

# Area of Expertise Youth Health Nurse 2<sup>nd</sup> Edition



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# Colofon

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1. The term 'youth' refers to children and young people from 9 months (i.e., from pregnancy) up to 18 years of age, thus from pregnancy to adulthood.
2. Wherever 'she' or 'they' is mentioned, 'he' or 'them' can also be read.
3. Wherever 'parent(s)' are mentioned, this also includes partner(s), co-carer(s), and/or guardian(s).



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# Introduction

## General Nursing Expertise

Since 2012, nurses have had a general Professional Profile for Nurses (Lambregts and Grotendorst, 2012; Terpstra et al., 2015). This general professional profile outlines the knowledge, skills, and professional attitude expected of all nurses. Building on this, there are 35 distinct Areas of Expertise for nurses working in specific fields of specialisation. The updating of these areas of expertise is being carried out as part of the V&VN project 'Areas of Expertise – 2nd Edition', in close collaboration with members and boards of the V&VN departments.

## Area of Expertise: Youth Health Nurse

The Area of Expertise for the Youth Health Nurses describes the distinctive and specific knowledge, skills, competencies, and professional attitude of Youth Health Nurses; particularly in the delivery of individual and collective prevention within youth healthcare (JGZ) as a component of public health. This document highlights the unique competencies of Youth Health Nurses.

The Area of Expertise may serve as a foundational document for implementing role differentiation among Youth Health Nurses, nurse specialists, youth doctors, and JGZ assistants (such as clinic assistants and medical assistants). It may also be used as a training curriculum, input for performance reviews, and for the development of job profiles. Additionally, it can act as a guide to clarify the distinction between the expertise of Youth Health Nurses and that of psychologists, pedagogues, and other professionals within the youth sector.

This second edition of the Area of Expertise for Youth Health Nurses was developed with input from members and the board of the professional group of Youth Health Nurses within the V&VN Society & Health division.

## How to Read This Document

This document consists of two parts. First, an introduction to the professional field, followed by the additional knowledge, attitudes, and skills of Youth Health Nurses, based on the CanMEDS roles from the general nurse profile and the first edition from 2014.

# 1. Introduction to the Field

## 1.1 Context and Positioning of the Youth Health Nurse

### **Prevention is our profession, a healthy generation is our goal**

Youth Health Nurses are autonomous professionals who work in the field of prevention. The aim of the Youth Health Nurse's profession is to promote the healthy and safe development of all children and young people in the Netherlands, from pregnancy through to adulthood. Youth Health Nurses support young people in growing up to become adults who can lead meaningful lives and play a positive role in society. This includes not only those registered in the municipal population registry, but also those who are temporarily residing in the country or who are undocumented. In total, this concerns around 3.3 million young people.

Youth Health Nurses carry out their work independently and autonomously but always operate within a Youth Health Care (JGZ) team alongside a youth health doctor and/or a nurse specialist (VS), and (medical) assistants. Within this team, they are responsible for delivering youth health care services to the population of young people in their area of work.

The Youth Health Nurse works within the Youth Health Care (JGZ) system. The responsibilities of the JGZ are established under the Public Health Act. A key characteristic of public health is that it responds to societal health needs. The current basic package of JGZ services has been in effect since 2015, as stipulated in the Public Health Act (2015). This package is structured around activities aimed at both individuals and groups. The National Professional Framework (Landelijk Professioneel Kader - LPK) (NCJ, 2022) outlines how this basic package should be delivered by the JGZ, with an emphasis on meeting the needs of parents and young people and doing what is necessary.

### **Public Health and Service Delivery**

As mentioned, Youth Health Nurses work within the domain of Public Health, formerly referred to as collective prevention or public health care. Youth Health Care is a part of Public Health and therefore should not be classified as primary care or youth care, although JGZ is often associated or confused with these sectors.

### The Core of the Basic Youth Health Care Package

The delivery of Youth Health Care is outlined in the Basic Youth Health Care Package, as described in the amended Public Health Act of 2015. An explanation of the legislation can be found in the factsheet 'The New Basic JGZ Package 2015', published by the Ministries of Health, Welfare and Sport (VWS), Justice & Security, and the Association of Dutch Municipalities (VNG). "The starting point is that for each activity, the specific circumstances of the child and their family/environment must be considered. For all activities, it is important to determine in what form they should be delivered. This is not a decision for municipalities, but a professional judgement made by the youth doctor or Youth Health Nurse in consultation with the parents." The National Professional Framework (Landelijk Professioneel Kader) developed by V&VN, AJN, and NCJ provides the professional interpretation of how the basic package should be implemented. It is fully based on this principle of tailored care for each family.

Key elements include:

- Systematic monitoring of the physical, psychosocial, and cognitive development of children and young people.
- Assessment of development in relation to the social, educational, and physical environment of the child and their family context.
- Early identification of problems and detection of specific disorders.
- Provision of preventive education, advice, instruction, and guidance, either individually or in groups, aimed at strengthening the self-reliance of parents and young people. Topics for education and advice are outlined in the Public Health Decree (Article 6), and include matters such as obesity, child abuse (including female genital mutilation and shaken baby syndrome), internet use, and gaming addiction.
- Providing reassurance and normalisation through education, advice, and support, or through a few conversations to help support and reassure parents and young people, where necessary.
- Assessment of the need for additional support, help, or care, and arranging the appropriate care or support immediately.
- Collaboration with professionals from education, early childhood services, youth care, midwifery, maternity care, general practice and other curative healthcare providers, community teams, and other relevant organisations. This collaboration is essential both for early detection and for providing effective, timely care and support.
- Advising town councils and schools on collective measures and activities, based on analysis of collected data (Basic JGZ Package, Government of the Netherlands, 2015).

Town councils are responsible for the funding and implementation of youth health care. Therefore, maintaining a strong relationship with local government is important for fostering innovation and influencing the scale and scope of services. The substantive input of Youth Health Nurses plays a crucial role in this.

Town councils have the authority to designate an organisation to carry out youth health care services. As a result, the implementing body may differ from one council to another. Youth Health Nurses may work in Centres for Youth and Family, within independent JGZ organisations, home care organisations, council youth or public health services, at a Council Health Service (GGD) or the Central Agency for the Reception of Asylum Seekers (COA).

legal implementation of prenatal home visits as part of the Promising Start initiative. Other examples include various national prevention agreements related to smoking, the action protocol on female genital mutilation, and the Mandatory Reporting Code for child abuse.

Youth Health Nurses engage with children, young people, and their parents either on an individual basis or in group settings. Their work is guided by the Rights of the Child. Parents generally have their children's best interests at heart and are responsible for raising them safely and healthily. However, when conflicts of interest arise between a child and their parents regarding health, well-being, or safety, Youth Health Nurses act as advocates for the child.

Youth Health Nurses also keep the collective perspective in mind. Through collaboration, they analyse whether social changes contribute positively or negatively to raising a healthy next generation. Where necessary, they advise the local authority on new approaches.

### **Educational Background**

Nurses working within the Youth Health Nurse Area of Expertise have completed a higher professional (HBO-level) nursing education. Ideally, they have also completed a post-bachelor programme in Public Health (M&G), specialising in Youth Health Nursing. Various further training options are available, including becoming a nurse specialist, pursuing academic degrees, doctoral programmes, or other content-specific courses.

### **Flexible and Tailored Approach**

Youth Health Nurses are professional guests in the personal worlds of children, young people, and their families. These living environments are highly diverse, which means Youth Health Nurses must constantly adapt to a wide range of situations, personalities, questions, and cultural backgrounds. This requires a high degree of flexibility.

They conduct home visits, receive families at child health clinics, engage with young people in schools, and participate in local networks, including those around childcare and educational institutions.

The work of a Youth Health Nurse is complex, unpredictable, and not easily scheduled. It focuses on young people within the context of their family system, school environment, and the neighbourhood in which they grow up, and is partly aimed at individuals.

It takes agility to apply the nationally agreed Professional Framework (Landelijk Professioneel Kader) in a proactive, responsive, and personalised manner to each child, family, school, and community. The aim is to improve the health of the entire youth population, and to identify both unhealthy behavioural changes and negative trends in the environments in which children are raised.

During their interactions with parents and young people, Youth Health Nurses encounter a broad spectrum of issues—ranging from the promotion of a healthy lifestyle to child abuse, domestic violence, bullying at school, and even self-harm or depression. In addition, they are often confronted with conflicting societal opinions about what is considered healthy or desirable in the context of child development and parenting.

There are opportunities for digital contact, group-based services such as Centering Parenting, and varying levels of engagement with Youth Health Care (JGZ). Contact moments can be shorter or longer depending on individual needs, and the frequency can also differ. Some families and young people may wish to use JGZ services less, while others may need more support. Thanks to the flexible delivery of care, this is possible.

Youth Health Nurses are expected to apply their professional expertise to make the right decisions together with parents and young people. They do this based on available (scientific) knowledge and their own practical experience, combined with the experiences, wishes, and needs of the young person and their parents. This results in shared decision-making that leads to effective, tailored care.

### **Working at the Interface of Care and Social Support**

Youth Health Care operates at the intersection of health care and social welfare, which means that Youth Health Nurses collaborate with a wide range of professionals.

Youth Health Nurses work as part of a JGZ team, which includes youth doctors and assistants (medical and/or child health clinic assistants). Nurse specialists (VS) also work within JGZ, and they have a separate professional profile (Kappert & de Hoop, 2019). The JGZ team collaborates directly with parents and young people, guided by their questions and needs.

In addition, Youth Health Nurses work closely with a variety of other professionals involved in child and youth care. These may include professionals from the maternity and birth care sector, childcare and education, youth care, nurses and (para)medical professionals from primary and secondary healthcare, community teams, mental health services (GGZ), and support services for parents with intellectual disabilities. Where appropriate, they also collaborate with informal support networks surrounding the child or family.

## **1.2 Current Developments in the Youth Health Nursing Profession**

### **From Then to Now**

Social conditions have always influenced the role and practice of Youth Health Nurses. Youth Health Care (then known as child hygiene) was established around the year 1900 during a time of high infant mortality caused by epidemics and malnutrition due to poverty. At that time, the Youth Health Nurse (then called a district nurse) primarily took on an instructive role, which aligned with the needs and expectations of that era. Initially, the focus was mainly on infants, later expanding to include toddlers and preschoolers. School health services developed later and were first offered only at municipal schools; after the Second World War, they were also introduced in Christian schools.

With the introduction of independent Youth Health Nurse consultations in the late 1980s, Youth Health Nurses began to engage more directly with children and their parents at child health clinics and in schools. Since 1991, parenting support has become an integral part of JGZ (Prinsen and Lim, 1999).

As previously mentioned, the initial focus of Youth Health Care (JGZ) was primarily on combating and preventing infectious diseases and promoting hygiene. With the rise in prosperity and the implementation of the National Vaccination Programme, these issues have moved somewhat into the background. However, for a long time, JGZ continued to be shaped by the medical model, with a strong emphasis on medical issues.

In recent decades, however, health is increasingly being viewed through a biopsychosocial lens (NCJ, 2016), and this perspective is now also reflected in JGZ. A person is more than simply healthy or ill—environmental factors also play a significant role. By shifting the focus from Illness & Care (ZZ) and Health & Behaviour (GG) to People and Society (M&M), we approach health from the perspective of human and societal capabilities (Huber, 2021). In JGZ, there is a noticeable shift from purely physical health towards greater attention to mental and social well-being. Increasing emphasis is placed on environmental influences and strengthening families' own (informal) support networks. The delivery of JGZ in group settings aligns well with this approach.

### **Digitalisation**

Knowledge of and the use of ICT and social media are playing an increasingly important role in the profession. Parents and young people often obtain information from the internet and reflect on this with Youth Health Nurses. Youth Health Nurses act as coaching points of contact, continuing to empower and support parents with evidence-informed advice.

Digitalisation offers opportunities to connect with the digital lives of young people and their parents and allows for a more flexible delivery of Youth Health Care. The use of e-consultations contributes to this development. Contact with children and their families can take place physically or digitally and may be offered individually or in group formats. Through apps, webinars, videos, and podcasts, Youth Health Nurses can reach large groups of parents and young people effectively.

### **Evidence-Based Practice**

Youth Health Nurses work with scientifically validated screening methods and programmes that promote safe and healthy child development and parenting. Youth Health Nurses, nurse specialists, youth doctors, and JGZ assistants use a wide range of multidisciplinary JGZ guidelines. These guidelines are jointly owned by the three professional organisations: AJN, V&VN, and NVDA. The Dutch Centre for Youth Health (NCJ) supports these professional groups in programming, developing, managing, implementing, and updating the JGZ guidelines. Additionally, some specific V&VN guidelines apply directly to Youth Health Nurses' professional practice.

Moreover, some evidence-based methods and interventions have been developed by Youth Health Nurses themselves. Increasingly, graduate projects from undergraduate and post-bachelor nursing students are being implemented directly in JGZ practice.

### **Professional Autonomy, Engagement, and Retention**

Within Youth Health Care (JGZ) teams, professional autonomy and influence over one's own work are playing an increasingly important role (Brink et al., 2022). Nursing leadership has become an integral concept that can no longer be ignored. Youth Health Nurses are making their voices heard and are visible within their own organisations, in local politics, at national level, and on social media. They are speakers at conferences and symposia, as well as lecturers, trainers, researchers, academics, and representatives of V&VN Youth Health Nurses in numerous national coalitions, working groups, and committees. This growing visibility has made their role increasingly recognised as essential and indispensable.

Youth Health Nurses are also active participants in Nursing Advisory Councils (VARs) and Works Councils (ORs). JGZ teams often operate as self-organising teams, with no daily supervision from a manager.

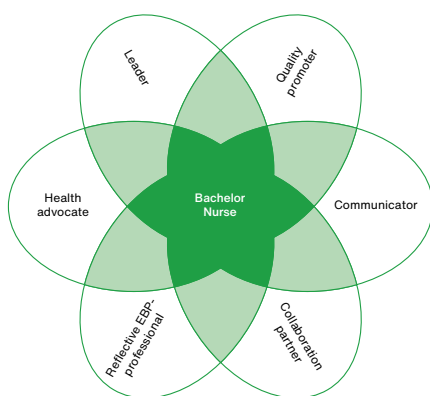
The division of tasks within JGZ teams is also evolving. These changes are driven both by substantive professional considerations and by labour market shortages. As a result, the responsibilities of youth doctors, Youth Health Nurses, and assistants are shifting. Nurse specialists (VS) have now gained a new and recognised position within the delivery of services.

Given that labour shortages are expected to continue growing, it is crucial for JGZ organisations to position themselves as attractive employers that can engage, retain, and sustainably support their workforce. Good employment practices include offering relevant continuing education and further training. In addition, it is important to encourage ongoing professional development with a growing emphasis on sustainability and environmental awareness.

## 2. The elaboration of the CanMEDS Roles

This chapter outlines the knowledge, skills, and professional attitude required to carry out the roles within the Youth Health Nurse's area of expertise. The framework used is the CanMEDS model (Canadian Medical Education Directives for Specialists), which comprises seven distinct roles. At the core of this professional practice is the Bachelor of Nursing (Bachelor Nursing 2030, 2023). All other roles support this central role, which in turn provides direction to the other CanMEDS roles.

Figure 1. CanMEDS Framework



(Source: National Consultation on Nursing Education Programmes - Landelijk Overleg Opleidingen Verpleegkunde, LOOV, 2023)

Each role is described as follows: first, a short general reflection on its relevance to the Youth Health Nursing specialism; then, the commonly accepted knowledge, skills, and attitude from the national Nursing Professional Profile; and finally, additional role-specific competencies that highlight what makes the Youth Health Nurse unique compared to nurses in other areas of expertise.

In this way, the general competencies from the Professional Profile, together with the Youth Health Nurse's specialist knowledge, skills, and attitude, form a coherent whole that encompasses the full scope of the Youth Health Nurse's role.

### 2.1 Role of the Bachelor Nurse

As outlined in section 1.1, the work of the Youth Health Nurse is preventive by nature. Its aim is to support the healthy and safe development of all children and young people living in the Netherlands, from pregnancy through to adulthood (i.e., across the life course). In doing so, Youth Health Nurses help promote a healthy upbringing that enables individuals to grow into adults who are capable of leading meaningful lives and actively contributing to society in a positive way.

The focus of the Youth Health Nurse's work lies in strengthening the self-confidence of young people and their parents, supporting their positive development through a solution-focused approach. It also involves identifying early signs of potential disruptions in mental, cognitive, social-emotional, or physical development and intervening either at an individual or collective level. The emphasis is placed on growing up and parenting within the broader context of the child's environment.

Youth Health Nurses have a clear overview of nearly all children and young people in their designated region. Even when a young person and their parent(s) are temporarily out of sight or avoid contact with services, Youth Health Nurses remain involved. In cases involving chronic illness or disability, the Youth Health Nurse focuses on promoting the healthiest possible upbringing within the family. They are attentive to the sometimes-fragile balance between the family's capacity to cope (resilience) and the demands placed upon them (burden) (Bakker et al., 1998).

Youth Health Nurses are skilled in building relationships with parents and young people, considering cultural, personal, and socio-economic factors. They recognise that parents may feel vulnerable when a Youth Health Nurse steps into their personal lives.

Using structured observation, conversation techniques, and interpreting specific signals, Youth Health Nurses are able to provide short-term and light-touch support (parenting support/self-care) to help ensure that emerging questions don't escalate into bigger problems. Within their community or at schools, they connect parents and young people who share similar concerns or are in similar developmental stages. This enables the Youth Health Nurse to help 'unburden' families and normalise parenting and development questions within the everyday context of raising children.

They are also able to identify high-risk situations quickly and follow the V&VN reporting code for domestic violence and child abuse when required (V&VN, 2019). Youth Health Nurses provide tailored care to meet the individual needs of children and their parents. In consultation with families, they adapt the format, frequency, and content of contact as needed. As a result, one child or family may have more or differently structured contact with a Youth Health Nurse than another.

The first four years of a child's life can be especially demanding for parents, often requiring more intensive support. A child's development may deviate from what was expected. During adolescence, mental development accelerates rapidly, and young people may begin to question who they are and what they are capable of. Increasing numbers of young people report mental health challenges ranging from loneliness to suicidal thoughts. In this life phase too, the support of Youth Health Nurses is crucial.

### General Nursing Knowledge

- Has essential foundational knowledge of anatomy, physiology, pathology, and pharmacology.
- Is well-versed in developmental psychology, the human life course, principles of self-management, coping styles, and the impact of lifestyle.
- Understands the theoretical models underpinning her activities and interventions.
- Is familiar with the sources and rationale behind professional nursing practice.

### Additional knowledge of the Youth Health Nurse

- Possesses knowledge of universal/collective prevention.
- Has specific knowledge related to the development and upbringing of young people across all the areas mentioned above.
- Is knowledgeable about solution-focused and action-oriented working methods, and about one or a combination of classification frameworks such as the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY), NIC-NOC-NANDA, and the Neumann Systems Model (NSM).
- Understands the healthy development of young people within their context, environment, and culture.
- Has knowledge of parenting styles, parenting support, and interventions related to light parenting support.
- Is familiar with the Public Health Act (Wet publieke gezondheid).
- Has knowledge of the National Immunisation Programme (Rijksvaccinatieprogramma, RVP).
- Is familiar with the Basic Package for Youth Health Care (Basispakket Jeugdgezondheidszorg) and the National Professional Framework (Landelijk Professioneel Kader, LPK).

### General nursing skills and attitude

- Can gather information using various methods and analyse and interpret this information.
- Can determine nursing care based on clinical reasoning, aimed at maintaining or (re)acquiring self-management of the parents and/or young person and their relatives or network.
- Can assess risks, identify problems early, select and carry out interventions, monitor progress, and evaluate outcomes in care issues across the four domains of human functioning.
- Can work according to guidelines and to deviate from them with justified reasons when the situation or own professional or moral considerations require it.
- Can perform reserved and high-risk procedures, considering own authority and competence.
- Is aware of her position within the care setting and considers the power dynamics between parents and/or young person and care provider during care delivery.
- Shows empathy towards parents and/or young people and colleagues.
- Is capable of formulating and verifying nursing diagnoses within her field, based on the most current guidelines, protocols, and/or Evidence-Based Practice.
- Systematically develops herself professionally in both the content and occupational domains.

#### Additional skills and attitude of the Youth Health Nurse

- Can reach the entire target group, all young people and their parents in the working area.
- Can stimulate self-confidence, self-reliance, and personal strength.
- Acts transparently.
- Responds sensitively to social developments and trends, parenting styles and support, cultures, and the healthy development of the young person in their context/environment to be able to detect potential developmental disruptions and intervene or refer in time.
- Is able, together with the parent/young person, to assess the balance between resilience (capacity) and burden (load) and aims to increase resilience and reduce burden to achieve a balanced ratio.
- Can recognise and remove barriers to access to preventive healthcare for young people and their parents.
- Oversees complex situations and recognises family patterns.
- Can, in close collaboration with the youth doctor/nurse specialist, take or implement measures regarding vaccinations or medical issues arising from task delegation.
- Provides care and advice proactively and reactively on both individual and collective levels. For example, in cases of a 'gut feeling' something is wrong, even when there are tensions between the interests of the collective and the individual.
- Can organise care based on severity assessment, intervene in a tailored way, refer at the right moment, and follow up on the referral.
- Can communicate with the care recipient and their relatives about factors, activities, and lifestyle characteristics that can positively or negatively influence parenting and growing up.
- Initiates and organises multidisciplinary collaboration when necessary and involves young people and/or parents.
- Records, documents findings, and reports these adequately in the digital dossier.
- Supports parents and young people based on best evidence and best practice, taking into account the principles of shared decision-making.
- Ensures optimal information transfer to others when necessary.
- Performs interventions according to applicable guidelines and protocols, continuously coordinating with parents and young people.
- Acts adequately in crisis situations and unforeseen circumstances.
- Applies ethical standards and can justify them.
- Can apply the National Professional Framework (Landelijk Professioneel Kader, LPK) and deliver customised care.
- Can apply the National Immunisation Programme (Rijksvaccinatieprogramma, RVP) and discuss resistance openly.
- Can detect collective signals, analysing them, and placing them in a broader context. Discusses these with internal and external partners and develops an action plan to collectively propose improvements.
- The Paediatric/Youth Health Nurse can illustrate gaps in policy with case studies from their own practice and propose solutions.

## 2.2 Role Communicator

The parent is the expert regarding their own child. The Youth Health Nurse must continuously (be able to) shift perspective between that of the parent and that of the young person, considering the values and norms, health literacy, and autonomy of the parents and/or young person.

Youth Health Nurses communicate not only with individuals but also with groups and with the collective of the new generation. They constantly move between the young people and the various environments in which they grow up (family, childcare, school, neighbourhood, leisure, and virtual environments). The Youth Health Nurse is able to consciously apply communication principles. This enables the parent and/or young person to make the choice that is important to them at that moment.

Youth Health Nurses communicate not only face-to-face but also using all available digital communication tools. They use digital consultations, host webinars, create videos and podcasts.

Finally, in prevention for parents and/or young people, overlapping areas of responsibility regularly occur between different collaborative partners. The Youth Health Nurse can clearly communicate her expertise and unique role to other healthcare providers.

### General nursing knowledge

- Has knowledge of communication levels (content, procedure, process).
- Knows the main communication techniques.
- Understands different methods of behavioural change.
- Has knowledge of limited health literacy, low literacy, and recognises limitations in (digital) skills of parents and/or young people.
- Is familiar with the latest applications of ICT and remote care.

### Additional knowledge of the Youth Health Nurse

- Knows the opportunities and limitations of different communication methods such as (non)verbal, written, and electronic.
- Is familiar with conversation techniques for providing information and psychosocial care to parents and/or young people.

### General nursing skills and attitude

- Can communicate effectively on content, procedural, and process levels, and switch smoothly between these levels.
- Can apply conversation techniques appropriate to the parents/young person or other interlocutors and the communication level: listening, asking questions, summarising and paraphrasing, mirroring, checking understanding (asking parents and/or young person to repeat what the nurse said), reinforcing, and providing (emotional) reflections.

- Can formulate excellently, both orally and in writing, translating professional language into more understandable (visual) language.
- Can recognise limited health literacy, low literacy, and deficits in digital knowledge and skills, and respond adequately.
- Is digitally proficient, comfortable with the internet, and uses ICT and social media professionally.
- Can give advice, instruct and motivate the care recipient, and tailor information to their needs.
- Can communicate on an equal level with other healthcare professionals.
- Can refer the care recipient appropriately to other healthcare providers or disciplines.
- Is aware of the impact of their own verbal, non-verbal, and digital expressions.

#### **Additional skills and attitudes of the Youth Health Nurse**

- Communicates carefully and systematically with parents and/or youth, focusing on the parent/youth and their close network, providing tailored relevant information and (preventive) education and advice.
- Recognises child signals and interactions between parent and youth, and can communicate about these with the parent and/or youth.
- Supports parents and/or youth in applying for services important for the development and support of the child and parent (for example, Early Childhood Education, youth assistance).
- Inquires about the psychosocial wellbeing of parents and/or youth and their close network, guiding them while considering cultural and religious beliefs and values.
- Can connect with parents and/or youth from diverse cultures and lifestyles.
- Can adapt conversation style to the developmental stage and age-related issues of the parent/youth.
- Can distinguish between their own feelings, values and norms and those of the parents and/or youth and their close network.
- Can formulate excellently both orally and in writing and digitally, tailored to the target group.
- Can align with the usual communication styles of collaboration partners and within the civil service and local government.
- Uses other forms of communication such as podcasts, webinars, vlogs, and the use of influencers.
- Is visible not only within their own organisation and municipality but also collectively with national colleagues (V&VN). They can connect and collaboratively consider how to make Youth Health Care more visible.
- Knows the opportunities and limitations of various communication methods: (non-)verbal, written and digital.
- Has knowledge of conversation techniques for providing education and psychosocial care to parents and/or youth.

### **2.3 Role as Collaborating Partner**

Youth health care forms the vital link in the continuous support system (the child monitoring system) for youth from -9 months (prenatal) up to 18 years of age.

Within the dynamic field of youth care, Youth Health Nurses work within their own Youth Health Care (JGZ) team, collaborating closely with parents and youth. In addition, they engage with many other partners involved around a

family. It is essential that Youth Health Nurses are skilled in collaborating effectively, able to initiate cooperation, take on chairing roles, and follow up on agreements.

The Youth Health Nurses collaborate within (pre-)school facilities and childcare settings and provide advice when there are signs of a (threatened) development of the young person. They are open to the knowledge and expertise of partners and contribute to this at a collective level.

For young people in vulnerable situations, the Youth Health Nurse can take on the role of case manager: they oversee the entire process between partners, roles and tasks, work towards shared goal-setting, identify issues and contribute to resolving gaps in collaboration. They can act as coordinator, for example as the central healthcare professional in cases of overweight or as a liaison professional in the maternity care chain.

#### **General nursing knowledge**

- Has a vision on collaboration and is familiar with current standards and guidelines.
- Has knowledge of collaboration processes, such as group and team formation, and team roles.
- Has knowledge of group dynamics and how to give and receive feedback.
- Has knowledge of collaborating partners (roles, expertise, authorisations and boundaries).
- Is aware of chain processes and the organisation of care in their own region.
- Is familiar with (potential) partners outside healthcare in the social and public domain.
- Has knowledge of effective and efficient reporting and handover, including the use of ICT and relevant laws and regulations.

#### **General nursing skills and attitude**

- Can perform a network analysis.
- Can collaborate with care recipients and their relatives, support them and refer them effectively when necessary.
- Can take the role of chairperson in (multi- or inter-) disciplinary meetings and demonstrate oversight of the entire prevention process.
- Can formulate and articulate a vision on collaboration.
- Contributes professionally within teams and collaborative processes, does not shy away from confrontation or differences of opinion, and can present and argue her professional views.
- Can report, consult, coordinate and hand over efficiently and effectively, maintaining an equal, collegial and open attitude. This applies to relationships with care recipients and their relatives, within the nursing team, in the interdisciplinary team, and with other partners.
- Can establish, expand/update, and apply a social map and community support systems.
- Can act from an equal, collegial and open attitude with care recipients, their relatives, colleagues, within the multidisciplinary team and with other partners at micro, meso, and macro levels.

#### **Additional skills and attitude of the Youth Health Nurse**

- Can take on the role of advocate for young people in vulnerable situations.
- Deals professionally with, safeguards boundaries and recognises the tasks and differences in (professional) expertise, roles, duties, and responsibilities within a multidisciplinary team.
- Can adopt a coaching role towards parents and young people, as well as trainees and colleagues.
- Can bring together experts around a (identified) health or parenting issue and take on the coordination.
- Can maintain an overview through a helicopter view (i.e., a broad perspective).
- Can determine their own responsibility within a context of overlapping domains and justify the choices made.
- Seeks common ground and effective coordination, even when there are confrontations or differences of opinion, between partners, own organisation, and parents and young people.
- Can handle the tension between the demands of the municipal client and the interpretation of their own profession and can clearly articulate their own contribution.
- Provides information and advice to staff of other partners about youth healthcare, including the importance and content of youth healthcare services.

#### **2.4 Role of the Reflective EBP Professional**

Youth Health Nurses carry out their tasks independently. Collegial consultation takes place at a later time. As a result, reflection on one's own functioning gains greater emphasis. Awareness of one's own values and norms is essential to provide objective support. Reflection on one's own actions occurs through, for example, peer review, peer group supervision meetings, case discussions, and video interaction guidance.

The ability to lead a peer group supervision meeting or initiate a moral deliberation, as well as to handle ethical dilemmas, are skills characteristic of the Youth Health Nurse. A Youth Health Nurse is expected to be able to propose ideas for scientific research, contribute to (scientific) research, critically appraise scientific literature, and work project based. The Youth Health Nurse works with scientifically sound methods and techniques.

#### **General nursing knowledge**

- Has knowledge of the principles of Evidence-Based Practice and can translate these into her nursing actions and those of her collaborators.
- Has basic knowledge of research methods.
- Is aware of current themes and developments within her field.
- Is familiar with applications in knowledge development and knowledge sharing.
- Knows the principles of reflective practice.
- Has knowledge of the concept of "lifelong learning."
- Is knowledgeable about current guidelines and professional standards.

#### **Additional knowledge of the Youth Health Nurse**

- Has knowledge of the diversity of philosophical and religious beliefs and movements, and the implications thereof for the healthy and safe upbringing of the new generation.
- Has knowledge of the moral-ethical context of youth public health care.

#### **General nursing skills and attitude**

- Delivers high-quality care with integrity, sincerity, and engagement.
- Builds a trusting relationship with parents and/or young people.
- Aligns own behaviour with the culture, needs, priorities, and goals of the organisation.
- Recognises ethical issues and moral dilemmas related to professional practice and makes them discussable. Identifies a (moral) ethical dilemma arising from own professional practice.
- Analyses a (moral) ethical dilemma using a recognised methodology.
- Keeps up to date with professional literature and efficiently searches for information through various media channels.
- Participates in accredited training relevant to her field.
- Is able to reflect on her own functioning.
- Can evaluate and critically consider her own performance.
- Can receive feedback from colleagues and supervisors and integrate it into her practice.
- Can professionally provide feedback to colleagues, partners, and students on their actions and professional behaviour.
- Can serve as a role model for nurses (in training). Is capable of initiating and facilitating peer professional development and knowledge exchange.
- Initiates and organises intervision meetings, participates in and/or leads them.
- Recognises and acknowledges the limits of her own expertise and manages these professionally.
- Collaborates in professional research within her field and contributes to the research of others.
- Develops an action plan for the implementation, execution, and evaluation of the results of scientific research, improvement plans, new protocols, and guidelines.
- Can link the results of scientific research to her own professional practice.

#### **Additional skills and attitude of the Youth Health Nurse**

- Is aware that she enters the personal life sphere of parents and young people both when asked and unasked and can adjust accordingly.
- Understands the importance of shared decision-making in the development and alignment of care/support needs.
- Is able to empower and support parents and young people in making decisions concerning their care needs or (implicit) support requirements.
- Applies (new) scientific knowledge in practice.
- Can independently develop new protocols or formulate improvements for existing protocols and guidelines based on best evidence and best practice.
- Is involved in adapting and implementing standards and national guidelines at the local/regional level.
- Works with evidence-based methods and interventions.
- Is able to participate in (scientific) research and can initiate nursing (practice) research.
- Is familiar with the main theoretical backgrounds on parenting and growing up.

#### **2.5 Role Health Promoter**

Youth Health Nurses are committed to promoting and protecting the health and safety of the entire youth population. They focus on the relationship between health and behaviour, on the one hand by enabling parents and young people to make healthier choices, and on the other hand by encouraging a healthy living environment. Youth Health Nurses have knowledge of the growth and development of young people, of a healthy parent-child relationship, and the factors influencing these. Additionally, they understand the indicators of a healthy lifestyle and the ways in which these can be influenced. They are skilled in anticipatory education and motivational interviewing at the universal (population), selected (groups), and indicated (families) levels. They identify trends and collective health risks and respond proactively with new interventions. They are able to translate individual findings to the collective and vice versa. They initiate and develop collective activities appropriate to society. The Youth Health Nurse contributes to sustainable nursing practice.

#### **General nursing knowledge**

- Has knowledge of epidemiology.
- Has knowledge of prevention and health education, health and behavioural determinants.
- Understands the principles of self-management, lifestyles, behaviour, and methods of behaviour change.
- Is familiar with ways to encourage healthy and safe behaviour, such as nudging.
- Has knowledge of behaviour influence methodologies.
- Is aware of cultures and culture-related health beliefs and culture-specific health issues.

#### **Additional knowledge of the Youth Health Nurse**

- Has knowledge of educational and advisory techniques.
- Has knowledge of parenting styles, attachment processes, and parenting theories. Understands early life stress and its impact on healthy parenting and development.
- Is aware of the various ways in which parents and young people form groups and other possible organisational forms where parents and youth can offer mutual support.
- Has knowledge of procedures to follow in case of incidents and error reporting.
- Is knowledgeable about valid and reliable instruments and materials related to internet and social media use by parents and young people.
- Understands the demographic composition of the work area, i.e., municipality or schools, the prevalence of threatening health and developmental situations, and vulnerable target groups.
- Has knowledge of organisations with specific expertise in the field of health promotion.

#### **General nursing skills and attitude**

- Can collect data within a broad context, focused on early detection and risk assessment.
- Has skills in outreach care and assertive engagement.
- Is capable of strengthening the social network around parents and/or young people.
- Can contribute ideas to policymakers and make proposals for necessary care pathways.
- Can participate in collective/group-oriented prevention activities.
- Utilises various communication techniques: verbal, written, digital, etc.

#### **Additional skills and attitude of the Youth Health Nurse**

- Is able to recognise the coping behaviour of parents and young people and strengthen self-management based on this.
- Can initiate, develop and implement collective and group-oriented prevention (including information sessions) to reduce health risks.
- Can activate networks around parents and young people.
- Detects misuse of social media and intervenes accordingly.
- Ensures optimal safety for parents and/or young people and their environment, responding appropriately to incidents.
- Adjusts prevention activities based on evaluations.
- Can promote and maintain care programmes (e.g. JOGG, Healthy School, Kansrijke Start).
- Can engage with parents as spokespersons for the young person.

## 2.6 Role Leader

Youth Health Nurses operate within various networks and demonstrate nursing leadership. A key responsibility lies in visibly advocating for the importance of healthy and safe development of the new generation, both within their own organisation, among collaborative partners, local youth care services, and local politics. They understand how to influence the political functioning of the municipal government (civil servants and aldermen) and council members, are familiar with parent and youth initiatives, and anticipate social developments as well as social legislation and regulations. They can act as care coordinators based on their expertise. Where appropriate, they involve other healthcare professionals and the informal network together with parents and the young person.

Youth Health Nurses also identify policy changes, trends, and developments within society that are relevant to youth healthcare and translate these into their own practice and vice versa. This occurs at collective level as well as for risk groups or on an individual basis.

### General nursing knowledge

- Knows the various organisational forms and principles of organisational science.
- Has insight into and knowledge of healthcare legislation and financing.
- Has knowledge of the latest information and communication technologies.
- Understands how to influence organisational policy.

### Additional knowledge of the Youth Health Nurse

- Has knowledge of the organisation and governance of public health, youth care, education, welfare, childcare, early years provisions and education, as well as the prenatal care chain.
- Has knowledge of the municipal infrastructure and local politics.
- Has knowledge of the history of Youth Health Care (JGZ) and its uniqueness.
- Has knowledge of project management and change processes.
- Has knowledge of the various funding streams that influence the delivery of preventive care.

### General nursing skills and attitude

- Can coordinate care around young people and their parents, across disciplines and organisations, ensuring continuity of care.
- Is able to take on the role of coordinator.
- Handles materials and resources responsibly, cost-consciously, and sustainably, and promotes this attitude among colleagues.
- Contributes to the safety of parents, young people, colleagues, and the working environment within the organisation.
- Is capable of making decisions about policy (prioritisation) and resources for the implementation of youth health care, balancing effectiveness and costs.
- Makes these decisions in collaboration with policymakers on an equal footing.
- Utilises social and digital opportunities.

### **Additional skills and attitude of the Youth Health Nurse**

- Knows how to influence municipal policy and contribute insights from a youth health nursing perspective.
- Can take leadership and advocate for the interests of the young person when these are under threat (role of advocate).
- Can increase the visibility of youth health care within their own organisation.
- Is able to connect nationally to collaborate with colleagues in raising the profile of the youth health care field across the country.

### **2.7 Role as Quality Promoter**

Youth Health Nurses possess knowledge about quality, new developments, and innovations within their professional field. They focus not only on the care needs but also on the context of young people and their parents in their environment, as well as on the care needs of the population within their work area. Youth Health Nurses coach trainees and colleagues and disseminate their knowledge about youth health care and healthy and safe upbringing.

Youth Health Nurses apply knowledge and programmes whose effectiveness and efficiency are plausible or scientifically proven. They also participate in scientific research by collecting data and/or integrating research findings into youth health care. The focus lies on professional behaviour and the development of expertise according to professional standards.

Youth Health Nurses maintain an open perspective on the entire healthcare organisation in which they work and are aware of or actively involved in the activities of the Nursing/Care Advisory Board (VAR) or other forms of professional representation. They also bring their expertise to other forums within public youth care and bring back new themes and experiences to their organisation and professional field. To share knowledge and experiences nationally, it is desirable that Youth Health Nurses are members of V&VN Youth Health Nurses. By registering in the Quality Register for Nurses & Carers, specialising in youth health nursing, they make transparent which courses and training they have completed.

### **General nursing knowledge**

- Knows the legislation and regulations applicable to nursing practice and the context in which they operate.
- Has knowledge of monitoring the outcomes of prevention.
- Is familiar with current guidelines.
- Has knowledge of safety, quality, and environmental aspects of the materials they work with.
- Understands quality frameworks and professional and personal leadership.
- Knows the limits of personal and professional actions and their responsibilities therein.
- Is familiar with legislation relevant to their field and is able to act within legal frameworks (Individual Healthcare Professions Act (BIG) and Medical Treatment Contracts Act (WGBO)).
- Knows how to maintain contacts within their healthcare institution with the Nursing Advisory Board (VAR), Works Council (OR), and other consultation bodies.

#### **Additional knowledge for Youth Health Nurses**

- Has knowledge of the structure and applicable laws and regulations concerning the implementation of youth health care, safety, and privacy.
- Is familiar with the rights of the child and the reporting code for domestic violence and child abuse.
- Actively keeps up to date with (scientific) professional literature.

#### **General nursing skills and attitude**

- Can clearly articulate her vision on quality of care in understandable terms and systematically contributes to quality improvement of care delivery.
- Is results-oriented, working effectively and efficiently.
- Adheres, as a member of the professional group, to the Professional Standard (V&VN, 2015), including legislation, the Code of Conduct for Nurses and Carers (V&VN, 2015), and organisational regulations within healthcare.
- Can demonstrate nursing leadership to strive for the highest possible quality of care and professional practice. Acts as an ambassador for the profession.
- Can contribute to the development of protocols based on legislation, professional standards, and guidelines.

#### **Additional Youth Health Nurse skills and attitude**

- Can formulate concrete problems or questions based on experience and reflection in daily professional practice.
- Is capable of functioning as a coach and supervisor for nurses in training within the field, and as a supervisor for direct colleague Youth Health Nurses and other colleagues.
- Can provide effective advice, consultation, or training to nurses and other professionals in the field.
- Demonstrates self-reflection regarding her own attitude and behaviour in relation to the position of young people, their parents, and other healthcare professionals.
- Is aware of societal and technological developments influencing the profession and can assimilate and apply these developments in daily practice.
- Can establish, actively participate in, and maintain networks in which knowledge about best practices and alternatives is shared.
- Can apply Evidence-Based Practice (EBP) to improve the outcomes of her own actions and those of others within the profession.

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