



## Clinical Skills Book

### CFP and Learning Disability Branch

**Name** ..... **Intake** .....

**Centre** ..... **Personal Tutor** .....

<b>Useful Contacts</b>	<b>Telephone Number</b>	<b>e-mail</b>
School Reception		
Student Services		
Personal Tutor		

### Clinical Placements Undertaken

<b>Placement</b>	<b>Speciality</b>	<b>Duration</b>	<b>Date</b>

## 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.

## CONTENTS

Section – skills relating to	Page
<b>Essential Skills Assessments</b>	4
List of Mandatory Skills and OSCE's undertaken	19
Health and Safety	20
Management of Violence and Aggression	21
Infection Prevention and Control	23
Communication Skills	24
Assessment	26
Handling and Mobility	29
Breathing	31
Circulation	32
Hydration and Nutritional	33
Elimination	34
Temperature	35
Neurological Status	36
Hygiene, Comfort and Dignity	37
Palliative Care and Care of the Dying	38
Individuality (including Spiritual Care)	41
Cultural Needs	42
Administration of Medications	43
Pain	45
Sleep and Rest	46
Care of service User requiring an operation	47
Wound Care	48
Public Health and Health Promotion	50
Record keeping and Documentation	53
Working in an Inter-disciplinary Team	55
Management and Leadership	57
Teaching	60
Additional Skills Acquired	61

# 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	
<b>BRANCH</b>	
Nutritional assessment	
Hydration / Dehydration assessment	
Enteral feeding	
Medicines Administration	

### ESSENTIAL SKILLS ACHIEVED IN SCHOOL

CFP		Date Achieved
Measures / documents T,P,R, BP	OSCE	
Aseptic technique	Classroom Simulation	
Medicines calculations	Assessment	
<b>BRANCH</b>		
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**

	<b>CRITERIA</b>	<b>1</b>	<b>2</b>
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**

	<b>CRITERIA</b>	<b>1</b>	<b>2</b>
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**

	<b>CRITERIA</b>	<b>1</b>	<b>2</b>
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**

	<b>Criteria</b>	<b>1</b>	<b>2</b>
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	Ascertain 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 –

## 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	<b>Checks and confirms:</b>		
a	The identity according to local policy and procedures		
b	Allergies or adverse effects		
c	Weight if required		
6	<b>Checks the Patient Specific Direction (Prescription)</b>		
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**

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

**Summative attempt no. 2**

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

## **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	

## YEAR ONE Mandatory Sessions

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
* Undertaking a fire drill appropriate to placement area.							
Resetting the fire alarm system after a drill							
Undertaking basic CPR							
Locating and explaining how to use the available emergency equipment							
a) Appropriately caring for the unconscious service user b) Managing an obstructed airway c) Managing acute bleeding							
Storing substances subject to COSHH appropriately							
Discussing the implications of RIDDOR regulations							
Reporting and documenting untoward incidents							
Safe use of transport system for a) service user b) self c) records d) specimens							
Accessing local policies, procedures and protocols							

### Notes: Health and Safety

## Dealing with Violence and Aggression

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Personal Safety (inc. risk assessment)							
Recognising early signs of frustration/aggression in service users, visitors and staff							
Using appropriate body language in conflict situations							
Describing the triggers and cues of challenging behaviour related to particular service users							
Using relevant diverting and defusing strategies							
Using relevant verbal preventative strategies							
Demonstrating appropriate levels of assertiveness							
Offering a change of stimulus							
Using low arousal techniques							
Maintaining a safe distance							
Demonstrating simple approaches to de-escalate potential conflict							
Demonstrating the following techniques: -							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
1. Wrist releases a) b) c) d) e)							
2. Release from hair pulling a) Front b) Back							
3. Airway protection							
4. Fending off							
6. Adopting a balanced posture							
7. Biting protection							
8. Controlled walking							
9. Armchair restraint							
10. Settee restraint							

<b>Notes: Violence and Aggression</b>

## **Infection Control**

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Effective hand hygiene: Demonstrating appropriate a) Social hand washing* b) Hygienic hand washing* c) Use of alcohol gels							
The safe management and disposal of sharps.							
The safe management of clinical waste							
The safe management of household waste							
Keeping the environment clean and tidy							
Wearing aprons appropriately							
Undertaking aseptic technique							
Appropriately caring for the service user in isolation as the result of an infection							
Safely managing hazardous specimens							
Using gloves appropriately							
Accessing expert infection control advice							
Taking appropriate action after undertaking an infection control risk assessment							

## Personal Communication

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Answering the telephone correctly.							
Behaving and dressing appropriately							
* Initiating appropriate communication with service users, relatives and visitors							
* Terminating a conversation with service users, relatives and visitors in an appropriate manner							
Appropriate and accurate reporting of information a) Service user handover b) Reporting to other team members							
Interpreting non-verbal cues							
Calling for appropriate assistance when dealing with complex situations							
Positively reinforcing any appropriate attempt at communication							
Facilitating the establishment of expressive communication							
Using appropriate augmentative/ alternative communication. For eg a) b) c)							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Appropriately communicating with							
a) Visually impaired							
b) Hearing impaired							
c) Speech impairment							
d) Multiply impaired							
Showing sensitivity to cross cultural aspects of communication							
Demonstrating a basic ability to use Makaton							
Being approachable and responsive to service users, colleagues and visitors							
Demonstrating interpersonal skills, appropriate eye contact, posture, proximity, and touch							
The ability to sustain balanced conversation using verbal and non-verbal prompts							
Communicating in a way that encourages autonomy and choice making							
Using daily living, leisure and recreational activities to promote independence and enjoyment							
Communicating in such a way that positive change is facilitated							

**Notes: Communication**


## Assessment

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Completing a moving and handling risk assessment							
Undertaking an ABC assessment							
Assessing a service user using the AVPU System (alert, responsive to pain, responsive to voice, unresponsive)							
Observing and recording rate, depth and rhythm of breathing							
Recording and interpreting peak expiratory flow rate							
Obtaining, recording and interpreting a temperature a) Orally b) Rectally c) Tympanic							
Obtaining and recording pulse rate and rhythm							
Using and interpreting pulse oximetry							
Measuring, recording and interpreting blood pressure a) Manually b) Electronically							
Performing and interpreting capillary refill test							
Undertaking a COSSH assessment							
Contributing to a Health and Safety risk assessment							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Contributing to an infection control risk assessment							
Completing baseline assessment of continence a) Urinary b) Faecal							
Performing and interpreting a routine urinalysis							
Assessing hydration status and needs							
Assessing nutritional status and needs							
Performing, recording and interpreting capillary blood glucose measurement							
Weighing service user and recording the result accurately							
Assessing the condition of a service users mouth							
* Demonstrating a structured approach to assessment a) Emergency b) Planned							
Undertaking an initial service user admission							
Recognising the significance of baseline observations and acting on them when necessary							
Using and interpreting a pressure sore risk tool							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Performing and documenting a pain assessment using different tools a) b)							
Assessing and monitoring the effects of pharmaceutical interventions							
Assessing a service users sleep and rest patterns and needs							
Assessing the efficacy of individual pharmacological interventions							
Identifying any side effects of individual pharmacological interventions							
* Orientating a service user and relatives to a new environment							
Using specific assessment tools;							
a)							
b)							
c)							
d)							
e)							

<b>Notes: Assessment</b>

## 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
Completing a moving and handling care plan							
Following a moving and handling care plan							
a) Using a hoist to transfer service user from bed to chair b) Using a hoist to transfer service user from bed to toilet c) Using a hoist to transfer a service user from bed to bath d) Using a hoist to transfer a service user from bed to wheelchair							
a) Using a sliding sheet to move a service user up/down a bed b) Using a sliding sheet to sit a service user up in bed c) Using a sliding sheet/ transfer aid to move a service user from bed to chair							
Using a a) Rotunda b) Standing hoist							
Supporting service users that use walking aids a) Frame b) Crutches c)							



## **Breathing**

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Obtaining a sputum specimen/NPA (including documentation and preparation for collection)							
Tracheostomy care a) b)							
Suction a) Equipment preparation and checking b) Oropharyngeal c) Tracheal d) Tracheostomy							
Opening an airway using the triple airway manoeuvre							
Assessing and inserting an oropharyngeal airway							
Auscultating the chest using a stethoscope							

<b>Notes: Breathing</b>



## 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
*Utilising the principles of food hygiene when preparing food and drink							
*Monitoring a service user's ability to swallow effectively							
*Helping and supporting a service user with eating safely and with dignity							
Recording and collating fluid balance							
Inserting a nasogastric tube							
Caring for and feeding a service user with a nasogastric tube							
Caring for and feeding a service user with a Percutaneous Endoscopic Gastrostomy tube							
Participates in the care of a service user with an intravenous infusion							

### **Notes: Hydration and Nutrition**


## Elimination Needs

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Collecting and measuring urine output							
Helping/supporting a service user to meet their elimination needs whilst maintaining dignity							
Planning, implementing and evaluating a service user's management plan for elimination needs a) Urinary problems b) Faecal problems							
Caring for a service user with a urinary catheter a) Routine care b) Bag emptying c) Specimen collection							
Collecting and managing a clean catch sample of urine							
Urinary catheterisation a) Male b) female							
Care of a colostomy/ileostomy							

<b>Notes: Elimination</b>



## 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
Undertaking, recording and interpreting Glasgow Coma Score							
Caring for an unconscious service user in relation to; a) Positioning b) Simple Airway control							
Caring for a service user who has an epileptic seizure. a) During a seizure b) Following a seizure							
Recording the sequence of events that occur							
Caring for the service user at risk of Status Epilepticus							
Undertaking appropriate care of the service user in Status Epilepticus							

Notes: Neurological Status



## Palliative and Continuing Care

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Considering the special needs of a service user with ongoing health concerns							
Considering the needs of the carers of a service user with ongoing health concerns							
Showing sensitivity to spirituality and cultural needs of the service user/carers							
Using an appropriate communication strategy when delivering potentially challenging/distressing information							
Contributing to a complex package of care during admission, stay and discharge from other care settings.							
Planning, implementation and evaluation of care to:							
a) manage distressing symptoms eg dry mouth, pain, agitation							
b) promote optimum comfort							
c) provide psychological, social and spiritual support							
c) communicate sensitively and compassionately							



## Sudden/Unexpected Death

I have demonstrated appropriate skills related to:

Skill	Introduced in school	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Assessing the service users needs at the end of life							
Undertaking an environmental assessment to make sure it is safe							
Responding quickly to the service users needs as they change							
Instigating appropriate first aid/resuscitation/ emergency care							
Facilitating the contact of appropriate professionals and carers							
Managing with support, the sudden death/unexpected service user death							
Participating in the breaking of bad news							
Making appropriate referrals to relevant services							
Working cooperatively with the police/ coroners office							
Providing detailed documentation of the incident							

### Notes: Sudden/Unexpected Death






## 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
You may also keep a record with respect to knowledge of individual medications on the table provided at the back of this pocket book							
* Interpreting an individual service user's prescription							
* Accurately calculating doses required a) tablets b) solutions c) IM and SC injections							
* Safely checking a service user's identity							
<b>(under supervision)</b> Administering prescribed medication safely; a) Oral b) Rectal c) Sub-cutaneous d) Intramuscular e) Inhaler f) Topical g) Ophthalmic h) Aural i) Nasal							
Demonstrating an understanding of the process of ordering and receiving; a) Stock Drugs b) Individual service user drugs c) TTOs d) Controlled drugs							







## Care of the Service User Requiring an Operation

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		1	2	Year			
				1	2	3	4
Assisting mainstream acute services to prepare a service user 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							
Accompanying a service user into the theatre area							
Assisting in the care of a post-anaesthetised service user a) Observation b) Laryngeal mask airway							
Handing over a post-operative service user to staff							

### **Notes: Care of the Service User Requiring an Operation**


## 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
Undertaking a pressure sore grading system a) b) c)							
Assessing a chronic wound							
Obtaining and managing a wound swab							
Cleansing a chronic wound appropriately							
Effectively caring for a wound with a drain inserted							
Assessing an acute wound							
Cleansing an acute wound appropriately							
Closing an acute wound with closure tapes							
Assisting with the suturing of a wound							
Selecting and applying an appropriate dressing							
Effectively applying a simple supporting bandage a) b) c)							
Providing appropriate health education to a service user with a wound							



## **Public Health and Health Promotion**

I have demonstrated appropriate skills related to:

Skill	Introduced in school	Observed		Direct supervision / supervised practice			
		Year					
		1	2	1	2	3	4
Assessing factors/risks which will determine service users/carers health a) Within a care environment b) Within their own home							
Assessing factors/risks which will determine your own health status in the care environment a) Home b) Hospital c) Other							
Maintaining a safe working/care environment							
Assessing service user/ carer need using appropriate communication a) individual b) family c) group d) other							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Initiating appropriate plans/programmes of care by							
a) Interpreting current health promotion messages for service users/carers and staff							
b) Giving health information using appropriate tools media							
c) Providing health education appropriate to - Service user/carer need - Staff need							
d) Choosing and using appropriate approaches to promoting health and wellbeing of service users and their significant others 1. 2. 3. 4.							
e) Demonstrating effective physical, psychological and/or social interventions with service users/staff 1. 2. 3. 4.							
f) Signpost and refer service users to relevant support agencies							



**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)							
Keeping records that are: factual, consistent and accurate							
Writing records as soon as possible after an event has occurred, providing current information on the care and condition of the service user or carer							
Writing records that are clear and written in such a manner that the text cannot be erased							
Writing any alterations or additions that are dated, timed and signed in such a way that the original entry can still be read clearly							
Writing records that are accurately dated, timed and signed, with the signature printed alongside the first entry							
Writing records that do not include abbreviations, jargon, meaningless phrases, irrelevant speculation, offensive or subjective statements							



## Working in a Multi-Disciplinary/Agency Team

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Identifying the roles of MDT/AT members a) b) c) d)							
Initiating and making direct referrals to; a) Medical staff b) Specialist nurses i) Continence ii) Epilepsy iii) Health Facilitator iv) Tissue Viability v) Nutrition vi) Oncology vii) Pain viii) Orthopedic c) Physiotherapist d) Occupational Therapist e) Speech and Language Therapist f) Dietician g) Social worker h) Dentist i) Optician j) Psychologist k) Music therapist l) Art therapist m) Family therapist n) Welfare rights officer o) Podiatry p) Care manager							



## Management

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Acting buddy to junior students							
Providing supervision							
Managing the overall care of a service user							
Managing the overall care of 2 - 3 service users							
Managing a case load							
Managing the care of a group of service users (e.g. 6) over a period of time							
Leading and managing a team to provide holistic care to a group of service users							
Prioritising work load							
Delegation							
Managing risk							
The process of ordering and receiving, a) Routine Supplies b) Emergency Supplies							
Participating in the management of budgets a) Day to day b) Long term projects c) Staffing d) Service users' personal monies							





## Teaching

I have demonstrated appropriate skills related to:

Skill	Introduced in school	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Assessing learning needs							
Producing an appropriate number and range of learning objectives							
Undertaking a task analysis in preparation for teaching a skill							
Supporting teaching with appropriate teaching aids							
Establishing level of knowledge and understanding prior to teaching							
Using appropriate teaching strategies with service users							
Using appropriate teaching strategies with staff, other professionals and significant others							
Evaluating the effectiveness of the teaching session							

<b>Notes: Teaching</b>





