

# Year One Learning Outcomes and suggestions for meeting them in General Practice by Mental Health Nursing Students.

# Assessment Framework



**Underpinning Knowledge Level of Support Required Quality of Practice Indicators**

- Demonstrates **consistency** in

**Assessment of Practice**

**Students can travel in both directions**

**Expectations for Student Achievement**

**Not Competent in Assessment of Practice**

Demonstrates a broad

knowledge base and critical understanding is evident to support practice

Transfers acquired knowledge and demonstrates application of knowledge and skills to practice

Has some ability to identify essential knowledge base, is safe, but needs to develop further understanding

Has limited ability to identify essential knowledge base, is safe, but needs to develop further understanding

Minimal knowledge without connecting it to practice and is not able to demonstrate an adequate knowledge base of care.

Requires little or no

prompting is able to use own initiative with minimal supervision

Requires occasional prompting and frequent indirect supervision

Requires frequent prompting and direct supervision

Requires constant supervision and high level of prompting

Requires continuous supervision and prompting

practice

* Consistently proficient

**Professional Registration**

* Consistently confident
* Consistently uses own initiative

**End of Year 2**

* Proficient
* Confident

**End of Year 1**

* Uses own initiative at times
* Requires only **indirect supervision**
* Proficient throughout most of performance when assisted or **directly supervised**
* **Limited or marginal** ability to demonstrate own initiative
* Limited ability to apply problem solving skills
* **Unsafe** level of practice
* Very poor performance
* Not able to follow directions.
* Unable to demonstrate safe practice

**Based on Bondy (1983) and applied knowledge from Benner (1984)**

# Practice Learning Outcomes

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  1. Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences (ESC; 1.1, 1.3, 1.4, 1.5, 4.1) | | |
| Objectives to be achieved:   * 1. Articulates the underpinning values of The Code: Standards of conduct, performance and ethics for nurses and midwives (The Code) (NMC 2015)   2. Promotes a professional image   3. Shows respect for others   4. Is able to engage with people and build caring professional relationships   5. Works within the code (NMC 2015) and adheres to the Guidance on professional conduct for nursing and midwifery students. (NMC 2010) | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

* 1. Good adherence to uniform policy and personal presentation.
  2. Question and answers – ask the student about ‘The Code’ (NMC, 2015) and their understanding of it.
  3. Allow students to engage with patients in consultations.
  4. Give students the opportunity to read patients notes and histories, discussing health care needs. The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Personal Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  2. Demonstrates respect for people’s rights and choices. (ESC 3.1, 3.2) | | |
| Objectives to be achieved:   * 1. Demonstrates respect for diversity and individual preference, valuing differences, regardless of personal view   2. Engages with people in a way that ensures dignity is maintained through making appropriate use of the environment, self and skills and adopting an appropriate attitude | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Observation of discussions with patients regarding mental health promotion and the giving of other health care advice.
2. Ask the student to consider how they would ensure the dignity of a patient is maintained in a certain consultation, discussion regarding some emotional difficulties that the patient presents with, for example problems managing their anxiety or mood.
3. A reflective discussion with the student following a consultation where a patient has decided not to follow health care advice e.g. substance misuse, diet, sleep hygiene, medication adherence/concordance
4. Discussions with the student around lifestyle choices and health.

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  3. Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory, that values diversity and acts within professional boundaries (ESC 4.1, 4.2, 4.3, 5.2, 5.3, 5.4, 5.5) | | |
| Objectives to be achieved:   * 1. Demonstrates and understanding of how culture, religion, spiritual beliefs, gender and sexuality can impact on illness and disability   2. Respects people's rights   3. Adopts a principled approach to care underpinned by the code (NMC 2015)   4. Is attentive and acts with kindness and sensitivity   5. Takes into account people's physical and emotional responses when engaging with them   6. Interacts with the person in a manner that is interpreted as warm, sensitive, kind and compassionate, making appropriate use of touch   7. Provides person centred care that addresses both physical and emotional needs and preferences   8. Evaluates ways in which own interactions affect relationships to ensure that they do not impact inappropriately on others | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Allow students to interact with patients and observe these interactions.
2. Ask patients for feedback (use of service user feedback document).
3. Discuss verbal and non-verbal communication with the student and give feedback.
4. Ask the student to reflect on how nurses can demonstrate compassion in the care they give.
5. Ask the student to reflect upon how people from different backgrounds manage their emotional health
6. Direct the student to the E-learning for Health online module: Communicating with Empathy

The student should demonstrate that this learning outcome has been met through their written reflections.

*Page 5 of 20*

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  4. Understands the principles of confidentiality and data protection. Treats information as confidential, except where sharing is required to safeguard and protect people. (ESC 7.1, 7.2, 7.3, 8.1) | | |
| Objectives to be achieved:   * 1. Applies the principles of confidentiality   2. Protects and treats information as confidential expect where sharing information is required for the purposes of safeguarding and public protection   3. Applies the principles of data protection   4. Seeks consent prior to sharing confidential information outside of the professional care team, subject to agreed safeguarding and protection procedures | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Introduce the student to the Caldicott Guardian for the practice and discuss the Caldicott guidelines.
2. Refer the student to the DH Information Governance Toolkit Online Available at: <https://www.igt.hscic.gov.uk/>to read Data Security Awareness Level 1 workbook and slide set.
3. Direct the student to the E-learning for Health Module: Data security Awareness available from: [https://www.e-lfh.org.uk/programmes/data-](https://www.e-lfh.org.uk/programmes/data-security-awareness/) [security-awareness/](https://www.e-lfh.org.uk/programmes/data-security-awareness/)
4. Discuss with the student, how to maintain confidentiality when family members attend together

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  5. Practices honestly and with integrity, applying the principles of The Code: Standards of conduct, performance and ethics for nurses and midwives (2015) and the Guidance on professional conduct for nursing and midwifery students (2008) (ESC 12.1) | | |
| Objectives to be achieved:   * 1. Actively engages with the NMC Code throughout their care delivery   2. Demonstrates successful achievement of the assessment of Professional Conduct within all placement areas and is able to discuss the importance of this   3. Responds appropriately to compliments and comments | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |
|  | | |
| Achievement of this learning outcome may be facilitated by:   1. Good adherence to uniform policy and personal presentation. 2. Question and answers – ask the student about ‘The Code’ (NMC, 2015) and their understanding of it. 3. Allow students to engage with patients in consultations. 4. Feedback to the student on their interactions with patients.   The student should demonstrate that this learning outcome has been met through their written reflections. | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making, Leadership, Management and Team working** | | |
| **Practice Learning Outcome**  6. Acts in a way that values the roles and responsibilities of others within the team and interacts appropriately | | |
| Objectives to be achieved:   * 1. Demonstrates an ability to communicate and work effectively with a range of healthcare professionals   2. Demonstrates a holistic approach to care delivery through working in partnership with members of the multi-disciplinary team | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Organise for the student to spend time with various members of the MDT, ask colleagues for feedback on the student.
2. As the student becomes more familiar with the environment, ask the student to make decisions on care (away from the patient) and give feedback.
3. Ask the student to verbally relay information about patients to other members of the MDT.
4. Allow the student to practice sending electronic communications such as tasks or practice notes to other members of the MDT under a test/practice log in.
5. Ask the student to identify other professional teams and services that patients can be referred onto for additional emotional health assessment and treatments

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  7. Demonstrates safe, basic, person-centred care, under supervision, for people who are unable to meet their own physical and emotional needs. (ESC 2.1, 17.1, 17.2) | | |
| Objectives to be achieved:   * 1. Takes a person-centred, personalised approach to care   2. Recognises when situations are becoming unsafe and reports appropriately   3. Understands and applies the importance of rest for effective practice | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |
|  | | |
| Achievement of this learning outcome may be facilitated by:   1. After initial instruction and training, allow the student to carry out basic procedures whilst directly supervised. Such as; simple wound care, blood pressure measurement, BM testing, Urinalysis, O2 Sats + pulse, Height and Weight (BMI) measurement, Assist with ANTT in Minor Surgery, Peak Flow Measurement and sample collection and processing of bodily fluids. 2. Under supervision allow the student to conduct a holistic assessment of a patient who appears unable to meet their emotional needs. 3. Observe the students interactions with patients.   The student should demonstrate that this learning outcome has been met through their written reflections. | | |
|  | | |

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  8. Meets people’s essential needs in relation to safety and security, wellbeing, comfort, bowel and bladder care, nutrition and fluid maintenance and personal hygiene, maintaining their dignity at all times | | |
| Objectives to be achieved:   * 1. Through the achievement of key skills, demonstrate an ability to meet individual care needs   2. Demonstrate, through care delivery, the importance of the role of the nurse in meeting the healthcare needs of individuals who come into their care | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Discuss with the student, what to look out for and how to assess people’s needs with regards to safety and security. Discuss safeguarding and signs of self-neglect in patients attending general practice. Vulnerable patient groups such as people living with dementia, eating disorders, and psychosis could be considered.
2. Bowel and bladder care can be assessed through consultations, for example Opioid pain relief given post-surgery or long term may cause

constipation. Patients may attend general practice for help with continence problems, referrals to continence teams or community nursing teams may take place. Consideration of the effects of taking commonly prescribed medications for mental health problems such as depression and psychosis and the effect upon appetite and the digestive tract.

1. Advice may be given regarding personal hygiene following a minor operation or how to use MRSA decontamination body wash and nasal ointment.

The student may be asked to write a patient information leaflet.

1. Nutrition and fluid maintenance may be addressed in patients presenting with signs of dehydration, weight loss or signs of malnutrition. People experiencing long term mental health conditions such as mood disorders, eating disorders, psychosis and the effects of ageing both from an organic and functional perspective can be considered.
2. A discussion regarding the effects upon a patients BMI related to use of commonly prescribed mental health medications e.g. anti-psychotics.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessed NMC Domain: Communication and Interpersonal Skills, Nursing Practice and Decision Making, Leadership, Management and Team working** | | |  |
| **Practice Learning Outcome**  9. Seeks helps where people’s needs are not being met, or they are at risk. (ESC 30.1, 30.2) | | |
| Objectives to be achieved:   * 1. Demonstrates an awareness of their own scope of practice, making referral to qualified personnel where appropriate   2. Demonstrates an awareness of individuals that might be at risk and the role of the nurse in meeting these needs   3. Reports to an appropriate person where there is a risk of meals being missed   4. Follows food hygiene procedures in accordance with policy | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |
|  | | |
| Achievement of this learning outcome may be facilitated by:   1. Introduce the student to the safeguarding policies at the practice. 2. If available, invite the student to any safeguarding updates/training events. 3. Allow the student time to complete the online modules for safeguarding in adults and children: <https://portal.e-lfh.org.uk/Search> 4. Refer the student to online resources such as: .GOV to read key publications around safeguarding   <https://www.gov.uk/government/publications/safeguarding-adults-the-role-of-health-services>   1. Allow the student to practice making referrals and communicating with social care.   The student should demonstrate that this learning outcome has been met through their written reflections. | | | |
|  | | |  |

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Nursing Practice, Decision Making and Leadership, Management and Team Working** | | |
| **Practice Learning Outcome**  10. Is able to recognise when a person’s physical or psychological condition is deteriorating, demonstrating how to act in an emergency and administer essential first aid | | |
| Objectives to be achieved:   * 1. Demonstrate an awareness of a range of tools to predict changes to an individual's condition e.g. EWS, Glasgow Coma Scale, with support act accordingly   2. Demonstrate an awareness of the use of a range of diagnostic tools e.g. urinalysis, BM Stix and visual cues to determine an individual's condition, with support act accordingly | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Introduce the student to the location of the emergency and first aid equipment and in general practice.
2. Show the student the location of the practice AED and give basic instructions for its use.
3. Ask the student to identify normal ranges for BP, pulse, O2 Sats, temperature, RR and supervise the student when carrying out basic observations.
4. Allow the student to participate in any emergency situations that may arise in general practice.
5. Discuss with the student how general practice responds to patients who are at immediate risk of suicide, self harm and any other deteriorating mental health condition.

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessed NMC Domain: Professional Values** | | |  |
| **Practice Learning Outcome**  11. Demonstrates an understanding of how to work within legal and professional frameworks and local policies to safeguard and protect people, particularly children, young people and vulnerable adults (ESC 11.1, 11.2, 18.1, 11.3) | | |
| Objectives to be achieved:   * 1. Demonstrate an awareness of local policy in relation to individuals who come into their care and an understanding of how this applies to their role   2. Discuss the role of the nurse in relation to safe guarding individuals who come into their care and who supports this function   3. Acts within legal frameworks and local policies in relation to safeguarding adults and children's who are in vulnerable situations   4. Shares information with colleagues and seeks advice from appropriate sources where there is a concerns or uncertainty   5. Under supervision, works within clinical governance frameworks   6. Uses support systems to recognise, manage and deal with own emotions | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |
|  | | |
| Achievement of this learning outcome may be facilitated by:   1. Introduce the student to the safeguarding policies at the practice. 2. If available, invite the student to any safeguarding updates/training events. 3. Allow the student time to complete the online modules for safeguarding in adults and children: <https://portal.e-lfh.org.uk/> 4. Refer the student to online resources such as: .GOV to read key publications around safeguarding   <https://www.gov.uk/government/publications/safeguarding-adults-the-role-of-health-services>  5. Direct the students to read through guidance related to the Deprivation of liberty safeguards (DoLs) legislation via the [SCIE](https://www.scie.org.uk/mca/dols/at-a-glance) cite  The student should demonstrate that this learning outcome has been met through their written reflections. | | | |
|  | | |  |

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values** | | |
| **Practice Learning Outcome**  12. Is able to recognise, and work within, the limitations of their own knowledge and skills and professional boundaries, understanding that they are responsible for their own actions (ESC 15.1, 15.2) | | |
| Objectives to be achieved:   * 1. Demonstrates, through practice, an ability to refer to more experienced personnel when care delivery falls outside of their own scope of practice   2. Demonstrates an awareness of their accountability to recognise when care delivery fall outside of their scope of practice   3. Accepts delegated activities within limitations of own role, knowledge and skill   4. Works within limitations of the role and recognise own level of competence | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

* 1. Reflect with the student on principles of accountability and how to accept safe delegation.
  2. Observe the students willingness to take on delegated activities, ability to question and clarify tasks before accepting delegated tasks and ability to carry them out within their scope of professional practice.
  3. Ask the student to read: Accountability and Delegation for the Nursing Team (RCN, 2017) Available at: [https://www.rcn.org.uk/professional-](https://www.rcn.org.uk/professional-development/publications/pub-006465)

[development/publications/pub-006465](https://www.rcn.org.uk/professional-development/publications/pub-006465)

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making, Leadership, Management and Team working** | | |
| **Practice Learning Outcome**  13. Demonstrates the ability to listen, seek clarity and carry out instructions safely | | |
| Objectives to be achieved:   * 1. Demonstrates a questioning attitude to care delivery, ensuring understanding to maintain safe practice   2. Demonstrates effective listening skills when working with all members of the team | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |
|  | | |
| Achievement of this learning outcome may be facilitated by:   1. Observe the students ability to listen, seek clarity and carry out instructions safely throughout the placement. 2. Observe the students listening skills and interactions in staff meetings, updates or practice learning sessions. 3. Reflect with the student on the importance of the above.   The student should demonstrate that this learning outcome has been met through their written reflections. | | |
|  | | |



|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  14. Uses and disposes of medical devices safely, under supervision according to local and national policy, reporting any incidences or near misses | | |
| Objectives to be achieved:   * 1. Demonstrates an understanding of the role of the nurse in the safe use of medical equipment, referring to local policies   2. Through practice demonstrates an ability to use and dispose of equipment safely | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Refer the student to the practice infection control policy and procedures documents.
2. Discuss the use of single use items in general practice and how these can be identified:
3. Ask the student to read the following document: [https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/403442/Single-](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403442/Single-use_medical_devices__implications_and_consequences_of_reuse.pdf) [use\_medical\_devices\_\_implications\_and\_consequences\_of\_reuse.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/403442/Single-use_medical_devices__implications_and_consequences_of_reuse.pdf)
4. Instruct the student on local arrangements for the disposal of medical devices in general practice, including clinical waste and sharps procedures.

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Professional Values, Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  15. Understands and works within the laws governing health and safety at work. Demonstrates safe manual handing techniques and understands how nurses can help reduce the risk of infection, including effective hand washing (ESC 18.3, 18.4, 18.5, 18.6, 18.2) | | |
| Objectives to be achieved:   * 1. Through the achievement of key skills, demonstrate an ability to work within the parameters of health and safety   2. Under supervision assesses risk within current sphere of knowledge and competence   3. Follows instruction and takes appropriate action, sharing information to minimise risk   4. Under supervision works within legal frameworks to protect self and others   5. Knows and accepts own responsibilities and takes appropriate action   6. Reports safety incidents regarding service users to senior colleagues | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Ask the student to read the practice policies on health and safety, COSHH, Infection control, manual handling and hand washing.
2. Invite student to attend any mandatory updates taking place in general practice, this will allow the student to apply the principles to this area of clinical practice.
3. Reflect with the student with regards to the importance of health and safety at work.
4. Direct the student to The health and Safety at Work Act(1974) Available at: <http://www.hse.gov.uk/legislation/hswa.htm>
5. Observe standard of handwashing and give feedback to the student.
6. Consider the use of case studies to explore appropriate action to be taken in general practice.

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  16. Recognises signs of aggression and takes appropriate action to keep themselves and others safe (ESC 19.1, 19.2) | | |
| Objectives to be achieved:   * 1. Through working with a range of individuals, demonstrate an awareness of why individuals may become aggressive   2. Recognises signs of aggression and responds appropriately to keep self and others safe   3. Assists others or obtains assistance when help is required | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Instruct the student on how to call for help, the location of the emergency call button and methods for summoning help covertly via the computer system.
2. Allow the student to review and then reflect upon your lone working policy ensuring that they comprehend its utility within day to day practice.
3. Use case studies to test the students’ knowledge of appropriate action to take in certain circumstances.
4. Direct the student to the conflict resolution e-learning module on e-learning for health. <https://www.e-lfh.org.uk/>
5. Direct students to online video resources where de-escalation techniques are demonstrated (YouTube). The following clip may be useful for dealing with patients on over the telephone <https://youtu.be/hFOUtZtba24>

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Personal Values, Nursing Practices and Decision Making** | | |
| **Practice Learning Outcome**  17. Safely and accurately carries out basic medicines calculations | | |
| Objectives to be achieved:   * 1. Through the achievement of key skills demonstrate an ability to safely calculate a range of medicines appropriate to the environment in which they are working   2. Demonstrates an ability to use a variety of methods to calculate medicines accurately | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

* 1. Checking doses of medications to be administered against prescriptions or PSD’s. For example, Nebido injections, B12 injections and other injectable therapeutic substances administered in primary care.
  2. The student may practice with water, a syringe and an orange to correctly administer the dose of adrenalin required in the case of anaphylactic shock.
  3. Nebulisers prescribed in emergency care of Asthma and COPD may need to be administered, ask the students to calculate how many mls need to be administered to deliver the correct dose.
  4. Ask the student to calculate the number of tablets required to deliver a correct warfarin dose.
  5. Use case studies and simulation to assess further skills in drug calculations.
  6. Ask the student to review one of the commonly prescribed medications used in the treatment for mental health problems recognizing commonly prescribed prescriptions regimes e.g. anti-depressants, anti- psychotics.

The student should demonstrate that this learning outcome has been met through their written reflections.

|  |  |  |
| --- | --- | --- |
| **Assessed NMC Domain: Communication and Interpersonal Skills, Nursing Practice and Decision Making** | | |
| **Practice Learning Outcome**  18. Demonstrates safe and effective communication skills, both orally and in writing (ESC 6.1, 6.2, 6.3, 6.4, 6.5, 3.3) | | |
| Objectives to be achieved:   * 1. Communicates effectively both orally and in writing, so that the meaning is always clear   2. Records information accurately and clearly on the basis of observation and communication   3. Always seeks to confirm understanding   4. Responds in a way that confirms what a person is communicating   5. Effectively communicates people's stated needs and wishes to other professionals   6. Uses ways to maximise communication where hearing, visions or speech is compromised | | |
| P1: Location of Evidence | P2: Location of Evidence | P3: Location of Evidence |
| Progression towards outcome Y/N (Sig) ……………………………………. | Progression towards outcome Y/N (Sig) ……………………………………. | Outcome Achieved/ Not achieved (Sig) ……………………………………. |

Achievement of this learning outcome may be facilitated by:

1. Allow students to practice documenting consultations on test patients.
2. Students observing immunisation clinics may be asked to document in the Red book.
3. Directly observe students oral communication skills with patients face to face and over the telephone. Students may be given a list of patients to contact by telephone and invite in to the surgery.
4. Students may be asked to organise interpreters for patients or utilise telephone interpretation systems where patients do not speak good English.
5. Communication with patients who have hearing difficulties can be directly observed.
6. Observation of communication with patients with mental health problems including people who are depressed, people with a history of voice hearing and or with dementia.

The student should demonstrate that this learning outcome has been met through their written reflections.

*Page 20 of 20*