



Clinical Skills Book

CFP and Adult Branch

Name **Intake**

Centre **Personal Tutor**

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

Clinical Placements Undertaken

Placement	Speciality	Duration	Date

November 2010

Introduction and Guidelines

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

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

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ESSENTIAL SKILLS ASSESSMENTS

Guidelines for mentors undertaking practical assessments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSENTIAL SKILLS ACHIEVED IN PRACTICE

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

ESSENTIAL SKILLS ACHIEVED IN SCHOOL

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

**The University of Nottingham Pre-Registration Nursing Programme
Essential Skills Assessments – Record of Achievement**

Student's name _____

Cohort _____

Personal tutor's name _____

Skill	Attempt 1				Attempt 2			
	Date	Result	Assessor (print)	Assessor (Signature)	Date	Result	Assessor (print)	Assessor (Signature)
COMMON FOUNDATION PROGRAMME:								
Height, weight and BMI								
Fluid balance								
Dietary intake								
Aseptic/clean technique								
Medicine calculations								
BRANCH PROGRAMME:								
Nutritional assessment								
Dehydration								
Medicines administration								
Patient group directions								
CHILD, ADULT AND LEARNING DISABILITIES STUDENTS ONLY:								
Enteral feeding								
CHILD AND ADULT STUDENTS ONLY								
Intravenous fluids								

Measures Height, Weight, BMI

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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

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

To be completed before entry to the Branch Programme

All criteria must be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

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

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Monitors and Records Fluid Balance

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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

To be achieved before entry to the Branch Programme.

All criteria must be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

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

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Monitors and Records Dietary Intake

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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 –

Safely performs basic wound care using clean and aseptic techniques through simulation:
to remove used dressing and replace with a new dressing using an aseptic technique. The wound does NOT require cleansing

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

To be achieved before entry to the Branch Programme

All criteria must be passed

Students are to wear uniform and to wash their hands prior to commencing this simulation

A professional approach should be demonstrated

The student has up to 30 minutes to complete the assessment

Criteria	ATTEMPTS	
	1	2
States has washed hands and puts on a disposable apron		
States how the surface to be used would be cleaned		
Prepares equipment safely		
Opens pack and arranges equipment without contamination		
Safely removes and disposes of used dressing		
Applies sterile dressing without contamination		
Disposes of equipment safely		
States would wash hands		
Questions		
What advice would you give a patient to help prevent infection and to promote healing?		
State 2 differences in technique between a clean and an aseptic technique		

Sterile packs and procedures vary between trusts; it is the basic principles of Aseptic Non Touch Technique that are being assessed.

STUDENTS NAME

COHORT

Attempt no. 1

Result – Pass / Fail Date

Name of Assessor -

Signature -

Comments

Attempt no. 2

Result – Pass / Fail Date

Name of Assessor -

Signature -

Comments

Nutritional Assessment

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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

To be achieved during the Branch Programme.

All criteria must be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

	CRITERIA	1	2
1	Demonstrates a safe, professional, caring approach to the individual		
2	Gains valid consent from the individual		
3	Communicates effectively to gain an accurate patient/client history		
4	Accurately completes a nutritional risk assessment		
5	Recognises any actual or potential problem with the individual's 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

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

Identifies signs of dehydration and acts to correct these

To be achieved during the Branch Programme

All criteria must be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

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

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Enteral Feeding

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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

To be achieved during Branch Programme

All criteria to be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

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

Summative attempt no. 1

Result – Pass / Fail

Date

Name of Assessor –

Signature –

Comments –

Summative attempt no. 2

Result – Pass / Fail Date

Name of Assessor –

Signature –

Comments –

Intravenous Fluids

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

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

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

To be achieved during Branch Programme.

All criteria to be passed to be awarded a pass mark

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

SUMMATIVE ATTEMPT

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

Summative attempt no. 1

Result – Pass / Fail

Name of Assessor –

Signature –

Comments / Action Plan–

Date

Summative attempt no. 2

Result – Pass / Fail

Name of Assessor –

Signature –

Comments –

Date

Medicines Administration

The student and mentor have agreed to the assessment taking place:

Student: _____

Mentor: _____

- 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.

SUMMATIVE ATTEMPT

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

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

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

Summative attempt no. 1

Name of Assessor –

Comments –

Result – Pass / Fail

Signature –

Date

Summative attempt no. 2

Name of Assessor –

Comments –

Result – Pass / Fail

Signature –

Date

Additional guidelines for Patient Specific Directions assessment (medicine management)

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

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

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

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

OSCES

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

YEAR ONE Mandatory Sessions

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

Health and Safety

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
		1	2	Year			
* Fire procedure awareness				1	2	3	4
Basic Life Support							
First Aid skills, including a) ABCDE assessment b) The unconscious / unresponsive patient c) Airway obstruction d) Acute bleeding							
Resuscitation in an institution							
Aware of COSHH regulations							
Aware of RIDDOR regulations							
Reporting of untoward incidents							
Observe/contribute to a Health and Safety risk assessment of a clinical area / department							
Safe transport of specimens							
Able to access health and safety policies, procedures and protocols							
*Safe use and disposal of sharps							
Safe use of and disposal of medical devices							
Teach and advise patients on safe use of medical devices							
Use of radiation protection							
Notes: Health and Safety							

Handling and Mobility

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Moving and Handling risk assessment							
*Developing moving and handling care plans. a) Assessment b) Planning c) Implementation d) Evaluation							
*Beds – operating, instructing a) b)							
*Sliding Systems a) b)							
*Hoists a) b) c)							
*Standing Aids a) b)							
*Walking a patient and walking aids a) Walking with handhold b) Zimmer frame c) Walking stick							
*Wheelchairs a) Manual b) Electric							
*Bathing aids a) b)							
Falls risk assessment / plan							

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
* Recognising triggers and cues of challenging behaviour							
* Appropriate use of body language in conflict situations							
* 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							

Notes: Patient Handling and Violence
and Aggression

Infection Prevention and Control

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
* Effective hand hygiene a) Social hand washing b) Hygienic hand washing c) Use of Alcohol gels d) 'Scrubbing' for surgical procedures							
* Waste and Linen Disposal a) Household waste b) Clinical Waste c) Body fluids							
*Appropriate use of gloves and protective clothing							
*Ensuring a clean and tidy environment for patients and visitors							
*Decontamination / cleaning of multi use equipment egg beds							
Prevention and management of sharps injuries							
*Applying principles of infection control							
*Applying principles of asepsis							
Care of a patient in isolation a) Protective b) Source							
Care of a patient with an infection on an open ward							
Safe management of hazardous specimens							
Able to access expert infection control advice							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Microbial sampling a)Recognises when microbial samples required b)Identifies equipment to take samples c) Obtains samples in accordance with local policy							
Contributes to an infection control risk assessment.							
Using an infection control risk assessment is able to plan appropriate care							
Can teach / advise patients / visitors / staff about infection control risk, prevention and management of infection							
Takes appropriate action if exposure to infection occurs egg TB, HIV							

Notes: Infection Prevention and Control

* Sepsis protocol identifies the need for microbial sampling prior to commencement of antibiotics, within 6 hours of onset of sepsis (ref).

Communication Skills

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Presents oneself in a professional manner							
*'Customer Services' reception and telephone skills							
*Initiates appropriate communication							
* Terminates a conversation in an appropriate manner							
*Interprets non-verbal cues							
* Utilises non-verbal skills effectively egg touch							
*Demonstrates accurate reporting of information a) Patient handover b) Reporting to team members c) Conveys clinical urgency when required							
*When a patient deteriorates recognises the need to inform a) Primary responder, or patients doctor to initiate a review/ escalation of treatment b)Patients' family / significant others							
*Utilises appropriate skills when communicating with a) Visually impaired b) Hearing impaired c)speech impairment							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Shows sensitivity to cross cultural aspects of communication							
Can access interpreting services							
Can access support when dealing with complex situations eg Macmillan Nurse							

Notes: Communication skills and Record Keeping

* Primary responder is the term used by NICE (2007) to reflect the role of the critical care outreach team or equivalent. Not all trusts or wards have this service.

NMC ref <http://www.nmc-uk.org> Record keeping [PDF] - Updated July 2007

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
In accordance with local and NMC guidelines							
Records are: factual, accurate and clearly written							
Written consecutively and as soon as possible after an event has occurred, providing current information on the condition of the patient and the care given / action taken							
Records are dated, timed and signed, (signature printed alongside the first entry) and counter signed by mentor							
Any alterations or additions are dated, timed and signed in such a way that the original entry can still be read clearly							
Records are professional and do not include abbreviations, jargon, meaningless phrases etc							
Records are written, wherever possible, with the involvement of the patient or their carer in terms that the patient can understand							
All charts / documentation completed accurately. Labelled with min 2 patient identifiers.							
Patient confidentiality to be maintained regarding records							

Generic Patient Assessment

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
* Demonstrates a structured approach to assessment a) Emergency b) Planned							
*Able to undertake an initial patient admission							
*Utilises a person centred, holistic approach							
* Able to orientate a patient to a new environment							
*Recognises the importance of observations made on patients							
Is able to use and interpret specific assessment tools;							
a)Early warning score/ track and trigger scores							
b)ABCDE algorithm							
c)							
d)							
Recognises abnormal measurements / clinical deterioration and adjusts a) Frequency of observations b) Level of monitoring							
Initiates appropriate actions / management plan as per local policy							

Notes: Generic Patient Assessment

Breathing

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Able to assess airway							
* Able to observe, record and interpret respiratory rate, depth and rhythm							
*Measures and interprets oxygen saturation levels using pulse oximetry							
*Recognises abnormal respiratory measurements and breathlessness							
*Accurately assigns early warning trigger scores							
*Responds to measurements in accordance with local protocols including oxygen therapy and airway support (under supervision)							
Record and interpret Peak Expiratory Flow Rate							
*Holistically evaluates the patients' breathing and oxygenation							
*Can assess cough and sputum							
Can obtain a sputum sample							
*Sets up oxygen equipment as prescribed using: a) Nasal cannula b) Venturi mask c) Humidification d) Non/partial rebreathing							
*Administers prescribed oxygen, provides appropriate care and records O ₂ flow / %							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*If using portable oxygen, ensure there is adequate oxygen in the cylinder for the duration of the journey							
Uses a nebuliser as prescribed a) Air compressor b) Oxygen driven							
Demonstrates how to use an inhaler and can assess the patient's technique							
Tracheostomy care a) b)							
Assess need for and insert oropharyngeal airway							
*Suction Sets up and checks suction equipment a) wall b) portable							
Undertakes suction using the correct procedure and equipment b) Oropharyngeal –catheter c) Oral with yankeur suction d) Tracheal e) Tracheostomy							
Maintain an open airway using the triple airway manoeuvre							
Undertake care of a patient having a chest drain inserted or with a chest drain in situ							
Notes: Breathing* you may have the opportunity to learn how to listen / auscultate the chest if you work with a physiotherapist, specialist nurse or doctor							

Circulation

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
* Measure and record, rate, rhythm and volume of the pulse							
*Recognises abnormal pulse measurement and responds appropriately							
*Measure and record blood pressure a) Manual b) Electronic							
*Recognises abnormal BP measurement and responds appropriately							
Assigns EWS for BP and pulse							
Locates and records peripheral pulses							
Assess limb perfusion a) Temperature b) Pallor c) Vascular doppler							
Perform and interpret capillary refill test							
Adjusts frequency of observations as local protocol							
Undertakes Care of a patient with a Central Venous catheter a) recognises risks / complications b) monitors patient and provides care required c)measures, records and interprets CVP measurement							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Undertake arterial pressure measurement							
Cardiac monitoring a) 3 lead b) 4 lead c) 5 lead							
Assist in recording a 12 lead E.C.G.							
Recognise rhythms on a 3 lead monitor a) Sinus rhythm b) Ventricular fibrillation c) Ventricular tachycardia d) Systole e) Atrial fibrillation							
Measure / record blood loss							
Performs systematic cardiovascular assessment a) pallor b) presence of sweating c) peripheral temperature d) level of consciousness See hydration for urine output							
Notes: Circulation							
*Be aware of and follow local escalation protocols when abnormal measurements are identified							

Temperature

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
* Able to measure, record and interpret a patients temperature a) Orally b) Tympanic c) Other	OSCE						
Recognises an abnormal temperature							
Care for a hypothermic patient							
Utilises appropriate methods of cooling a hyperthermic patient							
Care for a hyperthermic patient							
Administers and monitors the effectiveness of prescribed antipyretics							

Notes: Temperature

Hydration and Nutritional Needs

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Perform a comprehensive assessment of hydration status, identifies needs and plan care							
*Perform a comprehensive assessment of nutritional status identifies needs and plan care							
*Makes referral to a dietitian when required							
*Measure a patient's height and weight and calculate the BMI							
*Accurately records a) urine output b) food intake							
*Records and collates fluid balance over 24hours and recognises fluid imbalance							
*Apply Principles of food hygiene							
*Assist with / feed a client safely and with dignity							
Monitor a patients ability to swallow effectively							
Inserts a Ryles nasogastric tube (only in a conscious patent) for a) Enteral feeding b) Monitoring / drainage of gastric contents							
Perform Enteral feeding							
Care of and feeding a patient with a Percutaneous Endoscopic Gastrostomy tube							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Care of a patient with an intravenous infusion; a) Monitors cannula site b) Identifies any extravastation c) Identifies infection /inflammation d) Selects and Primes IV sets e) Manages an IV infusion (inc changing the administration set) f) Assists with cannulation g) Manages an IV fluid regime (inc checking, recording and calculations h) Removes an IV cannula							
Specific medical devices training (pumps and controllers) a) b)							
Contributes as policy to safety checks prior to administering a blood transfusion							
Monitors a patient during a blood transfusion for reactions							
Performs and records capillary blood glucose measurement							
Supervise patients self monitoring blood glucose levels							
*Recognise and report a) hypoglycaemia b) hyperglycaemia							

Notes: Hydration and Nutritional Needs

* please see local blood transfusion and intravenous therapy policies regarding the role of the student nurse

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							
*Collect and measure urine output							
*Perform, interpret and record routine urinalysis							
Collect and manage a MSSU							
Collect stool sample							
*Maintains dignity when meeting a patients' toileting needs							
Plan, implement and evaluate a management plan for elimination needs a) Urinary problems b) Faecal problems							
Apply (after full assessment) a) continence pads / underwear b) Sheaths							
Care of a patient with a urinary catheter a) Routine care b) Bag emptying c) Specimen collection							
Safely performs a rectal examination considering patient dignity							
Demonstrates effective and safe use of a bladder scanner							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Undertakes / assists with urinary catheterisation a) female b)Male (See below)							
Recognises urinary tract infection							
Assess constipation							
Assess diarrhoea							
Care of a patient with a colostomy							

Notes: Elimination

In most trusts male catheterization requires completion of a scope of practice learning package after registration. Please follow local policy.

Altered Neurological Status

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Is able to assess a patient using the AVPU system A lert, responds to V oice, responds to P ain U nresponsive and recognise abnormal responses							
*Undertake, record and interpret Glasgow Coma Score							
Assess and interpret pupil size and response to light							
Assess and interpret sensory and motor response							
Recognises abnormal neurological observations							
Responds as local protocol to EWS trigger							
Recognises confused state as a marker of acute illness / deterioration							
*Care for an unconscious patient in relation to; a) Positioning b) Simple Airway control							
Care of patient who has a seizure. a) During a seizure (airway) b) Following a seizure Recording the length, frequency and nature of the seizures							
Assists with lumbar puncture							

Notes: Neurological Status

Mentor's Copy

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
*Assess a patients ability to undertake self care							
*Develop individualised plans of care to meet hygiene needs promoting independence							
Assess a patients a) skin b) nails c) hair							
Implement care for specific skin conditions a) dry skin b)							
* Oral Hygiene a) Assess lips / mouth b) Undertake oral care c) Assist with oral care							
* Provides hygiene care for a dependant patient's a) skin b) nails c) hair							
* Able to prepare a comfortable bed							
* Following an episode of care, ensures that a patient is comfortable, dignified, can reach belongings and has nurse call button if required							

Notes: Hygiene, Comfort and Dignity

Author's Copy

Palliative Care and Care of the Dying

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Undertake an assessment of the patients and carers needs a) Physical b) Psychological c) Social d) Spiritual							
Plan, implement and evaluate care to: a) Manage distressing symptoms e.g. dry mouth, pain, agitation b) Promote optimal comfort c) Provide psychological, social and spiritual support d) Refer to appropriate palliative care services							
Utilise the end of life care pathway							
Implement appropriate care of the patient after an expected death (last offices)							
Provide support and information for the bereaved							
Communicate sensitively and compassionately when talking with the patient / family and when giving distressing information							
Assist with a complex discharge from hospital for a palliative/dying patient							

Pain

I have demonstrated appropriate skills related to:

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

Notes: Pain

Sleep and Rest

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Assess a patient's sleep and rest pattern and needs							
*Plan a patient's day taking into account of the need for sleep and rest.							
*Identify measures that promote sleep							
*Implement care that promotes sleep a) b)							

Notes: Sleep and Rest

Patient Individuality (including Spiritual and Culturally Sensitive Care)

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Considers a patient spirituality and beliefs when planning care							
*Shows sensitivity to patients a) spiritual needs b) cultural needs							
Participates in collaboration with others (eg chaplain, interpreting service) to meet patients a) spiritual needs b) cultural needs							
*Evaluates care related to a) spiritual needs b) cultural needs							
Care delivery is based on an understanding of individual need rather than assumptions derived from patient characteristics (eg age and gender)							

Notes: Individuality

Administration of Medications Please see Essential Skills Criteria

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
UNDER DIRECT SUPERVISION and IN ACCORDANCE WITH NMC and LOCAL GUIDELINES							
* interprets / check's a patient specific directive (prescription)							
*Checks name, form, time, date and route of medicine to be given							
* Accurately calculates dose a) Tablets b) Solutions c) IV rate							
* Checks patients identity							
*Administers prescribed medication safely; a) Oral b) NG / gastrostomy c) Rectal d) Vaginal (pessaries) e) Sub-cutaneous f) Intra-muscular g) Inhaler h) Topical i) Ophthalmic j) Aural k) Nasal							
*Checks and administers controlled drugs as policy							
Demonstrates an understanding of the process of ordering, receiving, storing and disposal; a) IV fluids b) Stock Drugs c) Individual patient drugs							

d) Medications to take home							
e) Controlled drugs							

Notes: Medications

NMC ref <http://www.nmc-uk.org> Standards for medicines management - summary
booklet / full content [PDF]

Published: February 2008

We suggest you keep a record of medications you have learnt about

mentor's copy

Peri-operative Care

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Prepare a patient for a anaesthetic a) General i fasting ii hygiene iii specific preparation b) Regional i fasting ii hygiene iii specific preparation c) Local i fasting ii hygiene iii specific preparation							
Take / Receive a patient into the theatre area							
Be able to put on surgical gloves and surgical gown							
Care for a post-anaesthetised patient a) Observations b) Laryngeal mask airway c) LMA removal							
Hand over a post-operative patient to ward staff							
Receive a post operative patient and safely escort back to a ward							

Notes: Peri-operative Care

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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
*Assess for pressure ulcer risk using the following assessment tools; a) b) c)							
*Undertake a skin assessment							
*Plans preventative care using a) pressure relieving beds b) seat cushions c) positioning d) education							
Assess a pressure ulcer using a grading score a) b)							
Plan, implement and evaluate care to promote pressure sore healing							
*Assess and record progress of wound healing a) tracing b) photography							
*Assess a a) chronic wound b) acute wound							
*Cleanse a a) chronic wound b) acute wound							
*Choose and apply appropriate wound dressings							
Obtain a wound swab							

Public Health and Health Promotion

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Assess the client's/carer's current health need							
Identify the factors that are, or could, impact on the clients/carer's health within the care environment							
Identify the factors that are, or could, influence the clients/carer's health within their own 'home' environment							
Report and record relevant factors influencing the clients/carer's health							
Communicate with the client/carer appropriately whilst assessing and meeting the clients health need a) verbal and non verbal face to face b) by telephone c) written d) other ...							
Provide appropriate information to clients/carers a) verbally b) utilising written information							
Provide appropriate health education to meet client/carer needs							

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Choose and utilise an appropriate approach to meeting the clients needs 1.medical 2.behavioural 3.educational 4.client centred 5. harm reduction 6. risk reduction 7. signposting to other services 8. referral to other services 9. liaise with other services to formulate and deliver appropriate care packages 10. other							
Provide appropriate supportive care to meet the clients physical, psychological and social needs							
Evaluate the effectiveness of the intervention to meet the clients/carers needs							
Assess factors risks which will/could influence your own health in the care environment							
Assess factors/risks which will/could determine the health status of staff in the care environment							
Demonstrate the ability to maintain a safe working/ care environment a) identify, report and record factors according to policy							

b)act appropriately to reduce risk							
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Notes: Public Health and Health Promotion

Reference: Public Health and Health Promotion: linking Theory to Nursing Practice 2005 Curriculum Advisory document (internal).

Working in an Inter-disciplinary Team

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Able to identify the roles of IDT members a) b) c)							
*Initiates and makes direct referrals to; a) Medical staff b) Specialist nurses / teams i) ii) iii) c) Physiotherapist d) Occupational Therapist e) Speech and Language Therapist f) Clinical Nutritionist g)							
*Actively participates in a clinical hand over							
Actively participates in clinical case conferences							
Actively participates in a ward round							

Notes: Inter-disciplinary Team

Management

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
*Manages the overall care of an a) Individual patient b) 2-3 patients c) A group of patients for a period of time							
Aware of the process of ordering, receiving and storing, a) Routine Supplies b) Emergency Supplies							
Able to delegate appropriately							
Able to instigate the complaints policy							

Notes: Management

mentor

Leadership

I have demonstrated appropriate skills related to:

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

Notes: Leadership

Teaching

I have demonstrated appropriate skills related to:

Skill	Introduced in School	Observed		Direct supervision/ supervised practice			
				Year			
		1	2	1	2	3	4
Assessing learning needs							
Developing a teaching plan							
Teaching a							
a) Skill							
b) Knowledge							
Assessing learning achieved							
Evaluating effectiveness of teaching approach							

Notes: Teaching

mentoring

Additional Skills Acquired

I have demonstrated appropriate skills related to:

[illegible]