



The University of
Nottingham

School of Nursing

Nottinghamshire County



Teaching Primary Care Trust

Newark and Sherwood Practice Learning
Team

PROFICIENCY MAPPING

COMMUNITY NURSING

ADULT BRANCH PROGRAMME

**YEAR 2
SEMESTER 3**

PROFICIENCY MAPPING

WHAT IS MAPPING?

Examples of learning opportunities are given to demonstrate how the student can achieve that proficiency during their placement. There are also examples of the different types of evidence students may provide to demonstrate achievement.

There are times when the student or mentor may find it difficult to understand how the proficiency may be achieved in practical terms. The mapping will be a helpful guide in how to do this.

PLEASE NOTE:

- **PROFICIENCY MAPPING IS ONLY A GUIDE**
- **IT IS NOT A DEFINITIVE LIST BUT A COLLECTION OF EXAMPLES TO ENHANCE STUDENT UNDERSTANDING**

THE MENTOR'S HANDBOOK PROVIDES CLEAR INFORMATION FOR MENTORS IN PRACTICE TO SUPPORT STUDENT NURSES TO ACHIEVE THEIR PROFICIENCIES DURING PLACEMENTS

1.1 MANAGE ONESELF, ONE'S PRACTICE, AND THAT OF OTHERS, IN ACCORDANCE WITH THE NMC CODE OF PROFESSIONAL CONDUCT: STANDARDS FOR CONDUCT, PERFORMANCE AND ETHICS, RECOGNISING ONE'S OWN ABILITIES AND LIMITATIONS

1.1.1 Practice in accordance with the NMC code of professional conduct: standards for conduct, performance and ethics

- Be aware of the Nursing and Midwifery Council (NMC) Guide for Students of Nursing and Midwifery
- Understand the NMC principles of privacy, dignity, confidentiality and consent
- Conduct all discussion and carry out all programmes of care in a secure, private environment
- E.g. **QA** How did you implement the principles of the Code of Professional Conduct during a patient visit?

1.1.2 Use professional standards of practice to self-assess performance

- Be familiar with the NMC Guidelines for Records and Record Keeping and Guidelines for the Administration of Medicines
- E.g. **QA** Do you follow the NMC guidelines when recording patient care and administering medication? What could be the possible consequences of ignoring the guidelines?
RW Reflect on a visit where you administered medication and/or documented care
RD Discuss with your mentor your understanding of the NMC guidelines and your application of them in practice

1.1.3 Consult with a registered nurse when nursing care requires expertise beyond one's own current scope of competence

- Ensure knowledge of underpinning theory before attempting a procedure in practice
- Acknowledge your own limitations and ask for advice
- E.g. **RW** Reflection on a situation where you realised that the patient needed further help/advice which was beyond your knowledge base

WS You are observed to ask for further help and advice from your mentor/other registered nurse

1.1.4 Consult other health care professionals when individual or group needs fall outside the scope of nursing practice

- Develop a working knowledge of the roles of the GP, dietetics, social services, occupational therapist and physiotherapist and refer patients to these members of the inter professional team as needed
- Understand how complex packages of care are designed
- E.g. **DO** You are observed referring a patient to the GP for vascular assessment at the local trust
WS You refer patients for, e.g. day care, home care, meals on wheels, continuing care
WP Examples of any referral forms that you have completed

1.1.5 Identify unsafe practice and respond appropriately to ensure a safe outcome

- Be aware of local policies and procedures which are available on the intranet
- E.g. **QA** What would you do if you witnessed unsafe disposal of sharps/clinical waste?
WP Copy of an incident form from your placement if one submitted
RW Reflect on what you might do/or did as a student if you witnessed unsafe practice and your role in this situation

1.1.6 Manage the delivery of care services within the sphere of one's own accountability

- As a student be aware of your own accountability and responsibility when providing care – see the NMC Guide for Students of Nursing and Midwifery
- Discuss your role in care delivery with your mentor
- Document all input and progress pertaining to an episode of care
- E.g. **WP** Copy of an evaluation of patient care that you have written
RW Reflect on your role in care delivery to a particular patient – degree pathway students can include a copy of the reflective part of the care study assignment

1.2 PRACTISE IN ACCORDANCE WITH AN ETHICAL AND LEGAL FRAMEWORK, WHICH ENSURES THE PRIMACY OF PATIENT AND CLIENT INTEREST AND WELL-BEING AND RESPECTS CONFIDENTIALITY

1.2.1 Demonstrate knowledge of legislation and health and social policy relevant to nursing practice

- Be aware of national policies such as Essence of Care, National Institute for Health and Clinical Excellence (NICE) guidance, National Service Frameworks (NSF)
- E.g. **QA** What do you know about current national policies with regard to diabetic patients?
RW Reflect on how a particular piece of legislation/policy relates to a patient visit

1.2.2 Ensure the confidentiality and security of written and verbal information acquired in a professional capacity

- Be aware of the Caldicott Report recommendations and your responsibilities under the Data Protection Act
- Access the Safe Haven policy on the intranet
- E.g. **WS** Patient information is securely locked away
QA What are your responsibilities under the Data Protection Act?

1.2.3 Demonstrate a knowledge of contemporary ethical issues and their impact on nursing and health care

- Be aware of contemporary ethical issues such as consent to treatment, safeguarding young children, vulnerable adults, asking patients not to smoke while you are in their home (see Primary Care Trust (PCT) policy)
- E.g. **RW** Reflect on an episode of care where the patient did not agree with treatment
QA What are the legal and ethical implications of referring a patient living in squalor to social services against their wishes?

1.2.4 Manage the complexities arising from ethical and legal dilemmas

- Recognise, document and report patient non-concordance with care
- Referral to external agencies, e.g. social services
- Report back to the caseload holder

- E.g. **WP** Copy of documentation recording non-concordance
DO Reporting back/referring on
RW Reflect on a visit where you could not gain access to a patient's house for a particular reason and the ethical and legal implications of this
QA What would you do if you could not gain access to a patient's house and had cause to worry about the patient? E.g. patient has always been at home previously

1.2.5 Act appropriately when seeking access to caring for patients and clients in their own homes

- Be aware of your status as a visitor within the family setting
- Always seek permission and gain consent
- Always set a good standard for initial communication with identification, introduction and explanation
- E.g. **DO** Gaining access to patients in their own homes, acting in a professional manner
WS See above

1.3 PRACTICE IN A FAIR AND ANTI-DISCRIMINATORY WAY, ACKNOWLEDGING THE DIFFERENCES IN BELIEFS AND CULTURAL PRACTICES OF INDIVIDUALS OR GROUPS

1.3.1 Maintain, support and acknowledge the rights of individuals or groups in the health care setting

- Explore ways to acknowledge the contribution of the informal carer
- Acknowledge the wishes of the patient and their decisions regarding care
- Respect and support the patient's decision for treatment at home, e.g. palliative care
- E.g. **WS** Involve the carer in any assessments or care decisions
RW Reflect on the role of the community nurse in supporting a patient's wish to be cared for at home

1.3.2 Act to ensure that the rights of individuals and groups are not compromised

- Discuss with your mentor if there is any compromise of safety or care to a patient
- Be aware of a patient's right to care and access to treatment
- E.g. **WS** Your treatment of a substance abuser/travelling person
DO See above
RW Reflect on a visit where you ensured that the patient had the same rights and access to treatment as everyone else

1.3.3 Respect the values, customs and beliefs of individuals and groups

- Respect the patient's wishes in relation to their care
- Be non-judgemental
- E.g. **WP** Documentation recording that patient has declined treatment advice and believes that elevating their leg will not help their leg ulcer to heal
QA Why would a diabetic Muslim object to being injected with porcine (pig) insulin and what would you do about it?
RW Reflect on a visit where you showed a non-judgmental attitude towards a patient and/or their relatives

1.3.4 Provide care which demonstrates sensitivity to the diversity of patients and clients

- Implement good interpersonal skills
- Adapt to specific circumstances
- Be clear and succinct in all explanations
- E.g. **DO** Care of patients with physical difficulties or learning disabilities
WS Care of patients living in disadvantaged areas or affluent areas
RW Reflect on a visit where the patient and/or carer was unable to read and write

2.1 ENGAGE IN, DEVELOP AND DISENGAGE FROM THERAPEUTIC RELATIONSHIPS THROUGH THE USE OF APPROPRIATE COMMUNICATION AND INTERPERSONAL SKILLS

2.1.1 Utilise a range of effective and appropriate communication and engagement skills

- Introduce yourself and gain consent
- Refrain from using jargon
- Use clear, simple explanations
- Be aware of patients' needs by adapting and pitching language to the required level
- E.g. **DO** Communicating appropriately with different patients such as the elderly or the young
WS Using language and explanations appropriate to a patient's level of education and understanding
RW Reflect on several visits where you used different levels of communication

2.1.2 Maintain and, where appropriate disengage from professional caring relationships that focus on meeting the patient's or client's needs within professional therapeutic boundaries

- Develop an understanding of when and how to close a programme of care
- Identify the criteria for referring on to another agency
- E.g. **WP** Documentation recording how you discharged a patient or referred on to another agency
RW Reflect on a visit where it was inappropriate for the patient to have been referred to the community nursing team and you referred the patient on, e.g. a mobile patient needing a wound check that you refer to the practice nurse

2.2 CREATE AND UTILISE OPPORTUNITIES TO PROMOTE THE HEALTH AND WELL-BEING OF PATIENTS, CLIENTS AND GROUPS

2.2.1 Consult with patients, clients and groups to identify their need and desire for health promotion advice

- Assess and acknowledge the patient's health choices

- E.g. **DO** Asking a patient about their lifestyle with regard to health promotion issues
WS See above
RW Reflect upon the above

2.2.2 Provide relevant and current health information to patients, clients and groups in a form which facilitates their understanding and acknowledges choice/individual preference

- Develop an ability to give information in a manner understood by the patient
- Refrain from using jargon
- Seek out alternatives such as diagrams and pictures
- E.g. **RW** Reflect on an occasion when you gave health information to a specific patient and how you did that effectively, e.g. pressure ulcer prevention, flu vaccine campaign
QA What methods could you use to provide health education to patients? How would you adapt your approach for different patient groups?

2.2.3 Provide support and education in the development and/or maintenance of independent living skills

- Assess the patient's ability and in partnership with them highlight where change would be beneficial
- E.g. **DO** Give health education to a diabetic patient regarding safe injection technique, the importance of regular blood sugar/urine checks
WS Educate a patient experiencing continence problems regarding disposal of soiled pads

2.2.4 Seek specialist/expert advice as appropriate

- Be aware of when specialist/expert advice is required
- Follow the specific referral criteria
- E.g. **DO** Refer to a specialist nurse/other agency using the appropriate criteria, e.g. continence advisor
WS Insight visit with specialist nurse including looking at referral system, e.g. vascular outreach nurse
QA Under what circumstances would you consider referring a patient on? How would you do this?

2.3 UNDERTAKE AND DOCUMENT A COMPREHENSIVE, SYSTEMATIC AND ACCURATE NURSING ASSESSMENT OF THE PHYSICAL, PSYCHOLOGICAL, SOCIAL AND SPIRITUAL NEEDS OF PATIENTS, CLIENTS AND COMMUNITIES

2.3.1 Select valid and reliable assessment tools for the required purpose

- Choose an appropriate tool which is currently in use in the PCT to assess actual and potential patient problems
- E.g. **DO** Waterlow, wound, pain, leg ulcer, continence, nutrition, moving and handling
RW Reflect on an initial patient assessment where you needed to choose several assessment tools, e.g. continuing care patient

2.3.2 Systematically collect data regarding the health and functional status of individuals, clients and communities through appropriate interaction, observation and measurement

- Perform patient assessments using the tools mentioned above
- Patient profiles
- Seek out community links such as day centres, leisure facilities, churches and local support groups which serve to promote quality of life
- E.g. **WP** Copies of any completed assessment documentation
WS Use the Community Information System (CIS) data to form a patient profile within the locality, e.g. age, gender, number of visits, duration of contact
DO Find out if there are any services organised by the patients in the locality, e.g. collection and delivery of health care supplies, transport to and from the surgery/hospital, sit in services

2.3.3 Analyse and interpret data accurately to inform nursing care and take appropriate action

- Understand the results obtained from assessment tools and observations undertaken in practice
- Be aware of normal parameters for care

- Ensure action is taken as needed following any abnormal results or assessment scores/findings
- E.g. **RW** Reflect on the actions you took when a patient was assessed as being at high risk of pressure ulcer formation
 - QA** What would you do if you checked a patient's blood pressure and they were significantly hypertensive?
 - WS** Calculate a patient's Ankle Brachial Pressure Index and discuss the implications of the result for the patient's treatment with your mentor

2.4 FORMULATE AND DOCUMENT A PLAN OF NURSING CARE, WHERE POSSIBLE, IN PARTNERSHIP WITH PATIENTS, CLIENTS, THEIR CARERS AND FAMILY AND FRIENDS, WITHIN A FRAMEWORK OF INFORMED CONSENT

2.4.1 Establish priorities for care based on individual or group needs

- Prioritise care needs following an holistic assessment on each patient visit
- E.g. **RW** Reflect on the assessment process and your role in this – degree pathway students could use the reflective part of their care study assignment
 - QA** How would you prioritise a patient's care needs? What would you consider?

2.4.2 Develop and document a care plan to achieve optimal health, habilitation and rehabilitation based on assessment and current nursing knowledge

- Create a care plan which is evidence based in collaboration with the patient/carer
- E.g. **WP** Include a copy of the care plan you have written for your care study assignment
 - RW** Reflect on the care planning process and your role in this – degree pathway students could use the reflective part of their care study assignment

2.4.3 Identify expected outcomes, including a time frame for achievement and/or review in consultation with patients, clients, their carers and family friends and with members of the health and social care team

- Discuss treatment and dates for review with the patient and other relevant groups
- E.g. **WP** Include a copy of the care plan you have written for your care study assignment showing the agreed review dates

2.5 BASED ON THE BEST AVAILABLE EVIDENCE, APPLY KNOWLEDGE AND AN APPROPRIATE REPERTOIRE OF SKILLS INDICATIVE OF SAFE AND EFFECTIVE NURSING PRACTICE

2.5.1 Ensure that current research findings and other evidence are incorporated in practice

- Use evidence based learning in practice – contemporary findings in areas such as tissue viability, pressure ulcer development and treatment, compression bandaging, Liverpool Care Pathway, urinary catheter management
- E.g. **RW** Reflect on a patient visit where your practice has been based on current research
QA What does current research suggest regarding wound cleansing/mouth care/change of urinary catheter?

2.5.2 Identify relevant changes in practice or new information and disseminate it to colleagues

- Keep up to date, e.g. Chief Nursing Officer's (CNO) bulletin board on the Department of Health (DH) website, journals, organisations, intranet and local resource area
- E.g. **DO** Discuss some of the research you have found for your care study with your mentor
WS Discuss a relevant journal article at a team briefing
QA How do you remain abreast of current developments in nursing? Who do you share/discuss these developments with?

2.5.3 Contribute to the application of a range of interventions which support and optimise the health and well-being of patients and clients

- Shadow your mentor and be involved in patient care
- Have an awareness of procedures that you can not perform, i.e. any procedure for which a registered nurse needs to attend further training such as venepuncture
- E.g. **DO** See clinical skills handbook
WS See above

2.5.4 Demonstrate the safe application of the skills required to meet the needs of the patients and clients within the current sphere of practice

- Ensure you have learnt the theory underpinning a procedure before you perform it
- Deliver evidence based care which adheres to PCT policies and guidelines for practice
- Practice under the supervision of your mentor at all times
- E.g. **DO** See clinical skills handbook
WS See above
RD Discuss with your mentor your progress in practicing safely and reflect on how you feel your clinical skills are developing

2.5.5 Identify and respond to patients and client's continuing learning and care needs

- Provide ongoing care to patients; reviewing care needs and the patient's understanding of their treatment
- E.g. **RW** Reflect on a patient whose care needed to be changed and how you discussed this with the patient, e.g. wound dressing, lifestyle changes
QA How would you assess a patient's learning needs with regard to their treatment?

2.5.6 Engage within, and evaluate, the evidence base that underpins safe nursing practice

- Be able to access literature that informs nursing practice
- Continually review and critique current evidence with regard to your nursing practice to ensure safe and effective care
- E.g. **WP** Include a research paper you have looked at for your care study assignment with a brief critique of its relevance

2.6 PROVIDE A RATIONALE FOR THE NURSING CARE DELIVERED WHICH TAKES ACCOUNT OF SOCIAL, CULTURAL, SPIRITUAL, LEGAL, POLITICAL AND ECONOMIC INFLUENCES

2.6.1 Identify, collect and evaluate information to justify the effective utilisation of resources to achieve planned outcomes of nursing care

- Be aware of the cost of different treatment options and their efficacy
- Adhere to the PCT Wound Management Formulary and Continence Product Guidelines
- E.g. **WS** Look up the cost of various wound dressings in the PCT Wound Management Formulary and discuss with your mentor the most appropriate treatment option for a particular patient
RW Reflect upon the use of the PCT Continence Product Guidelines and how to select products for patients that deal with their needs best

2.7 EVALUATE AND DOCUMENT THE OUTCOMES OF NURSING AND OTHER INTERVENTIONS

2.7.1 Collaborate with patients and clients and, when appropriate, additional carers to review and monitor the progress of individuals or groups towards planned outcomes

- Assess the patient's understanding of their progress and their perception of the care experienced
- E.g. **WS** Ask the patient and/or carer how they feel the wound is progressing
QA How would you monitor and review a patient's level of pain control?

2.7.2 Analyse and revise expected outcomes, nursing interventions and priorities in accordance with changes in the individual's condition, needs or circumstances

- Recognise patient habits, customs and beliefs which shape and influence lifestyle such as "smoking for nerves"
- Determine important life cycle events to the patient, e.g. marriage, employment and bereavement which may affect patient concordance with treatment

- E.g. **RW** Reflect on an occasion where treatment was changed owing to the lifestyle of the patient, e.g. a patient who regularly attends afternoon tea dances preferring not to continue with four layer bandaging because she can not get her dancing shoes on
- WS** Identify when a patient has had a change in circumstances that has an impact on care needs, e.g. patient requesting a change from a urethral to a supra pubic catheter instead of a because they have entered into a sexual relationship with a new partner

2.8 DEMONSTRATE SOUND CLINICAL JUDGEMENT ACROSS A RANGE OF DIFFERING PROFESSIONAL AND CARE DELIVERY CONTEXTS

2.8.1 Use evidence based knowledge from nursing and other related disciplines to select and individualise nursing interventions

- Use evidence from other health care related professions to inform nursing care such as medicine, sociology, psychology
- E.g. **RW** Reflect on a patient who you have cared for and how the knowledge you have gained from other related professions impacted on your nursing care

2.8.2 Demonstrate the ability to transfer skills and knowledge to a variety of circumstances and settings

- Apply previous knowledge and skills learned from University and other placements to the community setting
- E.g. **RD** Discuss with your mentor some of the skills and knowledge you have learned from the Common Foundation Programme and how you can/will use these during your community placement
- DO** Your mentor observes you using clinical skills and knowledge learnt during your previous placements
- WS** See above

2.8.3 Recognise the need for adaptation and adapt nursing practice to meet varying and unpredictable circumstances

- Be aware that patient's circumstances and care needs change frequently and the impact this may have on nursing care
- E.g. **QA** What sort of circumstances may arise that necessitate nursing care to be changed?
RW Reflect on an occasion when you had to adapt your care owing to changing circumstances, e.g. being creative with wound dressings on a difficult wound

2.8.4 Ensure that practice does not compromise the nurse's duty of care to individuals or the safety of the public

- Maintain your professionalism at all times
- Adhere to the NMC Code of Professional Conduct
- Be aware of and understand your duty of care to patients
- E.g. **QA** How might public safety potentially be put at risk by your practice in the community? What is your duty of care to a patient? How might your duty of care be compromised?
RW Reflect on an occasion when you considered public safety when visiting a patient, e.g. providing a safe method for disposal of sharps/soiled dressings

3.1 CONTRIBUTE TO PUBLIC PROTECTION BY CREATING AND MAINTAINING A SAFE ENVIRONMENT OF CARE THROUGH THE USE OF QUALITY ASSURANCE AND RISK MANAGEMENT STRATEGIES

3.1.1 Apply relevant principles to ensure the safe administration of therapeutic substances

- Refer to the local PCT policy on risk assessment procedures
- Be familiar with the NMC Guidelines for the Administration of Medicines
- E.g. **DO** Read the local Control of Substances Hazardous to Health (COSHH) policy on the intranet
QA How would you ensure safe practice with regard to the above?

3.1.2 Use appropriate risk assessment tools to identify actual and potential risks

- Familiarise yourself with and understand policies which underpin your nursing practice to provide safe nursing care
- E.g. **QA** What risk assessment tools are available for use in the community?
RW Reflect on an occasion where you used a risk assessment tool to maintain a safe environment for care, e.g. moving and handling in a patient's home

3.1.3 Identify environmental hazards and eliminate and/or prevent where possible

- Demonstrate a good understanding of potential health and safety risks in the patient's own home
- E.g. **QA** What potential health and safety risks might/have you encountered in a patient's home? How would/did you deal with these?
RW Reflect on how you dealt with potential health and safety risks such as storage of controlled drugs, disposal of sharps/infected wound dressings

3.1.4 Communicate safety concerns to a relevant authority

- Discuss any untoward incidents with your mentor
- Report verbal and physical threats to patients and staff
- Report problems regarding use of equipment and where a co-worker is required
- E.g. **WP** Copy of an incident form
DO Identification of an untoward incident, e.g. syringe driver malfunction
WS See above

3.1.5 Manage risk to provide care which best meets the needs and interests of patients, clients and the public

- Implement local policies and procedures to ensure that risks are minimised in the care setting
- E.g. **DO** Follow Infection Control Policy, e.g. handwashing, use of alcohol gel, apron and gloves
WS See above
RW Reflect upon how you reduced the risk of cross infection during your community placement

3.2 DEMONSTRATE KNOWLEDGE OF EFFECTIVE INTER-PROFESSIONAL WORKING PRACTICES WHICH RESPECT AND UTILISE THE CONTRIBUTIONS OF MEMBERS OF THE HEALTH AND SOCIAL CARE TEAM

3.2.1 Establish and maintain collaborative working relationships with members of the health and social care team and others

- Be aware of agencies and support sources that are involved or may be involved with the delivery of care and the referral process involved
- E.g. **QA** Which other members of the inter professional team are involved with care of patients in the community? What is their role?
WS Insight visit to work with some members of the inter professional team
RW Reflect on your insight visits above regarding the relationship between inter professional team members

3.2.2 Participate with members of the health and social care team in decision-making concerning patients and clients

- Discuss patient care with appropriate members of the inter professional team such as the community matron, diabetic specialist nurse, continence advisor
- E.g. **DO** See above
WS See above

3.2.3 Review and evaluate care with members of the health and social care team and others

- Participate in inter professional meetings to discuss patient progress towards nursing outcomes
- E.g. **DO** Discuss progress of a continuing care patient
WS See above
RW Reflect on the experience of attending an inter professional meeting and the contributions you made to the process as a whole

3.3 DELEGATE DUTIES TO OTHERS AS APPROPRIATE, ENSURING THAT THEY ARE SUPERVISED AND MONITORED

3.3.1 Take into account the role and competence of staff when delegating work

- Develop a working knowledge of the roles, level of skill, knowledge, accountability and responsibilities of the district nursing team
- E.g. **QA** What are the differences and similarities between the roles and functions of the district nursing team? Who is accountable for patient care?

3.3.2 Maintain one's own accountability and responsibility when delegating aspects of care to others

- Understand the importance of delegation and its impact on your own professional accountability and responsibilities
- E.g. **QA** What factors would you consider before delegating patient care to another member of the team? How might the delegation of care potentially affect your accountability?

3.3.3 Demonstrate the ability to co-ordinate the delivery of nursing and health care

- Seek out opportunities to plan, delegate and evaluate programmes of care under the supervision of your mentor/caseload holder
- E.g. **DO** Organise the work allocation for the next day, schedule further patient visits
WS See above

3.4 DEMONSTRATE KEY SKILLS

3.4.1 Literacy – interpret and present information in a comprehensible manner

- Be familiar with the NMC Guidelines for Records and Record Keeping
- Read local PCT guidelines for completion of documentation
- E.g. **WP** Include a copy of a written assessment or evaluation that you have completed

- RD** Discuss your ability to understand and write down information clearly and accurately with your mentor
- QA** Why is important for a nurse to be able to write a clear, accurate and factual account of patient care episodes?

3.4.2 Numeracy – accurately interpret numerical data and their significance for the safe delivery of care

- Practice drug dosage calculations
- Record observations correctly
- Be aware of the significance of the results and any abnormalities
- E.g. **WP** Examples of drug calculations set by your mentor
- RW** Reflect on the importance of recording numerical data correctly and knowing the normal parameters for care

3.4.3 Information technology and management – interpret and utilise data and technology, taking account of legal, ethical and safety considerations, in the delivery and enhancement of care

- Input data and retrieve information from the organisation's CIS
- Be familiar with legislation such as the Data Protection and Freedom of Information Acts
- E.g. **DO** Update your mentor's palm top, access the local intranet for policies and procedures, register and discharge patients on CIS
- WS** See above

3.4.4 Problem solving – demonstrate sound clinical decision making which can be justified even when made on the basis of limited information

- Identify, explore and solve problems arising in practice
- Use your clinical judgement to inform care decisions when information is scarce
- Apply theory to practice in order to enhance nursing care
- E.g. **RW** Reflect on an occasion when you encountered a problem and what you did to deal with it, e.g. a patient's wound is showing clinical signs of infection but the swab results are unavailable

4.1	DEMONSTRATE A COMMITMENT TO THE NEED FOR CONTINUING PROFESSIONAL DEVELOPMENT AND PERSONAL SUPERVISION ACTIVITIES IN ORDER TO ENHANCE KNOWLEDGE, SKILLS VALUES AND ATTITUDES NEEDED FOR SAFE AND EFFECTIVE NURSING PRACTICE
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4.1.1 Identify one's own professional development needs by engaging in activities such as reflection in, and on, practice and lifelong learning

- Show evidence in your portfolio of reflective writing
- E.g. **RW** See above

4.1.2 Develop a personal development plan which takes into account personal, professional and organisational needs

- Discuss goals and desired achievements from placement experience with mentor
- E.g. **WP** Action plans from preliminary, intermediate and final interviews

4.1.3 Share experiences with colleagues, patients and clients in order to identify the additional knowledge and skills needed to manage unfamiliar or professionally challenging situations

- Be familiar with the process of clinical supervision
- Feedback information from patient visits with members of the district nursing team identifying any problems encountered
- E.g. **RW** Reflect on an occasion where you discussed a problem you encountered on a patient visit with your mentor/other members of the team and how this helped you

4.1.4 Take action to meet any identified knowledge and skills deficit likely to affect the delivery of care within the current sphere of practice

- Identify any knowledge/skills deficits and organise activities such as exploratory visits and insights into specialist areas of practice
- E.g. **RD** Discuss your current progress with your mentor in order to ascertain your strengths and weaknesses

RW Ask the District Nurse for advice on the best way to update your knowledge and skills and reflect on this

WP Include copies of any action plans, completed learning packages, certificates of attendance on study days

4.2 ENHANCE THE PROFESSIONAL DEVELOPMENT AND SAFE PRACTICE OF OTHERS THROUGH PEER SUPPORT, LEADERSHIP, SUPERVISION AND TEACHING

4.2.1 Contribute to creating a climate conducive to learning

- Discuss the factors needed in order to enhance learning in the practice setting
- E.g. **QA** What factors may affect the quality of the learning experience in the practice setting? How would you ensure an environment that would facilitate learning?

4.2.2 Contribute to the learning experiences and development of others by facilitating the mutual sharing of knowledge and experience

- Produce a resource, e.g. work package, information sheet, recommend additions to the orientation booklet
- Arrange to meet up with other students from health and social care areas
- Discuss a research paper
- Organise a micro-teaching session
- Organise an informal group clinical supervision session
- E.g. **WS** See above
 - RW** Reflect on the above and what you gained from your involvement in terms of helping your colleagues
 - WP** Any resources produced, e.g. health promotion poster

4.2.3 Demonstrate effective leadership in the establishment and maintenance of safe nursing practice

- Be aware of the differences between leadership and management

- Manage an episode of care for a patient or patients under the supervision of your mentor
- Discuss the rationale for the decision making process you used to inform care outcomes for your patient/patients
- E.g. **QA** What are the qualities of an effective leader?
RW Reflect on the above and whether you feel you have the appropriate qualities to be an effective leader within the clinical setting