



Clinical Skills Book CFP and Child Branch

Name Intake

Centre Personal Tutor

Useful Contacts	Telephone Number	e-mail
School Reception		
Student Services		
Personal Tutor		

Clinical Placements Undertaken

Placement	Speciality	Duration	Date

Introduction and Guidelines

This book focuses on skills for nursing practice. It includes a number of skills that are considered essential and your attainment of these must be assessed for you to become a registered nurse (NMC 2007).

- Keep this book safe and accessible when in clinical practice.
- This book guides you towards a comprehensive range of skills that you should achieve during the course and in your future practice. Skills may not be acquired in a particular order however we have indicated those skills which should be considered as a priority with a * sign.
- The list is not exhaustive and other skills may be acquired depending upon the learning opportunities that arise.
- This book will help you and your mentors identify the skills you already have or need to develop. This will enable you and your mentors to assess your progress and develop action plans.
- This book should be used as part of your portfolio evidence towards your achievement of proficiencies.
- **It is the students' responsibility to liaise with their mentor to identify any skills (or use of equipment) that require specific training before being undertaken or can only be undertaken by a registered nurse with extended skills. Please note this will vary between trusts.**
(see also <http://www.medical-devices.gov.uk>)
- **ALWAYS FOLLOW LOCAL TRUST POLICIES / PROCEDURES**
- **Except for the essential skills section** it is your responsibility to sign and date the skills as acquired, however you can negotiate with your mentor to countersign these.

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ESSENTIAL SKILLS ASSESSMENTS

Guidelines for mentors undertaking practical assessments

The NMC have introduced Essential Skills Clusters (ESCs Circular 07/2007) to complement the existing NMC pre-registration outcomes / proficiencies. The NMC require that some of these skills are specifically assessed in practice.

During the Common Foundation Programme students must be assessed in the following prior to moving to the Branch programme:

- TPR and BP (assessed in School, OSCE)
- Measures/documents vital signs (assessed in school, OSCE)
- Aseptic/clean technique (assessed in School, simulation)
- Accurate measurements of Height, weight and BMI (assessed in practice)
- Fluid balance (assessed in practice)
- Dietary intake (assessed in practice)
- Medicine calculations (assessed in School.)

During the Branch programme, students must be assessed in the following prior to registration:

- Nutritional assessment (assessed in practice)
- Dehydration (assessed in practice)
- Medicines administration (assessed in practice)
- Enteral feeding (Child, LD, Adult branch only, assessed in practice)
- Intravenous fluids (Child and Adult branch only, assessed in practice)
- Patient group directions (assessed in School)

These assessments only have to be passed on one occasion but it is expected that the student will continue to demonstrate competence at a level appropriate to the semester in which they are practising and the corresponding level of the Bondy skills escalator.

Students can have as much formative learning/practise as they feel they require, but only TWO summative attempts are allowed for each assessment.

The following brief guidelines are to assist you with these assessments. If you have any queries please don't hesitate to contact your PLT educational representative.

During the preliminary interview, identify with the student if any assessments are to be carried out.

Should a student disclose a disability to you, contact your local School of Nursing Centre and ask for the Disability Liaison Officer for guidance.

Check the assessment criteria and ascertain whether the summative assessment will be possible in the placement.

Allow the student the opportunity to practise the skill prior to arranging the assessment.

During practise give the student clear and specific feedback on their strengths / weaknesses.

Mutually agree the opportunity/ or set a date to undertake the summative assessment/s.

Assess the student against the given criteria. **Each criterion must be achieved for the student to be awarded a pass.**

Give the student feedback and record the result of the assessment.

Where a fail is awarded, give the student specific reasons as to why they have failed, document on the assessment form and develop an action plan.

Mentors should use their discretion on the day of assessment in the event of any unexpected circumstances such as deterioration of the patient, the student becoming unwell, an emergency in the area or equipment failure. A note of events should be made in the action plan of the Assessment of Practice Record.

NB: It is expected that the assessment will be undertaken by the primary mentor. In exceptional circumstances, the assessment may be another mentor other than the primary mentor.

ESSENTIAL SKILLS ACHIEVED IN PRACTICE

CFP	Date Achieved
Measures Height, Weight, BMI	
Monitors and records Fluid Balance	
Monitors and records Dietary Intake	
BRANCH	
Nutritional assessment	
Hydration / Dehydration assessment	
Enteral feeding	
Intravenous fluids	
Medicines Administration	

ESSENTIAL SKILLS ACHIEVED IN SCHOOL

CFP		Date Achieved
Measures / documents T,P,R, BP	OSCE	
Aseptic technique	Classroom Simulation	
Medicines calculations	Assessment	
BRANCH		
Patient Group Directions	Classroom assessment	

Measures Height, Weight, BMI

Responds appropriately to findings outside normal range for weight and height.

Takes and records accurate measurements of weight, height and body mass index, according to local policy

To be completed before entry to the Branch Programme

All criteria must be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box.

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Follows correct infection control procedures		
4	Prepares equipment required		
5	Accurately measures the height of the individual		
6	Accurately weighs the individual		
7	Accurately calculates the BMI		
8	Records measurements and BMI		
9	Identifies normal BMI parameters		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Monitors and Records Fluid Balance

Accurately monitors and records fluid intake and output in accordance with local policy

To be achieved before entry to the Branch Programme.
All criteria must be passed to be awarded a pass mark
Please insert P=Pass or F=Fail in the appropriate box.

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Follows correct infection control procedures		
4	Enters fluid input and output accurately onto the appropriate record		
5	Accurately measures and records as appropriate: a. Oral intake (if applicable) b. Intravenous intake (if applicable) c. Enteral intake (other than oral, if applicable)		
6	Accurately measures and records fluid output: d. Urinary e. Other (if applicable)		
7	Disposes of equipment safely		
8	Accurately calculates the 12/24 hour intake and output		
9	Recognises whether this is a positive or negative balance for the individual		
10	Explains the need for recording fluid intake and output on the individual.		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Monitors and Records Dietary Intake

Accurately monitors dietary intake and completes relevant documentation according to local policy.

To be achieved before entry to the Branch Programme

All criteria must be passed to be awarded a pass mark

Please insert P=PASS or F=Fail in the appropriate attempt box.

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Is able to accurately complete a food record to include: a. what is offered to the individual b. what is observed/reported to be consumed by the individual		
4	Is able to explain why the individual needs to have dietary intake recorded		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Nutritional Assessment

Makes a comprehensive assessment of patient/client needs in relation to nutrition identifying, documenting and communicating level of risk in accordance with local policy

To be achieved during the Branch Programme.

All criteria must be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Communicates effectively to gain an accurate patient/client history		
4	Accurately completes a nutritional risk assessment		
5	Recognises any actual or potential problem with the individuals dietary intake.		
6	Communicates the level of risk to other appropriate professionals		
7	Identifies when reassessment needs to take place		
8	Documents the assessment appropriately		
9	Can explain the local support and reporting systems to deal with nutritional problems		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments -

Hydration / Dehydration Assessment

Identifies signs of dehydration and acts to correct these

To be achieved during the Branch Programme

All criteria must be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box.

		SUMMATIVE	ATTEMPT
	Criteria	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from individual		
3	Follows correct infection control procedures		
4	Identifies signs and symptoms shown by the individual which indicate that they are dehydrated		
5	Explains the possible reasons why the individual has become dehydrated		
6	Take the appropriate actions to correct the dehydration and prevent any further dehydration according to local policy		
7	Documents the assessment findings and adjusts the plan of care appropriately		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Enteral Feeding

Where relevant to Branch, administers enteral feeds safely and maintains equipment in accordance with local policy.

To be achieved during Branch Programme

All criteria to be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box.

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Follows correct infection control procedures		
4	Selects the correct feed		
5	Checks the expiry date and the condition of feed		
6	Prepares equipment		
7	Place the individual in an appropriate position for feeding		
8	Ascertains the enteral feeding tube is correctly sited and is patent by agreed procedure.		
9	Attaches feeding tube to the administration equipment		
10	Delivers the feed at the correct rate according to the feeding regime		
11	Monitors the individual appropriately during feeding		
12	On completion of the feed flushes the enteral tube in accordance with the local policy		
13	Caps the end of the enteral tube and positions the tube for safety and comfort		
14	Disposes/maintains equipment safely		
15	Documents the procedure accurately		
16	Monitors the individual appropriately after feeding		

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail Date

Name of Assessor –

Signature –

Comments –

Intravenous Fluids

Where relevant to the branch monitors and assesses patients / clients receiving IV fluids.

Documents progress against prescription and markers of hydration according to local policy

To be achieved during Branch Programme.

All criteria to be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box

SUMMATIVE ATTEMPT

	Criteria	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains consent from patient and prepares them appropriately		
3	Follows correct infection control procedures		
4	Checks that correct infusion is in place		
5	Checks that infusion is running to time		
6	Monitors infusion site for signs of abnormality and pain		
7	Checks date for IV giving set to be changed		
8	Evaluate and discuss the individuals hydration status		
10	Monitors and discuss possible contraindications e.g. fluid overload		
13	Explains how patient should subsequently be monitored		
15	Completes documentation accurately		

Summative attempt no. 1

Result – Pass / Fail

Name of Assessor –

Signature –

Comments / Action Plan–

Date

Summative attempt no. 2

Result – Pass / Fail

Name of Assessor –

Signature –

Comments –

Date

Medicines Administration

- Accurately calculates medicines frequently encountered within Branch
- Safely manages drug administration and monitors effects.
- Safely and effectively administers medicines via routes and methods commonly used within Branch and maintains accurate records.

For an individual or a small group of patients depending on setting

In accordance with the local policy and NMC standards for medicine administration (NMC 2007)

To be achieved during the Branch Programme

All criteria to be passed to be awarded a pass mark

Please insert P=Pass or F=Fail in the appropriate attempt box.

		Attempt	
	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Follows correct infection control procedures whilst preparing and administering medicines		
4	Prepares equipment required (as appropriate)		
5	Checks and confirms:		
a	The identity according to local policy and procedures		
b	Allergies or adverse effects		
c	Weight if required		
6	Checks the Patient Specific Direction (Prescription)		
a	Date		
b	Time		
c	Start and Review date as appropriate		
d	Name and form of the medicine to be given		
e	Last time dose given		
f	Dose prescribed		
g	Route of administration		
h	Signed by the prescriber/transcriber *		
i	Any additional advice e.g. after food		

j	Any once only or as required medicines needed		
7	Reports any errors or concerns about the prescription		
8	Demonstrate knowledge of the therapeutic use, dose, routes, side effects, precautions and contraindications of the medicine with reference to the BNF, BNFC or pharmacist as appropriate		
9	Selects the correct medication, checks the label and dose carefully against the prescription (including any diluent)		
10	Checks the expiry date		
11	Calculates the correct dose		
12	Measures/dispenses the correct dose		
13	Performs final check of the individuals identity		
14	Administers medication and observes it is taken		
15	Completes documentation accurately		
16	Demonstrate knowledge of monitoring, reporting and recording side effects, allergic reactions, effectiveness of medicine		
17	Provides individual with appropriate information, advice and promotes concordance		
18	Explains correct disposal of unwanted medicines		
19	Disposes of equipment used safely (if appropriate)		

*NB: Applicable only where there is a Transcribing Policy in place

Summative attempt no. 1

Name of Assessor –

Comments –

Result – Pass / Fail

Signature –

Date

Summative attempt no. 2

Name of Assessor –

Comments –

Result – Pass / Fail

Signature –

Date

Additional guidelines for Patient Specific Directions assessment (medicine management)

The assessment should involve a range of medications for **4** individuals.

If necessary, the assessment may take place over a number of days, for example in a community setting

The student should have knowledge of the therapeutic use of all medications that they administer

Please refer to the Clinical Skills book to ensure that the student has administered medications via frequently encountered routes, **as appropriate to the setting**, prior to carrying out the assessment

OSCES

OSCE	Semester	Date Passed
Hand washing	Semester 1 / 2	
Temperature Pulse Respiration Blood Pressure	Semester 2	
Systematic assessment of an acutely ill child	Semester 5	

Mandatory Sessions YEAR ONE

Session	Date Attended
Basic Life Support 1 (Adult) Basic Life Support 2 (Child / Baby) Introduction to COSHH Introduction to Risk Management Responding to Violence & Aggression 1 Fire Safety 1 Infection Control: An Introduction Infection Control: Application of principles Hospital acquired infection and an introduction to food hygiene Numeracy 1 Moving & Handling 1 Moving & Handling 2 Moving & Handling 3 Moving & Handling 4 Moving & Handling 5 Moving & Handling 6 Administration of medication (Theory) Administration of medication Practice (Oral) Administration of medication by injection Numeracy 2 Basic life support in the institutional setting Principles of Asepsis Mother and Baby Booklet Child Protection Package	

Health and Safety

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Fire procedure awareness							
*Basic Life Support							
First Aid skills, including a) ABC assessment b) The unconscious patient c) Airway obstruction d) Acute bleeding							
Aware of COSHH regulations							
Aware of RIDDOR regulations							
Reporting untoward incidents (inc. patient issues)							
Observe/contribute to, a Health & Safety Risk Assessment of a clinical area							
Safe use of transport system for specimens							
Able to access local policies, procedures and protocols							
* Demonstrates an awareness of Personal Safety (inc. recognition of behavior)							
Able to recognise early signs of frustration/ aggression in children, visitors and staff							
Demonstrates simple approaches to de-escalate potential conflict							

Infection Prevention and Control

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Demonstrates consistent effective hand hygiene a) Social handwashing b) Hygienic handwashing c) Use Alcohol gels d) 'Scrubbing' for surgical procedures							
* Demonstrates safe practice with regards to Waste and Linen Disposal a) Household waste b) Clinical Waste c) Sharps Disposal							
Demonstrates the importance of a clean and tidy environment for children and visitors							
Able to undertake an MRSA screening							
Able to apply principles of infection control							
Principles of asepsis							
Care of the child in isolation a) Protective b) Source							
Safe management of hazardous specimens							
Appropriate use of gloves							
Able to access expert infection control advice							
Contributes to an infection control risk assessment							

Personal Communication Skills

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Customer Services reception and telephone skills							
Behaves and presents oneself in a professional manner							
* Able to initiate appropriate communication with children, relatives and visitors							
* Able to terminate a conversation with children and relatives in an appropriate manner							
Demonstrates appropriate and accurate reporting of information a) Patient handover b) Reporting to other team members							
Able to interpret non-verbal cues from children and relatives							
Able to greet children, relatives & visitors in a courteous manner.							
Able to call for appropriate assistance when dealing with complex situations							

Child Assessment

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Demonstrates a structured approach to assessment a) Emergency b) Planned							
Able to undertake an initial children's admission							
Early recognition of the importance of observations made on children							
Able to use and interpret an early warning score tool							
* Able to orientate a child and relatives to the new environment							
Is able to use specific assessment tools;							
a)							
b)							
c)							
d)							
e)							
f)							

Notes: Health & Safety

Record Keeping and Documentation (Note: this links to all other sections)

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Demonstrates the ability to implement the NMC guidelines Ref NMC (2004)							
Records are: factual, consistent and accurate							
Written as soon as possible after an event has occurred, providing current information on the care and condition of the child or carer							
Written clearly and in such a manner that the text cannot be erased							
Written in such a manner that any alterations or additions are dated, timed and signed in such a way that the original entry can still be read clearly							
Accurately dated, timed and signed, with the signature printed alongside the first entry							
Must not include abbreviations, jargon, meaningless phrases, irrelevant speculation and offensive subjective statements							
Readable on any photocopies							

Handling and Mobility

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Moving & Handling risk assessment							
Able to formulate a plan of care to enhance a child's mobility a) Assessment b) Planning c) Implementation d) Evaluation							
Demonstrates the safe use of: (specify make and model)							
Bed a) b) c) d)							
Sliding Systems a) b)							
Hoists a) b) c)							
Standing Aids a) Rotunda b)							
Walking Aids a) Frame b) Crutches c)							
Wheelchairs a) Manual b) Electric							

Breathing

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Able to observe and record, rate, depth and rhythm							
Able to use and interpret pulse oximetry							
Record and interpret Peak Expiratory Flow Rate							
Obtain a sputum specimen /NPA(including documentation & preparation for collection)							
Set up oxygen equipment safely a) Nasal cannula b) Venturi mask c) Humdification (If appropriate) d) Non / partial rebreathing							
Use of a nebuliser a) Air compressor b) Oxygen driven							
If using portable oxygen, ensure there is adequate oxygen in the cylinder for the duration of the journey							
Demonstrate and assess a child's use of an inhaler device							
Tracheostomy care a) b)							

Circulation

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Able to obtain and record, rate and rhythm of the pulse							
Able to undertake a systematic assessment of a patients circulatory status							
Locating and recording peripheral pulses							
Measuring, recording and interpreting Blood Pressure a) Electronic b)							
Able to perform and interpret capillary refill test							
Central Venous pressure measurement							
Arterial Pressure measurement							
Cardiac monitoring a) 3 lead b) 4 lead c) 5 lead							
Interpreting common arrhythmia on a 3 lead monitor							
Observing a 12 lead E.C.G.							
Measuring, documenting and interpreting central venous pressure.							
Care of a central line							

Hydration and Nutritional Needs

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Perform a comprehensive assessment of hydration status and needs							
* Perform a comprehensive assessment of nutritional status and needs							
• Principles of food hygiene							
* Able to monitor a child's ability to swallow effectively							
Able to feed a child from a bottle and successfully wind the baby							
* Able to feed a client safely and with dignity							
Weighing and measuring a child							
Recording and collating fluid balance							
* Assessment and care of a child's mouth							
Inserting a nasogastric tube							
Care of and feeding a child with a nasogastric tube							
Care of and feeding a child with a Percutaneous Endoscopic Gastrostomy tube							

Elimination

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Assessment of continence a) Urinary b) Faecal							
*Collect and measure urine output							
Perform and interpret routine urinalysis							
Collect and manage a clean catch sample of urine							
Approaches a child's toileting needs whilst maintaining dignity							
Plan, implement and evaluate a child's management plan for elimination needs a) Urinary problems b) Faecal problems							
Care of a child with a urinary catheter a) Routine care b) Bag emptying c) Specimen collection							
Urinary catheterisation a) Male b) Female							
Intermittent catheterisation a) Male b) Female							

Altered Neurological Status

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Is able to assess a child using the AVPU system (alert, voice, pain, unresponsive)							
Undertake, record and interpret Glasgow Coma Score							
Care for an unconscious child in relation to; a) Positioning b) Simple Airway control							
Demonstrates appropriate positioning of the unconscious child							
Able to care for a child who has a seizure: - a) During a fit b) Following a fit c) Recording the sequence of events that occur							

Notes: Neurological Status

Hygiene, Comfort & Dignity

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Assess and document a child's ability to undertake self care							
* Oral Hygiene a) assessment b) care c) assisting a patient							
* Providing hygiene care for a dependant child in bed							
* Able to prepare a comfortable bed							
Plan and promote a child's independence							
Able to select and use an appropriate pressure risk assessment tool a) b) c)							
* Following an episode of care, ensures that a patient is comfortable, dignified, is able to reach belongings and has access to further assistance if required.							

Notes: Comfort & Dignity

The Neonate

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Assess & maintain a neonates thermoneutral environment							
Maintain awake and sleep(Day and Night) patterns appropriately							
Assess breathing pattern related to neuromuscular impairment due to immature respiratory centre							
Monitor potential for infection related to deficient immunologic defences							
Able to select and use an appropriate pain assessment tool a) b)							
Provide correct positioning of the neonate							
Care for a child receiving photo-therapy							
Provide physical and emotional support for the mother who is breast feeding							
Ensure development is promoted							

Palliative Care and Care of the Dying

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Undertake an assessment of the patients and carers needs a) physical b) psychological c) social d) spiritual							
Plan, implement and evaluate care to: a) manage distressing symptoms e.g. dry mouth, pain, agitation b) promote optimal comfort c) provide psychological, social and spiritual support d) refer to appropriate palliative care services e) Communicate sensitively and compassionately							
Implement appropriate care of the patient after an expected death (last offices)							
Provide support and information for the bereaved							
Using an appropriate communication strategy when delivering potentially challenging/distressing information							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Assist with a complex discharge from hospital for a palliative/dying patient							
UNEXPECTED/SUDDEN DEATH							
a) Assess for safe environment b) Instigate appropriate first aid/resuscitation/ emergency care c) Facilitate contacting appropriate professionals and carers d) Participate in breaking bad news e) Make appropriate referrals to support services f) Work co-operatively with the police/coroners office g) Provide detailed documentation of incident							

Notes: Palliative Care & Care of the Dying

Administration of Medications

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
We suggest you also keep a separate document with respect to knowledge of individual medications							
Is able to interpret an individual child's prescription							
* Accurately calculate doses required a) Tablets b) Solutions c) IV rate d)							
Safely check a child's identity							
(under supervision) Administer prescribed medication safely; a) Oral b) Rectal c) Sub-cutaneous d) Intra-muscular e) Inhaler f) Topical g) Ophthalmic h) Aural i) Nasal j)							

Pain

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Perform & document pain assessment using different tools * a) b) c)							
Identify appropriate pharmacological interventions and their side effects a) b) c)							
Undertake non-pharmacological interventions a) b) c) d)							
Evaluate the effectiveness of pain control							

Notes: Pain

Peri-operative child

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Prepare a child for an anaesthetic a) General i Fasting ii Hygiene iii specific preparation b) Regional i Fasting ii Hygiene iii specific preparation c) Local i Fasting ii Hygiene iii Specific preparation							
Emotional care of the Parent/primary care giver of the child pre and post operatively							
Receive a child into the theatre area							
Care for a post anaesthetised patient a) Observation b) Laryngeal mask airway							
Hand over a post-operative child to ward staff							
Receive a post operative child and safely escort back to a ward							

Wound Care

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Undertake a pressure sore grading system a) b) c)							
Assess a chronic wound							
Obtain and manage a wound swab							
Cleanse a chronic wound by a) b)							
Wound Drainage							
Assess an acute wound							
Cleanse an acute wound by a) b)							
Close an acute wound with closure tapes							
Assist with the suturing of a wound							
Select and apply an appropriate dressing							
Effectively apply a simple supporting bandage a) b)							
Provide health education to a child with a wound							

Working in an Inter-disciplinary team

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Able to identify the roles of MPT members a) b) c) d)							
Initiates and makes direct referrals to; a) Junior and senior medical staff b) Specialist nurses i) Respiratory ii) Dermatology iii) Stoma care iv) Gastroenterology v) Epilepsy vi) Oncology vii) Pain c) Physiotherapist d) Occupational Therapist e) Speech & Language Therapist f) Clinical Nutritionist							
Actively participates in a clinical hand over							
Actively participates in clinical case conferences							
Actively participates in ward round							
Notes: Inter-disciplinary team							

Management

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Demonstrates the ability to manage the overall care of an individual child							
Demonstrates the ability to manage the overall care of 2 - 3 children							
Manages the care of a group of children (e.g. 6) over a period of time							
Aware of the process of ordering and receiving, a) Routine Supplies b) Emergency Supplies							
Able to delegate appropriately							

Notes: Management

Leadership

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Acts as role model/buddy to junior students							
Leading a team to care for a group of patients							
Able to provide constructive feedback to peers and junior students							
Organisational awareness and management of policy initiatives a) b) c)							

Notes: Leadership

