

ENPC

Emergency Nursing Pediatric Course



6th Edition Preparation Packet

This course is sanctioned and overseen by the ENA. Reviewing the textbook and completing the online modules are mandatory prior to entering the class. If you do not have the 6th edition textbook and certificate of completion for the modules, you will not be allowed to attend the class. An active RN license is required for certification. Those without an active RN license will be allowed to attend but will receive only a certificate of attendance upon completion of the online modules and class.

Unfortunately, once registration with EMC is complete, we are unable to issue refunds.

The ENA recommends a 30-day registration cut off time to give participants enough time to prepare. The online modules take approximately 3 – 6 hours to complete.

The following pages will walk you through the procedure for completing the modules and testing. Also included is a course welcome letter, sample agenda, and study guide.

2023

Dear Participant,

Welcome to ENPC. We have a full agenda for our time together. Please ensure you are prepared! *Agenda is attached.*

Important information from ENA regarding the online modules and written exam! To ensure successful completion of the course, please be aware of the following:

- Students will NOT be allowed to attend the class if the pre-course modules are incomplete.
- Technical assistance is available Monday through Friday, 8:30am to 5pm Central Time, from ENAU@ena.org.
- The flipped classroom teaching methodology used REQUIRES that students read the provider manual PRIOR to class. This will greatly enhance your learning experience and chance for success on the examination.
- Use the Study Guide, found in the pre-course modules, to focus your studies. **Not all examination content will be included in the classroom portion of the course.**
- If you wish to use a mobile device to complete pre-course modules and exams, please download the ENA University Mobile App, which is available in the Google Play and Apple App Stores.
- The online examination MUST be completed within 7 days of the course – please make sure your schedule will allow this. If the course ends on a Tuesday, you have until the following Tuesday at 2359 Central Time to complete the exam.
- Email communications about the course will come from ENAU@ena.org.
- Do NOT use Internet Explorer for the online modules or exam – this browser is no longer supported.
- For any technical issues with the online modules, try the following:
 - Clear your browser history/cache
 - Use another browser (Chrome, Firefox)
 - Use another computer
 - Contact Course Management (Monday through Friday, 8:30 am to 5pm Central Time)

Examinations are part of the course and are required for provider status verification. You will complete the skills testing of the PNP or TNP during the course with 2 attempts to achieve a score of 70% or greater. You will be able to complete the online written examination at home after you complete skills testing and the online course evaluation. You will have 7 days from the end of the course for two online written exam attempts. You have 2 hours for each attempt. Successful completion of the course requires 80% or greater on the multiple-choice exam. You will be able to print your four-year provider verification card after passing the written exam.

I hope you enjoy the course! *If you have any questions or concerns, please ask them at any time during the course.* Should you have any questions prior to the course, please do not hesitate to contact your Course Director or the EMC office at 772-878-3085.

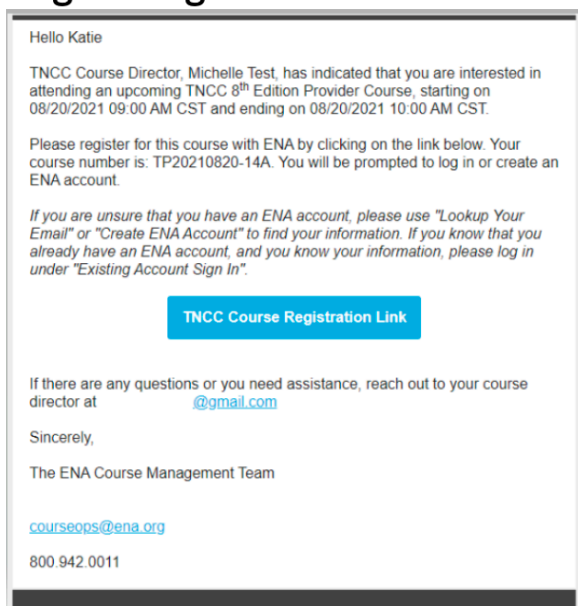
Student View in the LMS

ENPC 6th Edition COURSE MANAGEMENT DIRECTIONS STUDENT VIEW

Below are screen shots and directions to help you through the features of ENA's new LMS. In this document, you are referred to as a *student*.

Let's get started!

Registering for the Course:



Your course director will send you a course registration link to the email address you provided them. The email will be 'sent from' the email address ENAU@ENA.org. Click the registration link and you will be prompted to log in. If you do not have an ENA account, you will need to create one.

Choosing Class Type:

The screenshot shows a web interface for selecting a class type. At the top, it says "TNCC 8th Edition Provider Course". Below this is a light blue bar with an information icon and the text "Please select class type below." There are four selection boxes, each with a title, description, and a "Select" button.

Class Type	Description	Action
Full Course (RN)	This is one and a half days of instructor-led classroom time, skills testing, and an online exam. Requires pre-course work. This option is for registered nurses (or the equivalent as defined by the student's country of practice) and is a good option for RNs taking the course for the first time. Receive 4-year verification.	Select
Fast Track (RN)	This is one day of instructor-led classroom time, skills testing, and an online exam. Requires pre-course work. This TNCC only option is for registered nurses (or the equivalent as defined by the student's country of practice). Although not required, prior experience with the Trauma Nursing Process is ideal. Receive 4-year verification.	Select
Challenger (RN)	No classroom time. This option includes skills testing and online exam only. Does not require pre-course work other than reading the manual. It is for registered nurses (or the equivalent as defined by the student's country of practice) with ENPC or TNCC experience and who are comfortable with self-study. Receive 4-year verification.	Select
Full Course (NON-RN)	This is one and a half days of instructor-led classroom time, skills testing, and an online exam. Requires pre-course work. This option is for healthcare professionals interested in trauma patient care who are not registered nurses. No verification received.	Select

You will then be prompted to choose your class type. The options listed are Full Course (RN), Challenger (RN) and Full Course (Non-RN). Please check with your course director if you are unsure what class type to choose.

Logging Back in After Registration:

The screenshot shows the ENA login page. At the top, there are links for "HOME" and "LOGIN". The main heading is "Login to ENA". Below this are two input fields: "Email / Username" and "Password", both marked as "REQUIRED". At the bottom right is a "LOG IN" button with a smiley face icon.

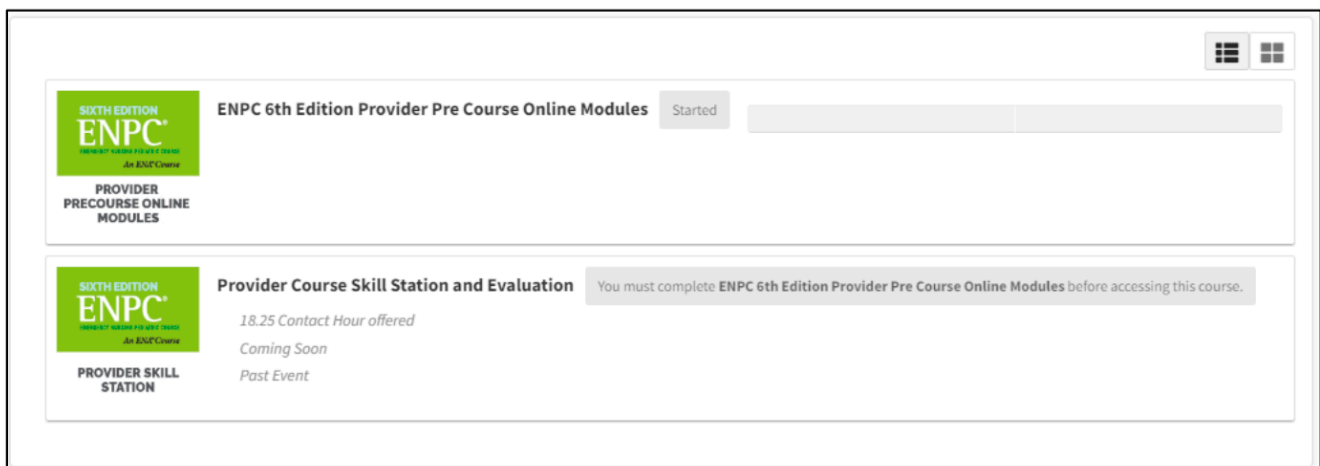
If you are looking to access your modules, evaluation, or exam after registration, you will need to log back into our website. You can access your courses from your registration confirmation email, the Access Your Courses link on our website, or directly from this [link here](#).

TNCC/ENPC



After logging in, then click on the TNCC/ENPC button located on the left side bar. This will show you any of your past or upcoming TNCC or ENPC courses and allow access to your pre-course modules, course evaluation, and exam.

Student Overview in LMS:



The student view consists of three tiles to illustrate course progression. Completion of all tiles is required to successfully pass the course.

1. Pre-course Modules
2. Skills Station/ Course Evaluation Survey
3. Course Exam

Pre-Course Modules:

My Courses / ENPC 6th Edition Provider Course / ENPC 6th Edition Provider Pre Course Online Module ...

ENPC 6th Edition Provider Pre Course Online Modules

ENPC 6th Edition Provider Pre Course Online Modules was started on 6/13/2022.

Pre Exam	There are 20 questions in the Pre Exam. Please click on Start when you are ready.	Start
Course Material	Available after completing Pre Exam	

The pre-course modules consist of a 20 question 'pre-exam' followed by the course material. The 'pre-exam' is required to continue however, there is no required score to achieve and it will not be viewable to the course director.

Please note: There is no evaluation to complete after the pre-course modules.

Pre-Course Modules Selections:









My Courses / ENPC 6th Edition Provider Course / ENPC 6th Edition Provider Pre Course Online Module ... / Course Material

ENPC 6th Edition Provider Pre Course Online Modules

[Back To Course Home](#)

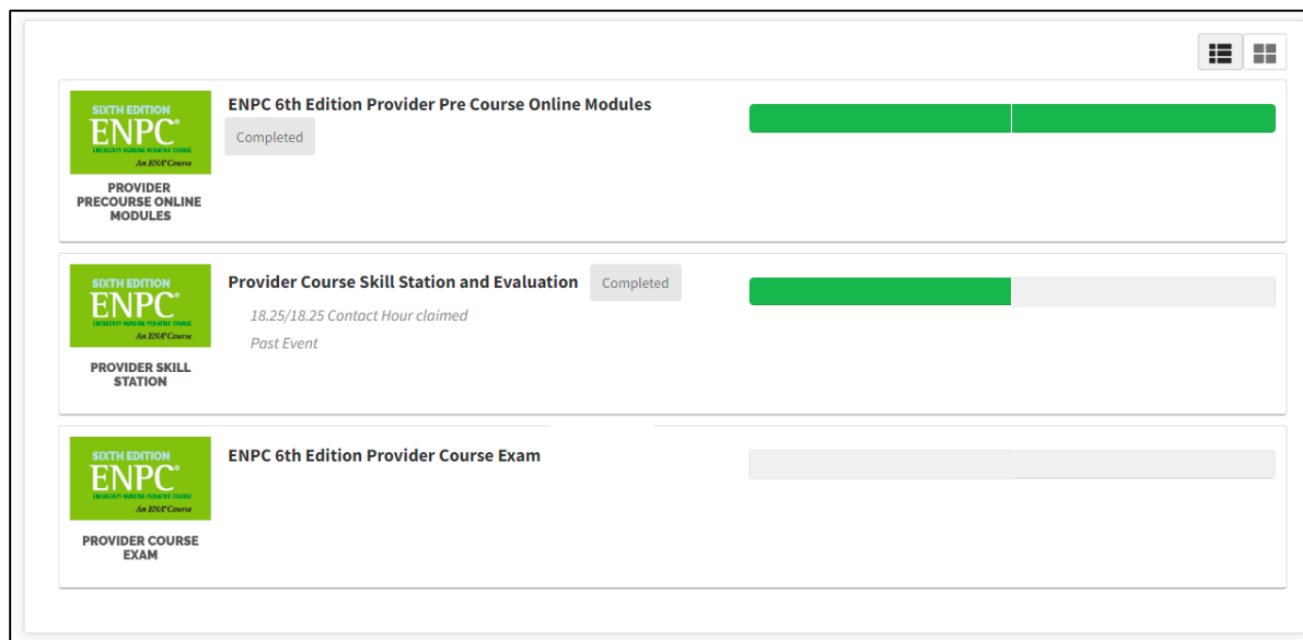
Course Material

Pre Course Study Guide

 Pre Course Study Guide	 Pre Course Study Guide Fillable Answer Sheet	 Pediatric Differences	 Pediatric Assessment Triangle
 PNP step-by-step	 Initial Assessment Video	 Pediatric Nursing Process One Page Reference	 PNP for Students

Click on the pre-course module button and the content will appear. Items with a red asterisk are required.

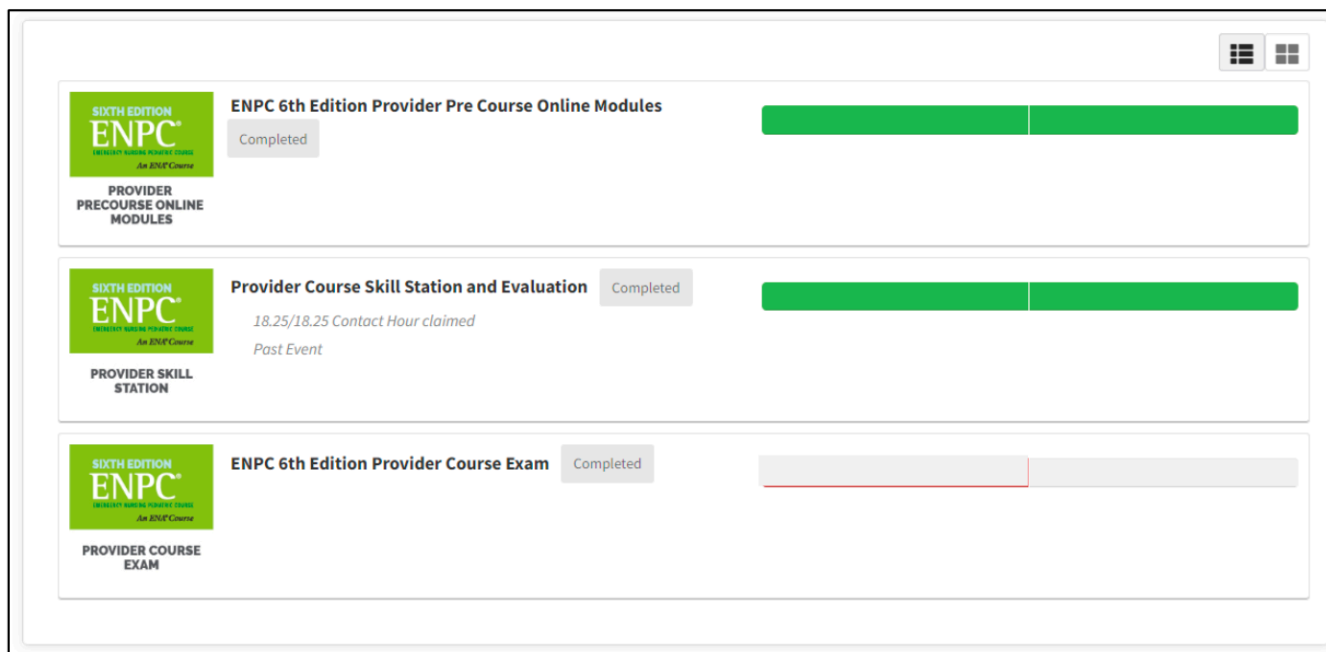
Skills Station Scores:



The screenshot displays a user interface for the ENPC 6th Edition Provider Pre Course Online Modules. It features three main sections, each with a green logo on the left and a progress bar on the right. The first section, 'ENPC 6th Edition Provider Pre Course Online Modules', is marked 'Completed' and has a full green progress bar. The second section, 'Provider Course Skill Station and Evaluation', is also marked 'Completed' and has a full green progress bar. The third section, 'ENPC 6th Edition Provider Course Exam', is marked 'Completed' but has a grey progress bar, indicating it is not yet started. The interface includes a 'Completed' button and a 'Past Event' link for the second section.

As skills station scores are entered by the Course Director, the first bar will turn green indicating that the student has passed the skill testing with a score of 70% or higher. Once the bar is green, the student has access to the required course evaluation. This evaluation must be completed before the exam can be accessed.

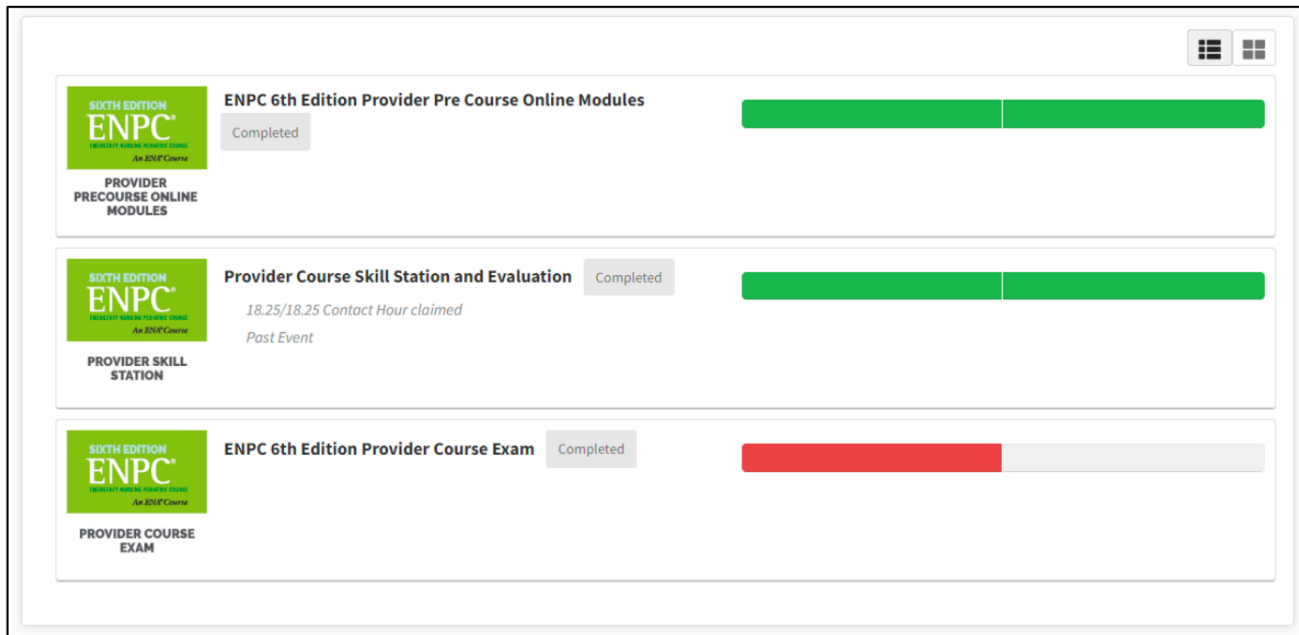
Evaluation:



The screenshot displays a user interface for the ENPC 6th Edition Provider Pre Course Online Modules. It features three main sections, each with a green logo on the left and a progress bar on the right. The first section, 'ENPC 6th Edition Provider Pre Course Online Modules', is marked 'Completed' and has a full green progress bar. The second section, 'Provider Course Skill Station and Evaluation', is also marked 'Completed' and has a full green progress bar. The third section, 'ENPC 6th Edition Provider Course Exam', is marked 'Completed' but has a grey progress bar, indicating it is not yet started. The interface includes a 'Completed' button and a 'Past Event' link for the second section.

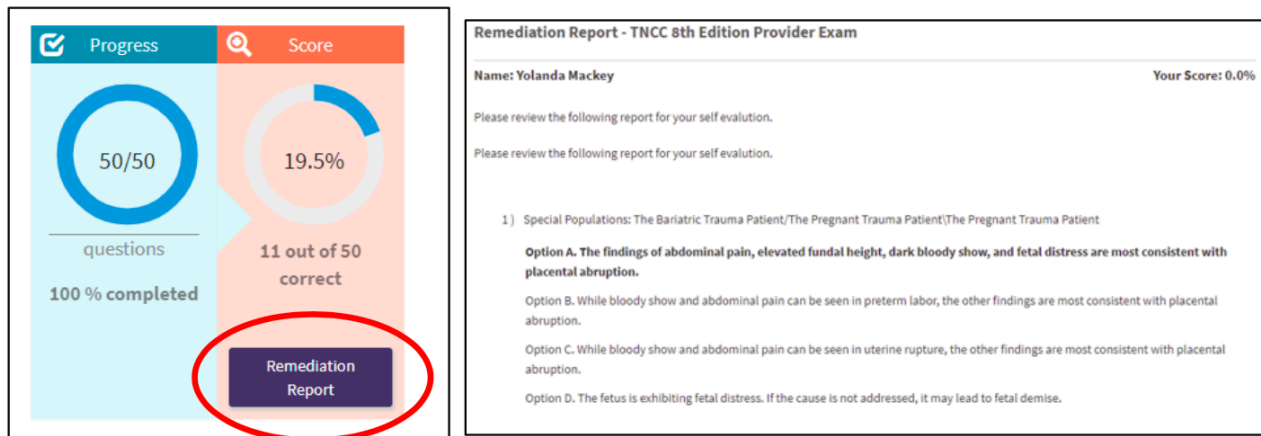
After the live course, the student must complete a course and instructor evaluation. When the required evaluation has been completed, the second half of the bar will also turn green indicating that the exam is available. The student can then access their course certificate.

Exam:



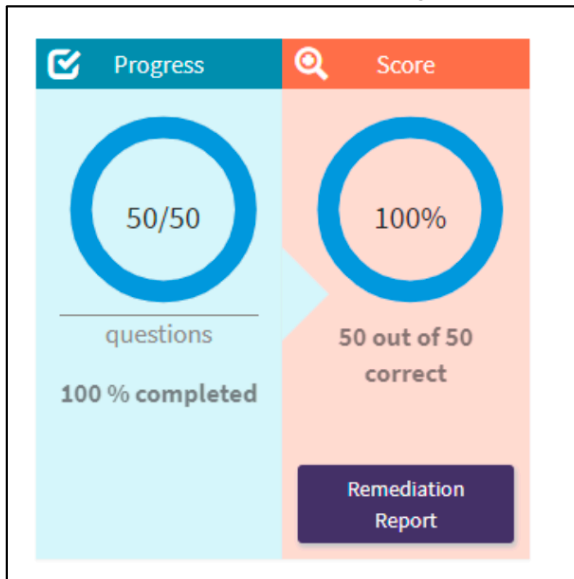
The student has two attempts to pass the exam. The two halves of the exam bar represent each attempt. The exam bar is color coded. Red indicates that the exam was failed. Green indicates that the exam was passed with a score of 80% or higher.

Failed Exam, Next Steps:



If the student fails their first attempt, they will be able to view their Remediation Report. They will then have access to the 2nd attempt or 'make-up exam'. This 2nd attempt needs to be completed within the seven-day exam window. If the student fails their 2nd attempt, they will need to enroll in a new provider course if they require the verification.

Passed Exam, Next Steps:



Once the student has passed the exam, they will again be able to view their Remediation Report. At this time, they will also have access to their provider card.

Accessing CE Certification and Provider Card:

Course Name	Contact Hours	Completion Date	Certificate
ENPC 5th Edition Provider Course - PP20210509-14A - Live	7.75	May 10, 2021	Download
Total Credits	7.75		

Students can access their CE Certification and Provider Card at any time. Click 'Transcript' on the left side toolbar and all past certificates and provider cards will be available for download.

Please contact ENA's Course Management Team at ENAU@ENA.org or 847-460-4120 if you have any questions.

ENPC 6th Edition Provider Course Agenda

Day 1:

Topic	Instructor	Minutes
Welcome		10
Initial Assessment		60
Break		10
Cough		40
Respiratory PNP Scenarios	All Instructors	85
Fever		40
Lunch		30
Abdominal Concern		40
Altered Mental Status		60
Medical PNP Scenarios	All Instructors	70
Break		15
Behavioral Health & Crisis		40

Day 2:

Topic	Instructor	Minutes
Welcome		10
Resuscitation PNP Scenarios	All Instructors	85
Break		15
Intro to Injury Stations		25
Injury PNP Scenarios	All Instructors	70
Lunch/ Break		30
<u>Pediready</u>		45
Testing Instructions		5
Final PNP Testing	All Instructors	120
Online Exam in class	Course Director	120

(*Note: final timeline for PNP testing & online exam will depend on the size of the class & group of students)

Answer each of the questions in the study guide before you come to class. A fillable answer sheet is available as a separate download in the pre-course modules or you can create your own. The expectation is that you will be prepared to discuss when called upon.

Chapter 1: Children Around the World

1. What are the most common pediatric presentations where you work?
2. What health promotion initiatives are needed in your area?

Chapter 2: Preparing for Pediatric Emergencies

1. How can health promotion and injury prevention topics be incorporated into the routine assessment and care of pediatric patients in the emergency department?
2. How do you incorporate patient- and family-centered care concepts into your care of pediatric patients?
3. Does your facility have a Pediatric Emergency Care Coordinator?
4. What opportunities exist at your facility to improve pediatric readiness and care for pediatric patients?
5. Does your facility receive children needing a higher level of care, or does your facility typically transfer children requiring a higher level of care? Are there formal transfer agreements in place? What are the responsibilities of the transferring and receiving facilities?
6. In most cases, consent for evaluation and treatment of minors must be obtained from the parent or legal guardian. In your jurisdiction, are there exceptions as to when a minor needs a parent/guardian to provide consent? What is your facility's policy for obtaining consent when a minor is unaccompanied by their legal guardian?

Chapter 3: Pediatric Differences

1. How can understanding the stages of development help you when caring for pediatric patients of varying ages?
2. What are some signs of pain that can be observed in children who are nonverbal?
3. Why is it important to incorporate caregivers in the assessment and care of the pediatric patient?
4. Where does your facility keep pediatric-size equipment? Is there any equipment that you do not currently have that would help optimize the assessment and care of pediatric patients?
5. What options are available at your facility to manage procedural pain? How easy are they to obtain and use?
6. How comfortable are you caring for pediatric patients today?
7. What do you hope to learn in this course that would increase your confidence in caring for this population?

Also see:

Pediatric Differences pre-course module

Chapter 4: Prioritization

1. What findings in the pediatric patient in the following areas would indicate a need for a higher priority and/or more urgent need for care?
 - a. Appearance
 - b. Breathing
 - c. Circulation
 - d. Vital Signs
 - e. Other

2. What are three situations where a child with **no** abnormalities in the PAT might be given a higher triage acuity?
3. What triage system is used at your facility? Does it include pediatric considerations?

Also see:

Pediatric Assessment Triangle pre-course module, Initial Assessment group discussion, all PNPs

Chapter 5: Initial Assessment

1. Why is it important to follow a standardized process for patient assessment?
2. Why do you think the Pediatric Nursing Process (PNP) systematic approach does not call for a full set of vital signs to be obtained right away?
3. In most situations, there are multiple clinicians caring for a critically ill patient and multiple things are happening at the same time. Why do you think this course puts so much emphasis on the PNP systematic approach if that's not how it works in the "real world?"
4. What is the procedure at your facility for rapid administration of warmed fluids to a pediatric patient? What equipment and/or supplies are used? Who is allowed to insert an intraosseous needle?

Also see:

Pre-course modules (PNP step-by-step and PNP video demo), Initial Assessment group discussion, and all PNPs

Chapter 6: The Neonate

1. What is the most important and effective intervention for neonatal resuscitation? What are some troubleshooting steps to ensure this intervention is as effective as possible?
2. What assessment findings in the neonate may indicate hypoglycemia?
3. What assessment findings in the neonate may indicate underlying congenital heart disease?
4. What equipment does your facility have for newborn stabilization and care (incubators, warmers, phototherapy lights, other)? Do you know how to use this equipment? If not, how can you learn?
5. What are the "safe haven" laws or other options for safe newborn surrender in your state/country? Does your facility have policies or protocols related to newborn surrender?

Also see:

PNP medical scenario

Chapter 7: The Child in Need of Stabilization

1. What is the definition of shock? Describe shock in your own words.
2. How can you differentiate compensated, decompensated/hypotensive, and irreversible shock?
3. List three pediatric differences relevant to shock. Describe the clinical significance of each difference.
4. How can a lactate level be used to identify and manage shock?
5. What are the four types of shock? Name one cause for each type.
6. Name one goal-directed therapy for each type of shock.
7. What are the most likely causes of pediatric cardiac arrest?
8. You find a child who is unresponsive with no signs of normal breathing and no palpable pulse. What are your initial actions?
9. Do you have a pediatric resuscitation team? Who responds?

Also see:

PNP resuscitation scenarios

Chapter 8: The Child with a Cough

1. What are three ways to differentiate respiratory *distress* and respiratory *failure* in the pediatric

2. What assessment findings can be used to differentiate between the following common pediatric respiratory illnesses?
 - a. Bronchiolitis
 - b. Croup
 - c. Asthma
 - d. Pneumonia
3. What are three important discharge teaching topics for children with asthma?
4. Chest radiographs are not obtained as often in pediatric patients as in adults. Why do you think that is the case?
5. What standardized scoring systems are used at your facility to assess severity of respiratory illness in pediatric patients?
6. What protocols are available at your facility for care of pediatric patients with respiratory illnesses?

Also see:

The Child with a Cough group discussion, PNP respiratory scenarios

Chapter 9: The Child with an Injury

1. What age-specific developmental characteristics put children at increased risk of injury?
 - a. Infants
 - b. Toddlers/preschoolers
 - c. School-age
 - d. Adolescents
2. What additional information would be helpful for predicting the types and severity of injuries for the following complaints?
 - a. Fall
 - b. Motor vehicle collision
 - c. Bicycle crash
3. What are the dangers of logrolling a patient with an unstable spine or pelvic injury? What transfer devices or techniques are available to minimize motion of the unstable spine or pelvis?
4. What discharge education is provided for a child with a mild traumatic brain injury?
5. What are the car seat laws in your area?
6. Does your facility have a process for providing car seats to families when theirs are damaged in motor vehicle collision?
7. Does your facility have pediatric cervical collars and pelvic binders? What alternatives are available if you do not?

Also see:

The Child with an Injury group discussion, PNP injury scenarios

Chapter 10: The Child with a Fever

1. In what patient populations is the presence of a fever (regardless of other symptoms) an urgent concern?
2. What are some red flags that cause increased concern in the pediatric patient with a fever?
3. What characteristics can help distinguish a febrile seizure from other types of seizures?
 - a. Febrile seizure
 - b. Other types of seizures
4. What methods are used at your facility to measure temperature in pediatric patients?
5. Does your facility have a protocol for identifying and managing pediatric sepsis?

Also see:

The Child with a Fever group discussion, PNP medical scenario

Chapter 11: The Child with Vomiting

1. What are three potentially life-threatening causes of vomiting in the pediatric patient?
2. What are three non-gastrointestinal causes of vomiting in the pediatric patient?
3. What associated symptoms may indicate a surgical abdomen in the pediatric patient?
4. How would you teach a parent to provide oral rehydration therapy (ORT) to their child?

Also see:

The Child with an Abdominal Concern group discussion, PNP scenarios

Chapter 12: The Child with Abdominal Pain

1. What are four genitourinary emergencies that may present with abdominal pain?
2. When is it advisable to give a child oral food or fluids? When is it best to keep a child NPO?
3. How do you obtain a urine sample from a child who is not toilet trained? How do you obtain a urine sample from a child who is toilet trained?
4. What questions can you ask to obtain an accurate sexual health history?
5. At your facility, can you guarantee an adolescent patient that sensitive test results (pregnancy, sexually transmitted infection cultures) will not be shared with their guardian?

Also see:

The Child with an Abdominal Concern group discussion

Chapter 13: The Child with a Rash

1. How do you screen for the possibility of an infectious disease?
2. What prompts initiation of isolation precautions at your facility? How do you isolate potentially contagious children?
3. When assessing the pediatric patient with a rash, what findings could indicate a more serious underlying cause?
4. What assessment findings can be used to differentiate between the following causes of pediatric rashes?
 - a. Roseola infantum
 - b. Molluscum contagiosum
 - c. Varicella (chicken pox)
 - d. Rubella (measles)
5. Do you know how to find the infectious disease rates and trends in your area? What infectious diseases are reportable? (Hint: Your local health department is a great resource.)

Chapter 14: The Child with an Altered Mental Status

1. What are the two most common causes of altered mental status in a child?
2. What questions can you ask to help determine the cause of pediatric altered mental status?
3. What toxidromes are you most familiar with?
4. How do you treat pediatric hypoglycemia? What concentrations of intravenous dextrose do you have readily available?
5. What unique seizure activity in children is easily missed if you do not know what to look for?
6. Does your facility have a pediatric diabetic ketoacidosis (DKA) order set? At what point do you add dextrose to maintenance intravenous fluids for a child being treated for DKA?

Also see:

The Child with an Altered Mental Status group discussion

Chapter 15: The Child with a Behavioral Health Concern

1. What pediatric behavioral health resources are available in your area?
2. How does your facility provide a safe and therapeutic environment for pediatric behavioral health patients? Are there any opportunities to enhance the care you provide for this population?

3. How do you screen for suicidal ideation? What suicide precautions are required by your facility's policy?

Also see:

Behavioral Health and Crisis group discussion

Chapter 16: The Child with a Suspicious Presentation

1. What strategies should be considered when caring for a child who may have experienced maltreatment?
2. Does your facility have any processes in place for identification and/or reporting of suspected human trafficking? What resources can you offer?
3. What is your process for reporting child maltreatment?
4. Has a colleague ever attempted to minimize your concern for a patient with a suspicious presentation? Have you ever been discouraged from reporting child maltreatment by a colleague? What was your response?

Chapter 17: The Child, Family, and Healthcare Team in Crisis

1. Describe an interaction with a patient or family member that resulted in escalation/agitation/violence.
2. Describe an interaction with an upset patient or family member that deescalated the situation.
3. What resources are available to you through your workplace to help cope with compassion fatigue, burnout, or secondary traumatic stress?
4. Does your facility incorporate "The Pause" after a patient death?
5. How would you describe moral injury?
6. What does resilience mean to you?
7. How does your work give you purpose?

Chapter 18: The Child with Special Healthcare Needs

1. There are a multitude of rare pediatric conditions that will increase the need for healthcare services. What conditions have you become familiar with after caring for children with special healthcare needs? What resources did you use to learn more about care implications associated with the condition?
2. Are you comfortable relying on families as experts for their children with special healthcare needs?
3. What medical devices have you encountered while caring for children with special healthcare needs? How would you troubleshoot a device that was not functioning properly?
4. What is the difference between "person first" and "identity first" language?
5. What documentation influences how you think about the patient or family before you even meet them?