



## Clinical Skills Book

### CFP and Mental Health 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.

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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	
<b>BRANCH</b>	
Nutritional assessment	
Hydration / Dehydration assessment	
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**

	<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	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**

	<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

	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 –

## 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
<b>1</b>	Demonstrates a safe, professional, caring approach to the individual		
<b>2</b>	Gains valid consent from the individual		
<b>3</b>	Follows correct infection control procedures whilst preparing and administering medicines		
<b>4</b>	Prepares equipment required (as appropriate)		
<b>5</b>	<b>Checks and confirms:</b>		
a	The identity according to local policy and procedures		
b	Allergies or adverse effects		
c	Weight if required		
<b>6</b>	<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		
<b>7</b>	Reports any errors or concerns about the prescription		

<b>8</b>	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		
<b>9</b>	Selects the correct medication, checks the label and dose carefully against the prescription (including any diluent)		
<b>10</b>	Checks the expiry date		
<b>11</b>	Calculates the correct dose		
<b>12</b>	Measures/dispenses the correct dose		
<b>13</b>	Performs final check of the individuals identity		
<b>14</b>	Administers medication and observes it is taken		
<b>15</b>	Completes documentation accurately		
<b>16</b>	Demonstrate knowledge of monitoring, reporting and recording side effects, allergic reactions, effectiveness of medicine		
<b>17</b>	Provides individual with appropriate information, advice and promotes concordance		
<b>18</b>	Explains correct disposal of unwanted medicines		
<b>19</b>	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	

## 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	

## Skills related to 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, including: a) ABC assessment b) the unconscious patient c) airway obstruction d) acute bleeding							
* Adherence to COSHH regulations							
* Adherence to RIDDOR regulations							
* Reporting untoward incidents (including patient issues)							
* Health and Safety risk assessment of a clinical area							
Safe use of transport system for specimens							
Safe disposal of clinical equipment							
Personal safety							



# 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: a) Social handwashing * b) Hygienic handwashing * c) Use alcohol gels							
* Safe practice with regards to Waste and Linen Disposal: a) Household waste b) Clinical waste c) Sharps disposal							
* Promoting clean/safe environments for service users, visitors and staff							
Undertaking an MRSA screening							
Asepsis							
Care of the individual in isolation							
Safe management of hazardous specimens							
* Appropriate use of gloves							
Infection control risk assessment and management							



## 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
* Making oneself approachable and available to service users, their carers or relatives, colleagues, and partners from other statutory and non-statutory services							
* Demonstrating basic interpersonal skills in terms of appropriate eye contact, posture, proximity, relaxed manner and touch							
* Welcoming and initiating friendly and appropriate conversation							
* Conducting and sustaining polite, balanced, shared conversation with appropriate turn-taking and use of non-verbal and verbal prompts, eg head nods and hand gestures; phrases such as: "go on", "I see", "okay"; and expressions such as "uh-huh"							
* Ending or closing conversation in a mutually satisfying and respectful manner							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Creating and sustaining rapport with others through active listening, attending, reflecting feelings, warmth, empathy, genuineness, being non-judgmental and accepting							
* Frequently acknowledging others by using brief, positive greetings, ordinary/ everyday conversation, or by engaging non-verbally, for example through eye contact, smiling and nodding							
* Using language that encourages self-determination and decision-making of others							
* Using non-stigmatising language - avoiding the use of labels or descriptions that isolate, belittle or are abusive to others							
* Using dignified or self-respecting language							
* Negotiating care with service users in the spirit of concordance (reaching agreement)							
* Using simple activities to promote relationships with service users, such as bed-making, helping with meals, making a drink, washing, or mobilising etc							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Demonstrating appropriate use of silence, for example in facilitating reflection, expression of feelings, conveying empathy, encourage response to open questions and as an opportunity to observe or convey interest							
* Demonstrating appropriate use of humour to create an open, responsive social atmosphere; relax others and reduce stress; reach out to and engage others; increase interaction; and boost morale							
* Demonstrating a willingness to be in the presence of service users							
* Giving feedback to others that is constructive and facilitates positive change							
* Receiving and giving appropriate consideration to feedback from service users, carers, relatives and colleagues							
* Accurately interpreting and confirming (under supervision) non-verbal communication from service users, carers, relatives, and colleagues							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Using appropriate open or closed questioning, being aware that asking too many questions may be stressful							
* Responding to questions in an honest and clear manner							
* Clarifying or checking out the meaning of what people say by careful use of questioning, summarising and paraphrasing. This is especially important when dealing with complex issues							
* Demonstrating sensitivity to the communication needs of people when English is their second language							
Counselling applied to specific service user situations (under supervision)							
Communicating appropriately with individuals who have visual, hearing, speech or cognitive disabilities. This should include demonstrating a basic ability to use Makaton or other communication approaches such as basic sign language							
Demonstrating an ability to identify and manage challenging communication							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Demonstrating an ability to recognise anxiety, stress and depression affecting service users, carers, and relatives, giving emotional support, and identifying when specialist counselling intervention is needed							
* Showing sensitivity to and a willingness to emotionally support others as part of working as a team							
Providing accurate advice, instruction, information and professional opinion to service users, carers, relatives and colleagues; and when necessary to groups of colleagues or service users/carers/ relatives							
* Maintaining confidentiality in both spoken and written communication							
* Answering telephone enquiries in an appropriate manner: identifying oneself, being polite, striving to reduce hostility or conflict, resolving queries or concerns							



## Assessment

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Structuring an assessment							
Undertaking an initial patient admission							
*Observations: a) Visual cues b) Auditory cues c) Interpreting behaviours							
Use of structured assessment tools							
* Orientating a service user to the new environment							
Specific assessment tools:							
a)							
b)							
c)							
d)							
e)							
f)							
Responding to assessment results/outcomes							



## Care Delivery/Management

I have demonstrated skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Systematic approaches to care a) assessment b) planning c) implementing d) evaluating							
*Assessing and managing patients' spirituality and beliefs when planning care							
*Addressing patients' spiritual needs sensitively							
Collaborating with others (eg chaplain) to meet patients' spiritual needs							
Evaluating care plans related to spiritual care							
Meeting patients' cultural needs							
Collaborating with others to consider cultural needs when planning care							
Evaluating care plans related to cultural care/needs							
Discharge planning							
Care of individual on observation levels							
Care of service users' property							



# Therapeutic

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Core conditions of helping relationship							
Therapeutic relationships							
Therapeutic strategies a) CBT b) Psychosocial interventions c) d) e) f)							
Engagement							
Boundary setting							
Group work							
Motivational interviewing							
Relapse prevention strategies: a) b) c) d) e)							



# Administration of Medications

I have demonstrated skills related to:

Skill	Introduced in School	Observed		Direct supervision / supervised practice			
		Year					
		1	2	1	2	3	4
* Interpreting a prescription card							
* Accurately calculating medication doses required: a) Tablets b) Solutions c) Injections							
* Safely checking a patient's identity							
<b>(under supervision)</b> Administering prescribed medication safely: a) Oral* b) Rectal c) Vaginal (pessaries) d) Subcutaneous e) Intramuscular* f) Inhaler g) Topical h) Ophthalmic i) Aural j) Nasal							
Ordering and receiving: a) IV fluids b) Stock drugs c) Individual patient drugs d) TTOs e) Controlled drugs							



## Care of Individual undergoing Anaesthesia

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Preparing a patient for a anaesthetic: a) Fasting b) Hygiene c) Specific preparation							
Caring for a post-anaesthetised patient: a) Observation b) Laryngeal mask airway c) LMA removal							
Handing over a post-anaesthetised patient to ward staff							
Receiving a post anaesthetised patient and safely escort back to a ward							

<b>Notes: Care of Individual undergoing Anaesthesia</b>

# Management of 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
* Appropriate use of body language in conflict situations							
* Recognising triggers and cues of challenging behaviour							
* Common strategies aimed at defusing aggression							
* Verbal preventative strategies							
* Assertiveness							
* Stimulus change							
* Mood matching							
* Distraction							
* Low arousal techniques							
* Verbal response techniques							
* Maintenance of safe distance							
Techniques: a) Passive wrist release b) Wrist releases c) Hair releases d) Airway protection e) Fending off f) Taking balance g) Biting protection							



## 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
* Writing factual, consistent and accurate records							
* Providing clearly presented records adhering to the NMC (2004) guidelines							
Involving service users and carers in the writing of records							

### Notes: Record Keeping and Documentation


# Breathing

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Observing and recording, rate, depth and rhythm							
Use and interpreting a pulse oximetry							
Recording and interpreting Peak Expiratory Flow Rate							
Obtaining a sputum specimen							
Set up oxygen equipment safely: a) Nasal cannula b) Venturi mask							
Use of a nebuliser: a) Air compressor b) Oxygen driven							
Demonstrating and assessing a patients use of an inhaler device							
Tracheostomy care							
Suction: a) Equipment preparation and checking b) Oropharyngeal c) d)							
Opening an airway using the triple airway manoeuvre							
Able to auscultate the chest using a stethoscope							





## 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
*Assessment of hydration status and needs							
*Assessment of nutritional status and needs							
Principles of food hygiene							
Monitoring swallow ability							
Feeding an individual safely and with dignity							
Weighing and measuring height							
Recording urine output							
Recording and collating fluid balance							
Assessment and care of an individual's mouth							
Inserting a nasogastric tube							
Nasogastric tube feeding							
Intravenous infusion: a) Management of an IV infusion (including changing the administration set) b) Managing an IV fluid regime (including recording and calculations)							
Capillary blood glucose measurement							



## 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
Assessment of continence: a) Urinary b) Faecal							
Collection and measurement of urine output							
Routine urinalysis							
Collection and management of a MSU							
Assessing elimination needs whilst maintaining dignity							
Managing elimination needs in relation to: a) Urinary problems b) Faecal problems							
Care of urinary catheter: a) Routine care b) Bag emptying c) Specimen collection							
Rectal examination considering patient dignity							
Urinary catheterisation: a) Male b) Female							
Care of a colostomy							
Urine testing							



# Temperature

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Obtaining, recording and interpreting a patient's temperature: a) Orally b) Rectal c) Tympanic							
Care for a hypothermic patient							
Methods of cooling a hyperthermic patient when appropriate							
Care of a hyperthermic patient							
Dispensing and monitoring the effectiveness of pharmaceutical interventions							

<b>Notes: Temperature</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
Assessing a patient using the AVPU system (alert, voice, pain, unresponsive)							
Undertaking, recording and interpreting Glasgow Coma Score							
Care for an unconscious patient: a) Positioning b) Simple airway control							
Care of a patient who has a seizure: a) During a seizure b) Following a seizure c) Recording the sequence of events that occur							

Notes: Altered Neurological Status

## Hygiene, Comfort and Dignity

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
* Assessment and documenting of a patient's ability to undertake self care							
Assessment of a patient's skin condition							
Management of specific skin conditions: a) Dry skin b)							
* Oral Hygiene: a) Assessment b) Care c) Assisting a patient							
Hygiene care for a dependant patient in bed							
Making a patient comfortable in bed							
Planning and promoting patients' independence							
Selection and using a pressure risk assessment tool: a) b)							
* Assessing individual needs and promoting independence							



## 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
Assessing for pressure sore risk using the following assessment systems: a) b)							
Planning and implementing care to prevent pressure sores							
Planning, implementing and evaluating care to promote pressure sore healing							
Assessing wound							
Obtaining and managing a wound swab							
Cleansing a wound by: a) b)							
Close an acute wound with closure tapes							
Assist with the suturing of a wound							
Selecting and applying an appropriate dressing							
Providing health education to a patient with a wound							
Evaluating the healing of a wound							
Removal of sutures							
Removal of clips							



## Care of the Patient in Pain

I have demonstrated skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Pain assessment using different tools: a) b)							
Administering appropriate pharmacological interventions and observing for side effects: a) b) c)							
Using non-pharmacological interventions: a) b) c)							
Evaluating the effectiveness of pain control							



# Manual Handling and Mobility

I have demonstrated the appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
*Moving and Handling risk assessment							
*Formulating a plan of care to enhance an individual's mobility: a) Assessment b) Planning c) Implementation d) Evaluation							
Safe use of beds							
Sliding Systems							
Hoists							
Standing Aid							
Walking Aids							
Wheelchairs							
Bathing Aids							

<b>Notes: Manual Handling and Mobility</b>

## Palliative and Continuing Care

I have demonstrated 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 and 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							
Assist with a complex discharge from hospital for a palliative/dying patient							





# Management

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Managing the overall care of an individual patient							
Managing the environment							
Managing: a) Care of a group of service users b) Caseload management							
Ordering and receiving: a) Routine supplies b) Emergency supplies							
Providing constructive feedback to others							
Prioritising							
Delegation							
Leading and managing a team in the care of a group of patients							
Risk assessment							
Risk management							
Supervision: a) clinical b) other							
Audit							
Clinical Governance							
Child protection issues							
Quality assurance							
Budgeting							
Care programme approach							
Personnel management: a) Timesheets b) Sickness							





## Inter-Professional Team (IPT) Working

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Promoting Inter-professional working							
Working as a team member							
Making referrals to other members of the IPT: a) b) c) d) e) f)							
Participating in a clinical hand over							
Participating in clinical case conferences							
Participating in ward round							

<b>Notes: Inter-Professional Team (IPT) Working</b>

# Teaching Skills

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		Year					
		1	2	1	2	3	4
Identifying level of understanding							
Assessing learning needs							
Formulating a teaching plan							
Teaching a: a) Skill b) Subject area							
Assessing learning							
Evaluating effectiveness of teaching approach							
<b>Health Education/ promotion</b>							
Identifying service user need in relation to health promotion							
Promoting healthy life styles through health education interventions							
Delivering health promotion information to meet service user needs.							

<b>Notes: Teaching Skills</b>





