

Template for adult field Individual areas to amend or adapt as appropriate

## LEARNING OPPORTUNITIES ADULT FIELD

### Degree Exit Curriculum



UNIVERSITY OF  
LINCOLN

University of Lincoln:

Placement Area – Developed by The North West Practice Support Team- Draft One

#### Domain 1: Professional Values

##### Generic Standard for Competence

All nurses must act first and foremost to care for and safeguard the public. They must practise autonomously and be responsible and accountable for safe, compassionate, person-centred, evidence-based nursing that respects and maintains dignity and human rights. They must show professionalism and integrity and work within recognised professional, ethical and legal frameworks. They must work in partnership with other health and social care professionals and agencies, service users, their carers and families in all settings, including the community, ensuring that decisions about care are shared.

##### Field Standard for Competence

**Adult nurses** must also be able at all times to promote the rights, choices and wishes of all adults and, where appropriate, children and young people, paying particular attention to equality, diversity and the needs of an ageing population. They must be able to work in partnership to address people's needs in all healthcare settings.

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Field Specific	Competency	Suggested Activity / Opportunity
	<p>1. All nurses must practise with confidence according to <b>‘The code: Standards of conduct, performance and ethics for nurses and midwives’ (NMC 2008)</b>, and within other recognised ethical and legal frameworks. They must be able to recognise and address ethical challenges relating to people’s choices and decision-making about their care, and act within the law to help them and their families and carers find acceptable solutions.</p>	<ul style="list-style-type: none"> <li>• Demonstrate professional conduct at all times, wear uniform correctly, in an acceptable manner for placement. Show awareness of and apply the Code of Conduct in practice (NMC 2008).</li> <li>• Attend practice in accordance with duty rota and shift patterns in a timely manner.</li> <li>• Report absence to placement and University as per procedure</li> </ul> <p>Direct Observation/Testimony Statement of the student’s conduct.</p> <p>Reflective writing around professional regulation with respect to nursing and patient care.</p> <p>Ethical issues encountered on the ward, e.g. decisions about the patient’s DNR status or acting as the patient’s advocate supporting them with difficult decisions, e.g. signposting them to relevant support systems or arranging meetings with the medical team for more information.</p> <ul style="list-style-type: none"> <li>• Immunisation</li> <li>• PALS service</li> </ul> <p>Discuss the impact of these with mentor/placement staff.</p>

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<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
Adult	1.1 Adult nurses must understand and apply current legislation to all service users, paying special attention to the protection of vulnerable people, including those with complex needs arising from ageing, cognitive impairment, long-term conditions and those approaching the end of life.	<ul style="list-style-type: none"> <li>• Be aware of and apply relevant policies and procedures</li> <li>• Protection of vulnerable people</li> </ul> <p>For example discussion around:</p> <ul style="list-style-type: none"> <li>• Health and safety issues on placement</li> <li>• Mental capacity Act</li> <li>• Research the safeguarding policies. Safeguarding of Children/Adults/Vulnerable adults</li> <li>• Awareness of Mental Health and Learning disability liaison nurses</li> </ul>

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1.2 All nurses must practise in a holistic, non-judgmental, caring and sensitive manner that avoids assumptions, supports social inclusion; recognises and respects individual choice; and acknowledges diversity. Where necessary, they must challenge inequality, discrimination and exclusion from access to care.

Demonstrate non-judgemental care, give examples on cultural decisions.

Direct Observation: Demonstrate professional behaviour with underpinning ethical framework

Demonstrate patient advocacy by treating all patients fairly.

- Issues around consent and confidentiality
- Human Rights Act

Reflective Writing: Accept that patients are individuals and make their own life choices, which may not match your own views or values.

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	<p>1.3 All nurses must support and promote the health, wellbeing, rights and dignity of people, groups, communities and populations. These include people whose lives are affected by ill health, disability, ageing, death and dying. Nurses must understand how these activities influence public health.</p>	<p>Demonstrate the promotion of privacy and dignity of those in your care e.g. D.O whilst assisting with hygiene needs and toileting.</p> <p>Demonstrate appropriate health promotion activities/information tailored to individual patient needs and preferences for example advice on life style.</p> <p>Demonstrate an understanding of the roles of voluntary and statutory support for example sure start in the community.</p> <p>Demonstrate an awareness of rights of nationals and non-nationals</p>
	<p>1.4 All nurses must work in partnership with service users, carers, families, groups, communities and organisations. They must manage risk, and promote health and wellbeing while aiming to empower choices that promote self-care and safety.</p>	<p>Demonstrate effective communication with Multi Disciplinary team (MDT), users and carers.</p> <p>Explain the concept “Expert Patient”.</p> <p>Encourage and promote self care e.g. self administration of medicines following SAM assessment, self catheterisation.</p> <p>Give examples of teaching self care pre discharge in the Hospital or in the community setting.</p> <p>Involve users and carers in their care.</p>

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Field Specific	Competency	Suggested Activity / Opportunity
	<p>1.5 All nurses must fully understand the nurse's various roles, responsibilities and functions, and adapt their practice to meet the changing needs of people, groups, communities and populations.</p>	<p>Direct Observation: Demonstrate patient advocacy by treating all patients fairly.</p> <p>Reflective Writing: Accept that patients are individuals and make their own life choices, which may not match your own views or values.</p> <p>Communicate with of members of the MDT</p>
	<p>1.6 All nurses must understand the roles and responsibilities of other health and social care professionals, and seek to work with them collaboratively for the benefit of all who need care.</p>	<p>Compile a list of all the MDT members and nurse specialist's you come into contact with on in placement, discussing their roles and the part they play in the patient journey.</p> <p>Work Products of referrals made to other MDT members.</p> <p>Demonstrate partnership working at multi-agency meetings</p> <p>Engage in insight visits and shadow other health care professionals</p>
	<p>1.7 All nurses must be responsible and accountable for keeping their knowledge and skills up to date through continuing professional development. They must aim to improve their performance and enhance the safety and quality of care through evaluation, supervision and appraisal.</p>	<p>Research and appraise the evidence behind two aspects of care.</p> <p>To relate evidence to practice via reflective discussion with a mentor and other members of the placement team.</p> <p>Reflective account giving informed rationale for care, demonstrating transferability of skills and knowledge. Applies knowledge to practice providing a critical appraisal of the evidence.</p>

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	<p>1.8 All nurses must practise independently, recognising the limits of their competence and knowledge. They must reflect on these limits and seek advice from, or refer to, other professionals where necessary.</p>	<p>Conduct a SWOT analysis at the start and end of your placement – this will highlight your learning needs and demonstrate your progression.</p> <p>Demonstrate use of initiative whilst acknowledging limitations seeking supervision and support when needed.</p> <p>Actively seek feedback from your mentor, team members and peers.</p> <p>Provide safe and efficient care under appropriate supervision demonstrating increasing confidence in own abilities. Demonstrate the application of the NMC Code of Conduct. Apply knowledge to practice</p> <p>Under supervision participate and reflect with mentor on the decision making in respect of patient care</p> <p>Action plan for future placements</p>
	<p>1.9 All nurses must appreciate the value of evidence in practice, be able to understand and appraise research, apply relevant theory and research findings to their work, and identify areas for further investigation.</p>	

**Domain 2: Communication and Interpersonal Skills**

**Generic Standard for Competence**

All nurses must use excellent communication and interpersonal skills. Their communications must always be safe, effective, compassionate and respectful. They must communicate effectively using a wide range of strategies and interventions including the effective use of communication technologies. Where people have a disability, nurses must be able to work with service users and others to obtain the information needed to make reasonable adjustments that promote optimum health and enable equal access to services.

**Field Standard for Competence**

**Adult nurses** must demonstrate the ability to listen with empathy. They must be able to respond warmly and positively to people of all ages who may be anxious, distressed, or facing problems with their health and wellbeing.

<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	<p>2.1 All nurses must build partnerships and therapeutic relationships through safe, effective and non-discriminatory communication. They must take account of individual differences, capabilities and needs.</p>	<p>Direct Observation/Reflective Writing: Demonstrate that you can form effective therapeutic relationships by knowing how to engage with patients, but also when to disengage.</p> <p>Maintain a professional relationship with the patient as a partner in their care.</p> <p>Build trusting relationships within professional boundaries</p>



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2.2 All nurses must use a range of communication skills and technologies to support person-centred care and enhance quality and safety. They must ensure people receive all the information they need in a language and manner that allows them to make informed choices and share decision making. They must recognise when language interpretation or other communication support is needed and know how to obtain it.

Demonstrate use of a range verbal / non verbal communication skills.

Avoid jargon in written and verbal communication.

Reflective writing/research on communicating with patients who may have limited communications skills/sensory impairment or for example following stroke or surgery. Use of non-verbal communication e.g. for patients with severe dementia or a learning disability, who can't reliably communicate their needs verbally.

Use of interpreter.

Direct Observation: Demonstrate effective verbal and non-verbal communication skills with patients, relatives and all MDT members, e.g. through verbal handover, clear and detailed documentation, interaction with patients.

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<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	<p>2.3.All nurses must use the full range of communication methods, including verbal, non-verbal and written, to acquire, interpret and record their knowledge and understanding of people’s needs. They must be aware of their own values and beliefs and the impact this may have on their communication with others. They must take account of the many different ways in which people communicate and how these may be influenced by ill health, disability and other factors, and be able to recognise and respond effectively when a person finds it hard to communicate.</p>	<p>As above</p> <p>Give examples from practice</p> <p>Perform a range of observations and assessments appropriate for the client, using appropriate communication skills, document and report as appropriate.</p> <p>Work product’s of anonymised examples.</p> <p>Discuss the rationale behind them</p> <p>e.g. Pain assessment, track and trigger charts, fluid balance, nutritional status.</p>

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<p>Adult</p>	<p>2.3.1 Adult nurses must promote the concept, knowledge and practice of self-care with people with acute and long-term conditions, using a range of communication skills and strategies.</p>	<p>To promote self-care by giving information on management of long conditions e.g COPD, asthma, diabetes, stroke.</p> <p>An awareness of rehabilitation principles.</p> <p>Use of written and verbal information in a clear and understandable way.</p> <p>Direct observation: empower patients to maintain their self-care skills on admission by ensuring they have the resources to do this e.g. Self administration of drugs, intermittent catheterisation.</p> <p>Reflective writing/research the expert patient</p>
	<p>2. 4.All nurses must recognise when people are anxious or in distress and respond effectively, using therapeutic principles, to promote their wellbeing, manage personal safety and resolve conflict. They must use effective communication strategies and negotiation techniques to achieve best outcomes, respecting the dignity and human rights of all concerned. They must know when to consult a third party and how to make referrals for advocacy, mediation or arbitration.</p>	<p>Use of written, verbal and non verbal communication for example before procedures and investigations or when giving patient information. Suggest ways to minimise stress/anxiety.</p> <p>Demonstrate awareness of the withdrawal of consent</p> <p>Reflect on the 6 C's. care , compassion, communication, courage, competency and commitment.</p> <p>Demonstrate skills when meeting patients needs and preventing distress</p> <p>To be able to refer if you do not feel competent in your duties</p>

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<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	<p>2.5. All nurses must use therapeutic principles to engage, maintain and, where appropriate, disengage from professional caring relationships, and must always respect professional boundaries.</p>	<p>Demonstrate professional behaviour, showing awareness of responsibilities as an accountable practitioner in relation to self and others.</p> <p>Reflective writing on adhering to the principles of the NMC Code of Conduct, maintaining professional relationships; the art of getting the difficult balance right between being caring and not getting 'too involved'. Use an incident in practice to reflect on where appropriate.</p>
	<p>2.6. All nurses must take every opportunity to encourage health-promoting behaviour through education, role modelling and effective communication.</p>	<p>Patient education for self care for example pre discharge for selected client group, prevention of deep vein thrombosis, wound care or prevention of acute exacerbations (COPD).</p> <p>Research and discuss 'Making every Contact Count' (MECC), on optimising the time spent with patients to promote health.</p> <p>Direct Observation: effective communication is needed to ensure patients are aware of healthy choices.</p> <p>Role model positive behaviour as a nurse.</p>

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	<p>2. 7.All nurses must maintain accurate, clear and complete records, including the use of electronic formats, using appropriate and plain language.</p>	<p>Able to use appropriate electronic records with access , system 1 and MARACIS system for mental health.</p> <p>Reflective Discussion: With your mentor about the Electronic Discharge Document (EDD) and its importance. Ask your mentor to show you an EDD and how the system works.</p> <p>Reflective writing: On avoiding jargon and writing clearly and legibly, and on how this can impact on the nurse’s accountability.</p> <p>Produce a work product anonymously.</p>
	<p>2. 8.All nurses must respect individual rights to confidentiality and keep information secure and confidential in accordance with the law and relevant ethical and regulatory frameworks, taking account of local protocols. They must also actively share personal information with others when the interests of safety and protection override the need for confidentiality.</p>	<p>Demonstrate understanding and apply the principles of, maintaining confidentiality.</p> <p>Direct Observation: Demonstrate you can keep medical notes securely, maintain confidentiality over the telephone, in practice and in the public arena.</p> <p>Research: Incidences when personal information may need to be shared in the interest of safety and protection. Also discuss Data Protection and the relevant legislation. Be aware of a nurses responsibility as to when to breach confidentiality</p>

**Domain 3: Nursing Practice and Decision-Making**

**Generic Standard for Competence**

All nurses must practise autonomously, compassionately, skilfully and safely, and must maintain dignity and promote health and wellbeing. They must assess and meet the full range of essential physical and mental health needs of people of all ages who come into their care. Where necessary they must be able to provide safe and effective immediate care to all people prior to accessing or referring to specialist services irrespective of their field of practice. All nurses must also meet more complex and coexisting needs for people in their own nursing field of practice, in any setting including hospital, community and at home. All practice should be informed by the best available evidence and comply with local and national guidelines. Decision-making must be shared with service users, carers and families and informed by critical analysis of a full range of possible interventions, including the use of up-to-date technology. All nurses must also understand how behaviour, culture, socioeconomic and other factors, in the care environment and its location, can affect health, illness, health outcomes and public health priorities and take this into account in planning and delivering care.

**Field Standard for Competence**

**Adult nurses** must be able to carry out accurate assessment of people of all ages using appropriate diagnostic and decision-making skills. They must be able to provide effective care for service users and others in all settings. They must have in-depth understanding of and competence in medical and surgical nursing to respond to adults' full range of health and dependency needs. They must be able to deliver care to meet essential and complex physical and mental health needs.

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<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	<p>3.1 All nurses must use up-to-date knowledge and evidence to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice. They must make person-centred, evidence-based judgments and decisions, in partnership with others involved in the care process, to ensure high quality care. They must be able to recognise when the complexity of clinical decisions requires specialist knowledge and expertise, and consult or refer accordingly.</p>	<p>Research the evidence and rationale base behind nursing care while following the nursing process; Assess, plan, implement and evaluate (APIE).</p> <p>Recognise need for/initiate referrals and co ordinate care with nurse specialists and the wider MDT.</p> <p>Research and appraise the evidence behind procedures and initiatives carried out on the clinical area.</p> <p>Participate in evidence based discussion and gather evidence based articles related to current practice with a mentor and other health care colleagues</p> <p>Reflective account giving informed rationale for care, demonstrating transferability of skills and knowledge. Applies knowledge to practice providing a critical appraisal of the evidence.</p>

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<b>Field Specific</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
Adult	3.1.1. Adult nurses must be able to recognise and respond to the needs of all people who come into their care including babies, children and young people, pregnant and postnatal women, people with mental health problems, people with physical disabilities, people with learning disabilities, older people, and people with long term problems such as cognitive impairment.	<p>Discuss the range of clients cared for across the lifespan.</p> <p>Year one</p> <ul style="list-style-type: none"> <li>• Discuss how pregnancy can complicate admission to placement, e.g. by being limited medicines/treatments that are safe in pregnancy.</li> <li>• Complete a midwifery insight visit and work book, arranged by the University Reflective discussion around the three trimesters of pregnancy and the three stages of labour.</li> </ul> <p>All years</p> <ul style="list-style-type: none"> <li>• Have an awareness of how the safe guarding children policy affects adult nurses e.g. by caring for patients who are main carer for children.</li> <li>• Reflect upon branch and non branch experiences on placement (Adult, child, older person, Mental Health, physical or Learning disability).</li> <li>• Care of the ageing population, patients with dementia, long term conditions, complex needs, cognitive impairment or those approaching the end of life.</li> </ul>



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	<p>3.2 All nurses must possess a broad knowledge of the structure and functions of the human body, and other relevant knowledge from the life, behavioural and social sciences as applied to health, ill health, disability, ageing and death. They must have an in-depth knowledge of common physical and mental health problems and treatments in their own field of practice, including co-morbidity and physiological and psychological vulnerability.</p>	<p>Demonstrate understanding of the normal anatomy and pathophysiology of body systems appropriate to placement</p> <p>Research the altered patho physiology surrounding care relevant to placement.</p> <p>Discuss and give examples of how co-morbidities affect the care and management of patients, e.g. diabetes, cardiac problems, asthma, Chronic Obstructive Pulmonary Disease (COPD),depression, anxiety.</p>
	<p>3.3 All nurses must carry out comprehensive, systematic nursing assessments that take account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors, in partnership with service users and others through interaction, observation and measurement.</p>	<p>Demonstrate knowledge and skills of nursing assessment processes on placement, under supervision.</p> <p>Direct Observation/Work Product: complete and record the initial nursing assessment, risk assessment booklet.</p> <p>Reflect upon use of nursing models in practice e.g. Roper Logan and Tierney.</p> <p>Review initial assessments as appropriate</p>

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Adult	3.3.1. Adult nurses must safely use a range of diagnostic skills, employing appropriate technology, to assess the needs of service users.	<p>Use a range of diagnostic tools to assess the needs of service users.</p> <p>Measure vital signs correctly.</p> <p>Direct Observation/work product.: Carry out a complete set of patient observations relevant to placement and document accurately. Examples could include: Track and trigger, Medical Early Warning System(MEWS), respond to score appropriately Perform manual blood pressure, AVPU, capillary refill test, GCS, use ABCDE approach to assessment.</p> <p>Recognise the deteriorating patient, report and act accordingly</p>
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Field Specific?	Competency	Suggested Activity / Opportunity
	<p>3.4 All nurses must ascertain and respond to the physical, social and psychological needs of people, groups and communities. They must then plan, deliver and evaluate safe, competent, person-centred care in partnership with them, paying special attention to changing health needs during different life stages, including progressive illness and death, loss and bereavement.</p>	<p>Demonstrate use of nursing process. Provide examples of assessment, planning, implementation and evaluation skills.</p> <p>Direct observation/work product: complete a comprehensive set of care plans individualising them to the patient's specific needs. Update care plans accordingly.</p> <p>Ensure to include patients and relatives in care planning.</p> <p>document care accurately</p> <p>Demonstrate range of nursing skills</p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Fluid balance</li> <li>• personal hygiene</li> <li>• safety and security</li> <li>• bowel care</li> </ul> <p>Prioritise care appropriately demonstrating careful and deliberate planning</p> <p>Evaluate and reassess care under supervision</p>

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Adult	3.4.1 Adult nurses must safely use invasive and non-invasive procedures, medical devices, and current technological and pharmacological interventions, where relevant, in medical and surgical nursing practice, providing information and taking account of individual needs and preferences.	<p>The student practices safely when carrying out invasive and non-invasive procedure taking account of individual needs and preferences. Observe/participate (as appropriate depending on policy and stage of training) in the use of volumetric pumps, blood glucose monitoring, Intravenous ( IV) infusions.</p> <p>Ensure patients are informed and aware of the rationale behind interventions where possible.</p>
Adult	3.4.2 Adult nurses must recognise and respond to the changing needs of adults, families and carers during terminal illness. They must be aware of how treatment goals and service users' choices may change at different stages of progressive illness, loss and bereavement.	<p>Reflective writing: Discuss the management of end of life care in the placement environment and when planning for discharge into the community or hospice.</p> <p>Research the spiritual support available within the Trust.</p> <p>Demonstrate a knowledge of cultural rituals to be performed before and after a patient dies.</p>
<b>Field Specific?</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	3.5 All nurses must understand public health principles, priorities and practice in order to recognise and respond to the major causes and social determinants of health, illness and health inequalities. They must use a range of information and data to assess the needs of people, groups, communities and populations, and work to improve health, wellbeing and experiences of healthcare; secure equal access to health screening, health promotion and healthcare; and promote social inclusion.	<p>Research the risk factors behind a range of health issues relative to placement giving examples i.e. Cancers, COPD. Discuss the socio-economic influences that may affect these patients.</p> <p>Reflective writing: Reflect on the care you may have given to a homeless patient- how does this affect their discharge planning and treatment?</p>

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	<p>3.6 All nurses must practise safely by being aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment. The nurse must be able to evaluate their use, report any concerns promptly through appropriate channels and modify care where necessary to maintain safety. They must contribute to the collection of local and national data and formulation of policy on risks, hazards and adverse outcomes.</p>	<p>Direct Observation/Work Product: Complete risk assessments relative to initial assessments e.g. – Waterlow, moving and handling ,nutrition ( MUST), falls. Explain the rationale behind these assessments and the action to take if patients are assessed to be ‘at risk’.</p> <p>Identify and report any potential or actual hazards.</p> <p>Demonstrate knowledge in reporting incidents on DATIX</p> <p>Able to identify hazards in practice under supervision</p> <ul style="list-style-type: none"> <li>• Disposal of sharps</li> <li>• Spillage of fluids</li> <li>• COSHH principles</li> </ul>
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	<p>3.7 All nurses must be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe.</p>	<p>Discuss the importance of Intentional Rounding in the hospital setting and placing vulnerable/at risk patients closer to the nurses' station.</p> <p>Work Product/Direct Observation: Proficient use of the Track and trigger Step up chart.</p> <p>Reflective Discussion/Q&amp;A: Discuss signs to look out for that health may be deteriorating and actions to take.</p> <p>Understand when to escalate a situation and summon support.</p> <p>Direct Observation: Demonstrate you have a clear understanding of the Track and trigger or relevant system on placement.</p> <p>Have an awareness of the ICU Outreach team and their role.</p> <p>Research the 'Sepsis Care Bundle'.</p>
<p><b>Field Specific?</b></p>	<p><b>Competency</b></p>	<p><b>Suggested Activity / Opportunity</b></p>
<p>Adult</p>	<p>3.7.1 Adult nurses must recognise the early signs of illness in people of all ages. They must make accurate assessments and start appropriate and timely management of those who are acutely ill, at risk of clinical deterioration, or require emergency care.</p>	<p>as above. Reflective Writing: About an acutely unwell patient you have cared for, actions taken and rationale behind them.</p>

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<p>Adult</p>	<p>3.7.2. Adult nurses must understand the normal physiological and psychological processes of pregnancy and childbirth. They must work with the midwife and other professionals and agencies to provide basic nursing care to pregnant women and families during pregnancy and after childbirth. They must be able to respond safely and effectively in an emergency to safeguard the health of mother and baby.</p> <p><b>Year one only</b></p>	<p>Complete a midwifery/health visitor insight visit arranged by the University and discuss achievement with mentor.</p> <p>Reflective discussion around the three trimesters of pregnancy and the three stages of labour.</p> <p>Utilise opportunities to discuss care for pregnant patients on placement and what you would observe for (i.e. pain, loss)</p> <p>Discuss how pregnancy can complicate admission to placement, e.g. by being limited medicines/treatments that are safe in pregnancy.</p>
	<p>3.8 All nurses must provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote self-care and management whenever possible, helping people to make choices about their healthcare needs, involving families and carers where appropriate, to maximise their ability to care for themselves.</p>	<p>Participate in patient education and support as appropriate to placement .Expert patient programme. Include patients in discussions and provide written and verbal information.</p> <p>(See outcome 4, Domain 1)</p> <p>Direct Observation: Ensure patients have the information they need to make choices, in an easy to understand format, e.g. information leaflets, access to specialist nurses.</p>

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<b>Field Specific?</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
Adult	3.8.1 Adult nurses must work in partnership with people who have long-term conditions that require medical or surgical nursing, and their families and carers, to provide therapeutic nursing interventions, optimise health and wellbeing, facilitate choice and maximise self-care and self-management.	<p>Demonstrate understanding of the management of a long term condition related to placement</p> <p>Case study: of a patient with a long term condition. Explain the condition and how it impacts on their life and their management plan.</p> <p>Discuss this with the patient (with their consent) ensure confidentiality/anonymity is maintained</p>
	3.9. All nurses must be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse.	<p>Is aware of and can explain the importance of safeguarding policy</p> <p>Identify factors which makes a patient at risk and how to report these as appropriate.</p> <p>List the steps that must be taken to protect these patients from abuse.</p>



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	<p>3.10 All nurses must evaluate their care to improve clinical decision-making, quality and outcomes, using a range of methods, amending the plan of care, where necessary, and communicating changes to others.</p>	<p>accurately completes client evaluation documentation Demonstrate you can evaluate care and update care plans as and when required and communicate these changes effectively at shift handover.</p> <p>Direct Observation: Demonstrate you can evaluate care provided clearly, legibly and concisely, avoiding unnecessary jargon.</p> <p>Use of electronic personal records systems for example electronic discharges (EDD), system 1, MARACIS.</p>
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**Domain 4: Leadership, Management and Team Working**

**Generic Standard for Competence**

All nurses must be professionally accountable and use clinical governance processes to maintain and improve nursing practice and standards of healthcare. They must be able to respond autonomously and confidently to planned and uncertain situations, managing themselves and others effectively. They must create and maximise opportunities to improve services. They must also demonstrate the potential to develop further management and leadership skills during their period of preceptorship and beyond.

**Field Standard for Competence**

**Adult nurses** must be able to provide leadership in managing adult nursing care, understand and coordinate interprofessional care when needed, and liaise with specialist teams. They must be adaptable and flexible, and able to take the lead in responding to the needs of people of all ages in a variety of circumstances, including situations where immediate or urgent care is needed. They must recognise their leadership role in disaster management, major incidents and public health emergencies, and respond appropriately according to their levels of competence.

<b>Field Specific?</b>	<b>Competency</b>	<b>Suggested Activity / Opportunity</b>
	4.1 All nurses must act as change agents and provide leadership through quality improvement and service development to enhance people's wellbeing and experiences of healthcare.	<p>Give examples of service improvements</p> <p>For example research the Safety Quality Dashboard, be aware of how placement is performing and areas to work on. Describe how this enhances safety and quality for patients.</p> <p>Discuss and apply research findings to practice</p>

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	<p>4.2 All nurses must systematically evaluate care and ensure that they and others use the findings to help improve people's experience and care outcomes and to shape future services.</p>	<p>Read some of the 'Friends and Family' patient feedback surveys, suggest how these can be used to improve the care we provide.</p> <p>Participate in clinical audits and clinical trials</p> <p>Challenge poor/unsafe practice appropriately</p>
	<p>4.3 All nurses must be able to identify priorities and manage time and resources effectively to ensure the quality of care is maintained or enhanced.</p>	<p>Identify the running and coordinating of care and act upon delegation to other members of the team (depending on stage of training).</p> <p>Direct Observation: Demonstrate your role in the management of a group of patients effectively</p> <p>Reflective Writing: Discuss the importance of effective prioritisation and the challenges this can bring in a busy environment.</p>
<p><b>Field Specific?</b></p>	<p><b>Competency</b></p>	<p><b>Suggested Activity / Opportunity</b></p>
	<p>4.4 All nurses must be self-aware and recognise how their own values, principles and assumptions may affect their practice. They must maintain their own personal and professional development, learning from experience, through supervision, feedback, reflection and evaluation.</p>	<p>Reflective writing on own values and how to ensure they don't influence the care you provide, using anonymised examples where appropriate.</p> <p>Give informed rationale of care, demonstrating transferability of skills and knowledge.</p>

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	<p>4.5 All nurses must facilitate nursing students and others to develop their competence, using a range of professional and personal development skills.</p>	<p>Action plan and perform SWOT analysis to identify learning needs with feedback and supervision of mentor.</p> <p>Assist and support fellow student nurses, share best practice and learning opportunities.</p> <p>Demonstrate understanding of tasks by explaining them to other MDT members, including HCSWs befrienders and fellow student buddies</p> <p>Act as a role model to colleagues and peers</p> <p>To provide feedback for future students</p>
	<p>4.6 All nurses must work independently as well as in teams. They must be able to take the lead in coordinating, delegating and supervising care safely, managing risk and remaining accountable for the care given.</p>	<p>Direct Observation: Depending on stage of training, this outcome may range from managing one patient's needs e.g. whilst assisting them with hygiene needs, to managing a group/bay or caseload of patients under minimal supervision.</p> <p>Reflective Writing: about issues surrounding accountability of the student nurse</p>
	<p>4.7 All nurses must work effectively across professional and agency boundaries, actively involving and respecting others' contributions to integrated person-centred care. They must know when and how to communicate with and refer to other professionals and agencies in order to respect the choices of service users and others, promoting shared decision making, to deliver positive outcomes and to coordinate smooth, effective transition within and between services and agencies.</p>	<p>Recognise need for referral to wider MDT and observe/ initiate this referral (written, verbal, or e-referral)</p> <p>Attend/participate in meetings as appropriate</p> <p>Promote joint working with agencies outside of the hospital environment e.g .district nurses, community social worker.</p>

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