual, unexpected symptom/side effect.						

1) HEALTH ASSESSMENT: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse providing cancer care conducts timely assessments sensitive to language and culture of the child with cancer and his/her family across the cancer continuum. The nurse considers the needs and responses of the individual, family, and the context of the situation in determining the scope and depth of assessment required at a particular time.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
A. Conducts in-depth assessments that explore the specific symptom experience for the child's treatment.						
S. Conducts in-depth assessments that explore the specific symptom experience for the child's treatment and Integrates it with specific symptoms for the cancer.						
S. Critically analyzes data obtained from ongoing symptom assessments to plan, implement, and evaluate nursing interventions during urgent and emergent illness episodes.						
<i>Psychosocial, Spiritual and Cultural Assessment</i>						
I. Assesses the child's and family's religious and spiritual practices and resources they find helpful in times of crises.						
I. Assesses and respects cultural influences as they relate to the illness experience, treatment, family coping mechanisms and communication.						
I. Assesses the child's and family's supportive and informational needs in relation to their desired needs.						
I. Assesses the child's and family's preferred role in decision making.						
I. Assesses the financial, social and practical concerns that may impact the cancer experience.						
I. Screens for psychosocial, spiritual and cultural distress (using validated tools) as appropriate.						
I. Promotes the child's and family's dignity and privacy when making any assessments.						
I. Identifies coping strategies used by the child and family, and recognizes those strategies relevant to appropriate adjustment.						
A. Explores and documents the impact and meaning of illness on the child and family, taking into account their present life circumstances and their view of quality of life.						
S. Conducts a systematic, comprehensive psychosocial, spiritual and cultural assessment that includes exploring the child's and family's responses to cancer, their main concerns, feelings, fears, goals and understanding of prognosis.						
S. Assesses if the child has any pre-existing mental health needs including therapies and outcomes (if relevant).						

1) HEALTH ASSESSMENT: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
The nurse providing cancer care conducts timely assessments sensitive to language and culture of the child with cancer and his/her family across the cancer continuum. The nurse considers the needs and responses of the individual, family, and the context of the situation in determining the scope and depth of assessment required at a particular time.						
<i>Sexual Health</i>						
I. Assesses sexual health changes as a result of symptoms, disease, and treatment.						
A. Assesses the child's and family's understanding of possible changes in fertility and the need for birth control during treatment and recovery.						
A. Assesses and describes changes in body image, personal relationships, intimacy, and self-esteem.						
A. Assesses emotional responses to changes in sexual health.						
Subtotal						

2) SUPPORTIVE AND THERAPEUTIC RELATIONSHIPS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse providing cancer care engages in a caring, supportive, therapeutic relationship with the child with cancer and his/her family. The relationship is sensitive to the child's changing physical, psychosocial-spiritual reactions and responses.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Describes different needs, feelings, fears, concerns and losses that the child and family may experience as part of the cancer journey.						
I. Uses communication skills that include clarification, reflection, exploration, summarization and open ended questions to facilitate the child's and family's disclosure of their concerns and feelings.						
I. Actively listens to the child and family recognizing that at times supportive presence may be the most appropriate intervention.						
I. Able to succinctly document the child's and family's reactions and responses, maintaining confidentiality, but sharing what the interdisciplinary health care team needs to know to provide individualized care.						
I. Is aware of the boundaries that should be maintained to have the relationship continue as a helping therapeutic relationship.						
I. Recognizes the child's and family's changing responses to the cancer experience along the continuum & responds appropriately to these different reactions.						
I. Sees the child and family independent of their disease and supports them as their lives are impacted by the illness.						
I. Communicates and discusses the child's and family's situation with the health care team and facilitating their understanding of the child's and family's situation.						
I. Applies knowledge to identify additional psychosocial and supportive care needed and refers to appropriate resources.						
I. Assists the child and family to identify realistic goals.						
I. Recognizes the importance of school re-integration activities.						
A. Describes the cancer experience and the different needs, feelings, fears, concerns and losses that the individual/family may experience as part of the cancer journey and is able to comfortably discuss them with the individual/family.						
A. Able to succinctly document not only reactions and responses but also the child's and family's perspective .						
A. Applies knowledge of family dynamics and disease adaptation to support the child's/family's adjustment to managing and living with the uncertainties of cancer as a chronic illness.						

2) SUPPORTIVE AND THERAPEUTIC RELATIONSHIPS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse providing cancer care engages in a caring, supportive, therapeutic relationship with the child with cancer and his/her family. The relationship is sensitive to the child's changing physical, psychosocial-spiritual reactions and responses.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
A. Applies supportive care strategies and best practice/evidence-based psychosocial care interventions that are within the scope of practice to facilitate effective coping.						
A. Participates in discussions of difficult issues and content (i.e. disease progression, prognosis, mortality, dying, sexual health changes) and facilitates exploration of the issue.						
A. Assists the child and family to establish/maintain relationships with individuals or groups who have significant meaning to them.						
A. Communicates and discusses the child's and family's situation with the health care team and facilitates their understanding of the child's and family's perspective, current experience, their cultural and spiritual beliefs, and the impacts on the response to treatment.						
A. Being present to offer support to the child &/or family during varied procedures such as lumbar punctures, deep sedation, N/G tube insertion.						
A. Facilitates participation in re-integration activities, e.g., determines child has been referred (or refers) to Child Life Specialist.						
S. Able to not only participate in discussions of difficult issues/content (i.e. disease progression, prognosis, mortality, dying, sexual health changes) but initiate difficult discussions.						
S. Uses critical thinking skills and integrates best practice/evidence-based knowledge with the information collected from the health assessment to anticipate, plan, implement and evaluate nursing interventions aimed at restoring optimum health in all its dimensions during the cancer experience						
S. Applies knowledge to identify if the child and family require additional psychosocial and spiritual supportive care (i.e. depression) and referring in a timely manner.						
S. Initiates school re-integration activities.						
S. Describes appropriate emotional, psychosocial, and behavioural responses for children dealing with cancer, as well as their siblings.						
S. Present for the child and family during a bone marrow aspiration and biopsy.						
Subtotal						

3) MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Understands the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatment for the child's situation.						
A. Demonstrates ability to problem-solve symptom management based on the most appropriate approach for the child.						
A. Coordinates treatment plan of care across settings and professions/health care people.						
S. Understands the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatments in relation to the management of the following major cancer diseases in children:						
Leukemias and lymphomas						
Brain and central nervous system						
Bone and tissue sarcomas						
Treatment Modalities						
Surgery for diagnosis/treatment						
I. Demonstrates an understanding of the role surgery plays in the many aspects of cancer diagnosis and treatment.						
S. Anticipates, plans, implements and evaluates best practice/evidence-based care interventions on an ongoing basis to decrease the severity of side-effects and short and long term complications of surgery.						
Chemotherapy						
I. Demonstrates an understanding of the classifications, mechanism of action, indications for, and side effects of chemotherapeutic agents within the child's protocol.						
I. Demonstrates an understanding of and follows standards/guidelines related to the principles of safe handling and administration of chemotherapy.						
I. Anticipates, plans, implements, and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and short and long term complications of chemotherapy.						
I. Interprets and follows the portion of the protocol pertinent to the setting. Seeks further direction as needed.						
I. Notifies child/family of blood results with ability to discuss impact of those results related to treatment.						
S. Demonstrates the skills and knowledge to administer complex chemotherapy protocols requiring specific timing, monitoring and supportive care.						

3) MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
Radiation Therapy						
I. Demonstrates an understanding of the purpose of radiation if the child received radiation therapy.						
I. Demonstrates ability to search for information specific to radiation side effects as needed.						
A. Implements and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and short and long-term complications of radiation therapy such as radiation skin reactions (pertinent to the child's situation).						
S. Demonstrates an understanding of the mechanism of action, principles and purpose of the various types of radiation therapy.						
S. Demonstrates an understanding of and follows standards related to the principles of radiation protection precautions and safe handling/disposal of radioactive sources.						
S. Anticipates, plans, implements and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and identifies short and long term complications of radiation therapy such as radiation skin reactions.						
Biotherapy/Hormones						
I. Demonstrates an understanding of and follows the standards/guidelines related to the principles of safe handling and administration of biotherapies/hormones.						
I. Implements and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side-effects and short and long term complications of biotherapy/hormones.						
A. Demonstrates an understanding of the principles, indications, classification, and mechanism of action of biotherapy/hormones.						
S. Anticipates, plans, implements and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and short and long-term complications of biotherapy/hormones.						
Hematopoietic Stem Cell Transplant (HSCT)						
A. Anticipates, plans, implements, and evaluates best practice/evidence-based nursing interventions on an ongoing basis to decrease the severity of side effects and short and long-term complications of HSCT.						
A. Demonstrates an understanding of the reason for HSCT.						
S. Demonstrates an understanding of the principles and indications for HSCT.						

3) MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
Other therapies						
I. Demonstrated an understanding of the role of non pharmacological modalities such as acupuncture, massage, therapeutic touch, heat/cold.						
I. Demonstrates an understanding that complementary/alternative health practices may interact with existing treatment modalities or cause unfavourable/harmful side effects/symptoms.						
Combined Modalities						
I. Demonstrates an understanding of the effects of combined therapies on the severity of side effects and complications.						
Palliative Therapies						
I. Demonstrates an understanding of the use of all these treatment modalities in the palliation of children with advanced disease.						
I. Provides palliative care symptom management based on a broad understanding of palliative care.						
S. Provides increasingly complex palliative care symptom management based on a comprehensive understanding of palliative care.						
Symptom and Side Effects Management						
I. Applies knowledge of cancer type and trajectory, etiology of symptoms, and treatment complications to anticipate treatment side-effects and symptoms using best practice/evidence-based interventions to prevent or minimize problems/symptoms as they occur.						
I. Anticipates, plans, implements and utilizes best practice/evidence-based approaches to intervene effectively in treatment side-effect and symptom management and evaluates the effect of these interventions on an ongoing basis.						
I. Uses non-pharmacological approaches in the management of treatment side effects and cancer symptoms.						
Sexual Health Issues						
I. Provides suggestions to address the sexual health changes that the child and family has identified as a concern.						
I. Consults professionals with expertise to help the child and family address sexual functioning changes, other symptoms related to sexual health changes, body image issues, self-esteem issues and relationship issues.						

3) MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
<i>Oncology Emergencies</i>						
I. Describes and identifies clinical presentation (signs and symptoms), risk factors, and standard treatment management related to the following oncology emergencies:						
Hypocalcaemia, Hypercalcaemia						
Malignant Bowel Obstruction						
Typhillitis						
Sepsis/Septic Shock/Febrile Neutropenia						
Anaphylaxis						
I. Uses established guidelines to facilitate assessment and management of febrile neutropenia.						
S. Demonstrates an understanding of the disease process, disease progression, prognosis, clinical presentation (signs and symptoms), risk factors, and standard treatments in relation to the following oncology emergencies:						
Spinal Cord Compression						
Superior Vena Cava Syndrome						
Neoplastic Cardiac Tamponade						
Disseminated Intravascular Coagulation (DIC)						
Syndrome of Inappropriate Antidiuretic Hormone Secretion (SIADH)						
Hyperleukocytosis						
Tumour Lysis Syndrome						
Septic Shock						
Typhillitis						
<i>Safe Use of Treatment Delivery Devices (Technology)</i>						
I. Understands the safety issues associated with technical devices used in cancer treatment such as central venous access devices, syringe drivers, ambulatory pain pumps, etc.						
I. Assesses and anticipates problems/issues associated with these devices.						
I. Safely manages the care of the child with these devices as per existing organizational standards.						

3) MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse integrates and applies knowledge of cancer pathophysiology, disease progression, treatment modalities, treatment side-effects and complications, and symptom problems to assess, plan, implement and evaluate the outcomes of best practice/evidence-based care and other clinical interventions.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
	<i>Procedures (Procedural Skills)</i>					
I. Demonstrates skill and knowledge in the provision of enteral feeding care (including insertion, or assistance with insertion, of a nasogastric tube (N/G), provision of feedings, and care of a feeding tube).						
A. Demonstrates skill and knowledge in provision of the preparation, monitoring assisting the physician with lumbar punctures and deep sedation.						
A. Demonstrates skill and knowledge in provision of parenteral nutrition.						
S. Demonstrates skill and knowledge in provision of the preparation, monitoring assisting the physician with bone marrow aspirations/biopsies.						
Subtotal						

4. TEACHING AND COACHING: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse prepares the child with cancer and his/her family for the many different aspects of the cancer experience along the trajectory and provides guidance to assist them to understand and manage the many different aspects of the cancer experience through education, psychosocial and spiritual support, and counselling.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Assesses the child's and family's readiness to learn, their learning styles, and their preferred scope and depth of information to develop a relevant teaching plan.						
I. Applies the principles of adult, child, and family learning when planning, implementing and evaluating best practice/evidence based nursing interventions to educate and coach the child and family about the cancer experience.						
I. Adjusts one's teaching and coaching style to address factors such as life stage, culture, education and family decision-making and communication styles that impact on learning.						
I. Assesses the child's and family's understanding of common psychological reactions and responses to the cancer experience.						
I. Teaches the child and family about common responses and reactions and interventions that may be helpful.						
I. Reinforces education to the child and family about the signs and symptoms of the disease, side effects [immediate, early, late and delayed] of treatments, symptom identification, and self supportive care, e.g. administration of colony stimulating factors, external line care and tube feeding.						
I. Provides relevant information to the child and family at the appropriate times through the cancer experience related to re local resources and services (agency and community)						
I. Reinforces relevant information/education to the child and family at the appropriate times through the cancer experience related to: Prevention and screening Disease process and progression and prognosis Possible treatment options Plan and goal of care Pain and symptom relief Physical care through treatment and recovery Psychosocial, spiritual care Medication administration Oncology emergencies and other possible complications Resources and services (agency and community) Recovery, rehabilitation and survivorship Palliative Care and end of life care & Bereavement						

4. TEACHING AND COACHING: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse prepares the child with cancer and his/her family for the many different aspects of the cancer experience along the trajectory and provides guidance to assist them to understand and manage the many different aspects of the cancer experience through education, psychosocial and spiritual support, and counselling.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Identifies limitations in one's skill and knowledge base and refers to others when appropriate.						
I. Assists the child and family to identify and build on their strengths when seeking and managing new information and situations.						
I. Facilitates access to information per child's or family's request.						
I. Describes one's role within the team to child and family.						
S. Assists the child and family to understand the importance of adopting healthy lifestyle behaviours to optimize treatment outcomes.						
S. demonstrates understanding of genetic risk factors and assists the child and family to access information relevant to the child's disease and supports the child and family through their experience.						
S. Assists the child and family in understanding the processes of genetic counselling and refers them to appropriate genetic information resources and genetic professionals.						
S. Assists the child and family to understand the risks and benefits of cancer treatment options, including clinical research trials and complimentary/alternative health practices, taking into consideration their own values and beliefs.						
S. Provides relevant information/education at the appropriate times through the cancer experience related to: Prevention and screening Disease process and progression and prognosis Possible treatment options Plan and goal of care Pain and symptom relief Physical care through treatment and recovery Psychosocial, spiritual care Medication administration Oncology emergencies and other possible complications Resources and services (agency and community) Recovery, rehabilitation and survivorship Palliative Care and end of life care & Bereavement						
S. Facilitates the child's and family's understanding of the episodic and chronic nature of cancer.						
S. provides relevant information/ education to facilitate the child's and family's development of self-care to manage and anticipate the signs and symptoms of the disease, side effects of treatments, symptom identification, and supportive care (e.g. administration of colony stimulating factors) and treatment devices (e.g. tube feeds and central venous lines).						

4. TEACHING AND COACHING: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
The nurse prepares the child with cancer and his/her family for the many different aspects of the cancer experience along the trajectory and provides guidance to assist them to understand and manage the many different aspects of the cancer experience through education, psychosocial and spiritual support, and counselling.						
S. provides relevant education to the child and family about the immediate, early, late and delayed side effects of treatment, purpose of treatment, scheduling, treatment administration, and management of side effects as relevant to the child's situation. Treatment includes:						
Systemic therapy						
Radiation therapy						
Biologic therapy						
Hormonal therapy						
Surgery						
Haematopoietic stem cell transplant						
S. Uses principles of effective teaching to ensure the child/family understands treatment side-effects and symptoms, how these will be managed, addressing common concerns such as fears of addiction and tolerance, to facilitate effective treatment and promote patient self-care management of symptoms and side-effects.						
S. Sensitively prepares the child and family for potential/probably fertility changes and the need to maintain birth control measures.						
S. Prepares the child and family for the possible/probably sexual functioning/performance changes and other symptoms and side effects that can be experienced as a result of the disease and treatment.						
S. Prepares the child and family or possible changes to body image and self-esteem.						
Subtotal						

5. FACILITATING CONTINUITY OF CARE/NAVIGATING THE SYSTEM INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse promotes continuity of care, facilitates care delivery across care settings and among health care providers by sharing information and communicating the child's and family's current situation, plan of care and goals and the individual/family needs. The nurse assists the child and family to navigate the health care system through understanding its structure, system and process and providing them with strategies to work within the health care system.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not applicable
I. Applies knowledge to assist the child and family navigate the health care system, anticipates gaps and problems they may encounter, and guides them in approaches to facilitate access to care.						
I. Facilitates the coordination of care by exchanging information with health care providers within different settings, about the child's and family's goals, needs, plan of care and the child's and family's main concerns and expectations.						
I. Applies knowledge of the child's and family's emotional responses to changing needs as they move across the cancer care continuum, supporting them through the transitions.						
I. Initiates, advocates and mobilizes resources required by the child and family, to facilitate needs being met at different points of time and care settings.						
I. Collaborates with the child and family to assess and anticipate their needs for resources and support their goals of care.						
I. Applies knowledge of the impact of cancer on the child's and family's roles and relationships						
I. Facilitates role redefinition and adaptation (of child, family, others).						
I. Clarifies and validates the child's and family's expectations of the health care system.						
I. Instructs the child and family about the appropriate person to contact for concerns and problems as they arise along the cancer trajectory.						
I. Aware of the agency and community resources and systems that could be useful to the child and family through different parts of the cancer journey.						
I. Prepares the child and family to understand the concept of palliative care and end of life care as the need arises along the trajectory and facilitates access to palliative care experts as needed.						
I. Participates in developing a care plan that promotes continuity across settings.						
I. Describes available local and distant resources.						
S. Prepares the child and family to understand the process of cancer care delivery and anticipates concerns about treatment delays and acceptable standards for wait times for cancer care delivery.						
Subtotal						

6. DECISION MAKING AND ADVOCACY: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse enables a child's self-determination and informed decision making by exploring and respecting the child's values and information needs, enabling this process with other inter-professional health care team members, advocating on the child's and family's behalf, communicating and documenting the child's and family's preferred approach to care and wishes.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not Applicable
I. Clarifies with the family (and child) that they understand the implications and outcomes of care and treatment before providing/administering it to them.						
I. Applies a non-judgmental approach to facilitate the child's and family's decision making to make informed choices or refers to an appropriate expert who can guide them.						
I. Advocates for the child's and family's wishes and decisions when developing the plan of care.						
I. Facilitates the child and family to identify issues and concerns regarding decision making and assists them to explore their goals for decision making.						
I. Integrates and applies knowledge of the influence of culture, developmental stage, age and gender influences on decision making.						
I. Uses negotiation and collaborative skills to advocate for the individual.						
I. Assesses, on an ongoing basis, the child's and family's preferred role in decision making along the continuum.						
I. Collaborates with others who need to be part of the decision-making process.						
I. Documents the child's and family's goals and preferences for decision making and the processes used to arrive at these decisions.						
S. Helps the child and family understand the various cancer treatment options available and the implications of the treatment decisions/choices that are made including those related to informed consent in clinical trial participation.						
S. Intervenes and/or facilitates between the child and family when differences regarding self-determination arise.						
S. Recognizes when to refer to an advanced oncology nurse (as defined by CANO).						
Subtotal						

7. PROFESSIONAL PRACTICE AND LEADERSHIP: INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)						
Practice Standard The nurse engages in critical thinking, integrates evidence-based knowledge (or best practice), exercises ethical judgment and advocates for changes when institutional policies fail to meet the needs of patients dealing with cancer or at risk for developing cancer.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not Applicable
I. Uses research and best practice/evidence based knowledge in assessing, planning, intervening and evaluating care, whenever possible in the provision of care.						
I. Reflects on one's practice to examine thoughts, feeling, actions, beliefs, assumption and knowledge in providing care and uses this to improve practice.						
I. Integrates and applies knowledge about continuous quality improvement and program evaluation, to improve the quality of patient cancer care and patient satisfaction, taking into consideration care cost and resource allocation issues.						
I. Identifies potential or actual gaps in cancer care and informs the appropriate member(s) of the health care team and works to creatively problem solve for system or policy change.						
I. Actively participates in professional associations and organizations that promote cancer care and advance oncology nursing.						
I. Recognizes the ongoing stress of working in cancer care and the importance of maintaining therapeutic relationships, a balanced life and seeking professional help when needed.						
I. Practices according to current professional standards, laws, and regulations.						
I. Understands and applies basic ethical principles.						
I. Reflects on one's personal ethical beliefs.						
I. Successful completion of PALS would be an asset.						
I. participates in various continuing education activities expanding his/her oncology nursing knowledge and skill.						
A. Applies leadership skills in promoting practice change.						
A. Applies knowledge of best practice/evidence-based interventions to one's practice.						
A. Applies knowledge of team dynamics ensuring that nursing expertise is visible in influencing inter-professional care processes for patient outcome.						
S. Regularly participates in various continuing education activities continuously expanding his/her oncology nursing specialty knowledge and skill such as completion of CON(C) certification exam, CPON certification, credited courses, consulting with colleagues and other experts in the field, attending relevant workshops/seminars/in-services and reading relevant articles/evidence.						
S. Acts as a mentor and a resource to fellow nursing colleagues and students in the specialty of oncology nursing.						

**7. PROFESSIONAL PRACTICE AND LEADERSHIP:
INTERMEDIATE (I); ADVANCED (A); SUB-SPECIALTY (S)**

Practice Standard The nurse engages in critical thinking, integrates evidence-based knowledge (or best practice), exercises ethical judgment and advocates for changes when institutional policies fail to meet the needs of patients dealing with cancer or at risk for developing cancer.	Novice	Advanced Beginner	Competent	Proficient	Expert	Not Applicable
S. Looks for opportunities to participate in research and participate in research activities based on one's expertise and stage of clinical/professional practice. This may include being part of a research team, using research in one's practice, recruiting patients for clinical trials, identifying researchable problems, initiating a research study, etc.						
S. Critically analyses cancer care situations to identify potential ethical issues applying an ethical framework to support child and family decision-making processes and access the resources to assist as required.						
Subtotal						

Directions

1. Now that you have completed the assessment tool, total the score from all the domains completed.
2. Obtain a ratio of strengths vs. learning opportunities by comparing the **Individual Strengths** total to the **Learning Opportunities** total. This ratio helps direct one in selecting areas for growth. There is no such thing as a good or bad ratio.

HEALTH ASSESSMENT									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
SUPPORTIVE AND THERAPEUTIC RELATIONSHIPS									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
MANAGEMENT OF TREATMENT SIDE EFFECTS AND CANCER SYMPTOMS									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
TEACHING AND COACHING									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
FACILITATING CONTINUITY OF CARE/NAVIGATING THE SYSTEM									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
DECISION MAKING AND ADVOCACY									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		
PROFESSIONAL PRACTICE AND LEADERSHIP									
Individual Strengths			Learning Opportunities				Ratio		
Expert	Proficient	Total	Competent	Advanced Beginner	Novice	Total			
+		=	+		+	=	:		