



The University of
Nottingham

School of Nursing

Nottinghamshire County



Teaching Primary Care Trust

Newark and Sherwood Practice Learning
Team

PROFICIENCY MAPPING

PRACTICE 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 appointment?

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?
RW Reflect on an appointment 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 under supervision
- 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
DO See above

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, community nurses, community matrons, long term conditions team, specialist nurses (respiratory, tissue viability, diabetic) and refer patients to these members of the team
- 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 to the appropriate person (see above)
WP Examples of any referral forms completed

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

- Be aware of your accountability and responsibility as a student nurse in relation to witnessing and reporting unsafe practice
- Be familiar with the health and safety policy and the incident reporting policy for the Primary Care Trust (PCT)
- E.g. **QA** What would you do if you noticed a piece of equipment was unsafe to use? What would you do if you witnessed unsafe practice?
WP Copy of an incident form 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 your evaluation of patient care (computerised)
- E.g. **WP** Copy of evaluation of patient care if possible
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 with regard to practice nursing such as National Institute for Health and Clinical Excellence (NICE) guidance, the National Service Frameworks (NSF), Liberating the Talents, Modernising Nursing Careers
- E.g. **QA** What do you know about current national policies with regard to the treatment of patients with coronary heart disease/asthma/hypertension?
QA What do you know about current policy regarding the changing role of the practice nurse in primary care?
RW Reflect on how a particular piece of national legislation/policy relates to a patient's treatment plan under local policies and guidelines

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
- Adhere to the NMC principle of confidentiality
- E.g. **WS** You store patient information in a secure area
DO See above
QA What would you do if you witnessed a breach of confidentiality?

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, underage contraception, reporting of domestic violence, childhood immunisation, substance misuse
- E.g. **RW** Reflect on an episode of care where the patient did not comply with treatment
QA What are the legal and ethical implications of reporting domestic violence against a patient's wishes?

RW Reflect on the ethical and legal implications of an occasion where a child attends for immunisation with someone other than their parents/legal guardian

RD Discuss with your mentor your understanding of the ethical and legal implications where parents refuse to have their children vaccinated

1.2.4 Manage the complexities arising from ethical and legal dilemmas

- Recognise, document and report non-concordance
- Refusal of consent to care
- Referral to external agencies, e.g. social services
- E.g. **WP** Copy of documentation recording patient non-concordance if possible
- DO** Referring on to another agency
- RW** Reflect on an incident when a patient discloses information of a sensitive nature, e.g. domestic violence, underage sex/pregnancy
- QA** What are the Fraser guidelines and under what circumstances would you use them?

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

- Applies to any insight visits you may undertake in the community such as spending time with the specialist nurses or community matron
- 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

- Acknowledge the contribution to care of the informal carer

- Acknowledge the wishes of the patient and their decisions regarding care
- E.g. **WS** Involve the patient and/or carer in any assessments or care decisions
RW Reflect on your role of in supporting a patient's rights, e.g. privacy and dignity, respect, confidentiality

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

- Be aware of discriminatory practices with regard to gender, ethnicity, disability, age
- Discuss with mentor if there is any compromise in care to a patient with regard to the above
- E.g. **WS** Your treatment of a disabled person
DO See above
RW Reflect on an episode of care 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 their wound will heal by leaving it open to the air
QA Why would a female Muslim object to being examined by a male health care professional and what would you do about it?
RW Reflect on a visit where you showed a non-judgmental attitude towards a patient, e.g. to a travelling patient who had brought their extended family with them for the appointment

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

- Acknowledge the diversity of patients and act in a non-discriminatory manner
- Implement good interpersonal skills
- Adapt to specific circumstances
- Be clear and succinct in all explanations and check understanding

- 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 an episode of care where the patient and/or carer was unable to read and write or was unable to speak English

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/medical terminology
- 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 episodes of care 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 an episode of patient care
- Be aware of professional boundaries and forming an inappropriate relationship with a patient
- Identify the criteria for referring on to another agency
- E.g. **DO** Discharging a patient or referring a patient to another agency for further management
- QA** Give some examples of inappropriate relationships with patients, what makes them unprofessional? How would you deal with a patient who you felt wanted more than a professional relationship?

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

- Access and acknowledge a patient's health choices
- E.g. **DO** Discuss the patient's lifestyle and identify any areas where the patient may benefit from health promotion advice and is interested in this
- 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

- Explain current and potential health risks involved in the patient's present lifestyle choices
- 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. **WP** Photograph of the health promotion poster submitted for assessment
- RW** Reflect on the process of designing a health promotion poster for a specific target group
- QA** How would you adapt health promotion advice for different groups of patients?

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 lifestyle changes would be beneficial
- Ensure education is given in a way that the patient understands
- E.g. **QA** How would you introduce lifestyle changes to a newly diagnosed Type 2 diabetic patient?
- RW** Reflect on any support and education you have given to patients and the way in which you approached the situation
- DO** You are observed giving support and education to a patient
- WS** See above

2.2.4 Seek specialist/expert advice as appropriate

- Build up a working knowledge of available agencies and specialist nurses
- Have an awareness of when a patient needs to be referred on for specialist advice
- E.g. **DO** Referral to smoking cessation, community dietetics, podiatry, long term conditions team
WS See above
RW Reflect on your knowledge and understanding of the referral process and how you identified the need to refer a patient for more specialist advice/treatment

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

- Have an awareness of the different types of assessment tools available for use in a practice nurse setting
- E.g. **DO** Completing a wound assessment chart, body mass index (BMI), Ankle Brachial Pressure Index (ABPI), coronary heart risk calculator
WS See above

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

- Performing assessments and recording the results
- E.g. **DO** Electrocardiograms (ECG), blood pressure, height, weight, peak flow diary
WS See above
WP Copies of any records of results

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

- Factual, contemporary records

- Have an awareness of normal and abnormal data taking into account the patient's usual health status
- Report any abnormalities to the practice nurse
- E.g. **DO** You take a patient's blood pressure and they are hypertensive so you inform the practice nurse
WS See above
RW Reflect on a patient appointment when you noticed some raised blood sugar results or a peak flow diary which indicated a low peak flow and how you dealt with this

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

- Following an opportunistic assessment of the patient prioritise care needs accordingly
- E.g. **QA** How would you prioritise care for a patient with several complications as a result of Type 2 diabetes?
RW Reflect on how you were involved in prioritising a patient's multiple health care needs

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

- Develop a management plan which is informed by evidence based research and national policy
- E.g. **DO** You complete an asthma management plan according to NICE guidelines
WS See above
WP Copy of the plan if possible
RW Reflect on the use of an asthma management plan you have completed for a patient and comment on relevant evidence based practice in this area

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 the aims of treatment and anticipated length of care episode with the patient/carer and agree on review dates
- E.g. **DO** You discuss with a patient how long it may take for their wound to heal
WS See above
RW Reflect on a patient receiving input from more than one health care professional, such as a Type 2 diabetic patient and how you liaised with the patient/carer and other parties involved

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 on areas such as tissue viability, compression bandaging, ear irrigation, cytology, vaccinations
- E.g. **DO** You are observed changing a simple wound dressing using an evidence based technique
WS See above
QA What evidence is available regarding skin cleansing prior to injection of medication/the effectiveness of ear irrigation/type of wound dressing used?
RW When treating a patient reflect on the evidence based learning you put into practice

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

- Keep up to date with changes in practice
- Discuss any changes or proposed changes with your mentor or other student nurses/ members of the multidisciplinary team
- E.g. **DO** You access the local intranet/resource area

- RW** Reflect on how you keep up to date and how you help to keep your colleagues updated such as checking the Chief Nursing Officer's (CNO) bulletin board on the Department of Health (DH) website, reading relevant journals, accessing the websites of organisations
- 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

- Under supervision, deliver care to patients using a variety of evidence based techniques
- E.g. **DO** Your mentor observes you performing a range of clinical skills
- WS** See above
- RW** Reflect on your role as a student and your involvement in different types of patient care such as clinical skills, health education, advice and support

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

- Adhere to clinical practice guidelines
- Practice under the supervision of your mentor
- E.g. **DO** See above 2.5.3
- WS** See above
- RW** Reflect upon the skills you use to treat patients in the practice nurse setting

2.5.5 Identify and respond to patients' and clients' continuing learning and care needs

- Provide ongoing care to patients through their management plan and any further appointments as needed
- E.g. **RW** Reflect upon an asthmatic or diabetic patient who needed continuing care

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

- Search for evidence in the literature to support current practice guidelines
- Evaluate the evidence and its relevance to practice nursing
- E.g. **DO** See above 2.5.1
WS See above
QA See above
RW See above

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

- Have an awareness of the cost of different treatment options and their efficacy
- Be aware of practice based commissioning such as payment per vaccination
- E.g. **QA** How would you choose the most cost effective treatment option for a patient? What things would you take into account?
RW Reflect on an episode of patient care where you looked at the BNF to help you decide on the most cost effective wound care dressing for a patient

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 and discuss with patients their perception of the care experience and any progress they feel they have made
- E.g. **DO** You discuss the above with a hypertensive patient who has been advised to make some lifestyle changes
WS See above

RW Reflect on how you have evaluated patient care and whose outcomes you have evaluated care against – the patient/carer or health care professional

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

- Reassess patients on an ongoing basis and change care management plans according to patients' identified needs
- E.g. **DO** You notice strikethrough to a patient's wound dressing from excess exudate and ask the patient to attend the surgery more frequently for dressing changes

WS See above

RW Reflect on an episode of care where you had to inform the patient they were not doing as well as anticipated and that their treatment needed to be changed

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. **QA** How does the knowledge you have gained from other professions impact on your nursing care?

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

- Apply knowledge and skills learned from previous job experiences, University and other placements to the primary care setting
- E.g. **QA** What skills and knowledge have you learned from the Common Foundation Programme and how can/will you use these during your placement?
DO Your mentor observes you transferring clinical skills and knowledge during your placement
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, care needs and the environment change frequently and that this may have an impact on nursing care
- E.g. **QA** What sort of circumstances may arise that necessitate nursing care to be changed?
DO You deal with a patient whose condition deteriorates while you are giving them a routine treatment, e.g. an anaphylactic reaction to an injection
WS See above

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
- Understand your duty of care to patients
- E.g. **QA** What is your duty of care to a patient? How might your duty of care be compromised? What are your duties with respect to the safety of the public?

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 local PCT policies on risk assessment procedures
- Familiarise yourself with local PCT practice guidelines
- 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
QA How would you ensure safe practice with regard to the above?
WS Your mentor observes you administering drugs safely

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

- Familiarise yourself with and understand local policies which underpin your nursing practice to provide safe nursing care
- E.g. **QA** What risk assessment tools are available for use in the primary care setting?
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 the surgery, COSHH assessment

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

- Demonstrate a good understanding of hazards in the primary care setting
- E.g. **QA** What potential hazards might you encounter in the primary care setting? How would you deal with these?
RW Reflect on how you dealt with potential hazards such as spillages, storage of equipment, location of sharps bins in the surgery

3.1.4 Communicate safety concerns to a relevant authority

- Discuss any untoward incidents with your mentor and report them, e.g. verbal and physical threats
- Report problems regarding use of equipment
- E.g. **WP** Copy of an incident form if one completed on placement
DO Identification of an untoward incident, e.g. equipment 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

- Have an awareness of the principles of clinical governance
- Implement local policies and procedures to ensure that risks are minimised in the primary care setting
- E.g. **DO** Follow Infection Control Policy, e.g. handwashing, use of alcohol gel, sterilisation of equipment
WS See above
RW Reflect upon how you managed potential/actual risks to patients, colleagues, the public during your 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
- Familiarise yourself with 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 an occasion where you referred a patient having daily wound dressings to the district nurse for weekend change of dressings

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

- Liaise with appropriate members of the inter professional team such as the GP, community matron, diabetic specialist nurse, social services, health visitors, respiratory specialist nurse
- 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 the progress of a specific patient with members of the inter professional team
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 different members of the primary care team
- E.g. **QA** What are the differences and similarities between the roles and functions of the primary care 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?
DO Delegate care to others appropriately
WS See above

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

- Monitor the progress of any work that you have delegated
- Seek out opportunities to plan, delegate and evaluate programmes of care under the supervision of your mentor
E.g. **RW** Reflect on an occasion where you delegated work to others and how you managed this
DO See above
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

- E.g. **WP** Include a copy of a written patient management plan or evaluation that you have completed, use your portfolio work as evidence of literacy, provide a written copy of something you have inputted on to the computer
- 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 worked drug calculations set by your mentor
- RW** Reflect on the importance of recording numerical data correctly and knowing the normal parameters for care, e.g. carbon monoxide monitoring, blood results

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 patient data on the computer system
- Be familiar with legislation such as the Data Protection and Freedom of Information Acts
- E.g. **DO** Access the local intranet for policies and procedures, download spirometry or ECG results
- 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 a patient's annual check up for chronic disease revealed an acute problem, e.g. an asthmatic with a chest infection, a diabetic with loss of limb pulses
- DO** See above
- WS** See above

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

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 of reflective writing and reflective discussions in your portfolio
- E.g. **RW** See above
- RD** See above
- QA** How does reflection help you to develop your skills as a nurse? Why is lifelong learning beneficial to nurses?

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** SWOT analysis, 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
- Discuss with your mentor any problems encountered during patient appointments
- E.g. **RW** Reflect on an occasion where you discussed a problem with colleagues or patients and the way

in which you could use their advice to help you in similar situations

- **QA** Why might sharing your experiences with colleagues and patients enhance your future practice?

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** Reflect on a time where you updated a knowledge and skills deficit on your placement
- **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

- Be familiar with 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 on placement to, e.g. discuss a research paper, organise a micro-teaching session or 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 others
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
- Think about the importance of good leadership in nursing and who will benefit from this
- E.g. **QA** What are the qualities of an effective leader?
RW After shadowing your mentor in practice reflect on the leadership qualities you observed
RD Discuss with your mentor the leadership qualities you possess and those that you will need to develop through the rest of your student nurse training