

**Canterbury Christ Church University**

**Faculty of Health & Wellbeing**

 **BSc (Hons) Operating Department Practice**

**Practice Assessment Record**

**Year 3**

 **Student Name:………………………………………………………………………..**

 **Cohort:…………………………………………………………………………………**

##

##  Personal Academic tutor:…………………………………………………………..

Practice Assessment Record

This Practice Assessment Record (PAR) contributes towards the assessment requirements for the BSc ODP programme, outlining the standards and proficiencies you are required to meet by the end of the academic year. The PAR will provide a record of your progress in practice and ongoing development.

Students are expected to be proactive in the assessment process and use all of the opportunities available to them in order to provide evidence of learning (formative) and achievement (summative). You will gain experience in a number of different practice learning environments and your learning will be facilitated by a variety of health care professionals (2 specialities per year is the minimum). Learning will be a progressive journey which will enable you to meet the outcomes of the programme, whilst at the same time recognise your own limitations and plan how to address these. You will develop essential skills through a range of experiences which will enable you to demonstrate your ability to practise safely and independently within a multi-professional environment.

Students are responsible for the safekeeping and maintenance of their PAR and it should be with you at all times in placement. When correcting errors in the document simply put a line through the mistake and ensure there is an initial and date to the alteration. Attempts to move remove pages, use correction fluid or obscure alterations may be seen as fraudulent and lead to your removal from the programme.

To support your ongoing learning and development and to meet regulatory requirements for supporting learning and assessment in practice it is essential that you understand that you will be required to share the contents of your PAR with practitioners, academic link tutors and your personal academic tutor. Sharing your documentation ensures that any issues can be identified and addressed in order to give you the opportunity to achieve the requirements in placement that will enable you to progress to subsequent years or qualified status.

**For this reason, students are strongly advised to photocopy assessment documentation after each placement and keep it in a safe place. This will ensure that a complete copy of your documentation can be produced, if for any reason your working copy is mislaid. Any student who is unable to produce their documentation is at risk of being unable to have their competence confirmed.**

**STUDENT CONSENT**

I ………………………………………………….(full name) understand that I will be expected to share the records of my achievement held in this document with mentors, academic links and my personal academic tutor. I am aware that this document is my responsibility and that I will need to maintain a photocopy of each completed section to ensure that I am able to produce a complete set of documentation prior to my final summative assessment.

Signed:………………………………………………………

Print name:………………………………………………….

Date:……………………………………..

**Expectations of students in practice are:**

* That you inform patients you are a student operating department practitioner and that you receive their verbal consent before participating in their care.
* That you will make every effort to work all allocated shifts with your mentor and only change your shift in extenuating circumstances.
* That you will be punctual for your designated shifts.
* That you will act in a professional manner at all times and that you will adhere to

 and apply HCPC (2016) Guidance on Conduct & Ethics for Students

* You will notify your clinical placement if you are unable to attend for any reason.
* That you will act in accordance with local Trust policy: e.g. Uniform, Smoking, Mobile phone usage, social media etc
* That you will recognise your own limitations and request appropriate assistance.
* That you will take responsibility for your own learning and assessment by:

 a. Providing your mentor with evidence of ongoing achievement

 b. Ensuring the practice assessment record (PAR) is made available to your mentor

 for completion of the formative and summative assessments

 c. Completing all aspects of the PAR that are required by you

 d. Following the appropriate process for submission of the completed PAR by the

 due date to the university

 e. Discussing with your mentor and/or your tutor if there are any difficulties with

 this process

**PERIOPERATIVE CARE COLLABORATIVE STATEMENT**

In line with the Perioperative Care Collaborative position statement (2018) the University does not condone students acting in a dual role. The scrub role should be a separate role and not undertaken at the same time as any other role during the same procedure. In the event that an employer considers that a dual role is required, then this decision should be endorsed by a policy that fully supports this practice and also be based on a risk assessment of each situation in order to ensure patient safety.

Perioperative Care Collaborative position statement (2018). *Surgical First Assistant.*

**PLEASE NOTE: AS A STUDENT YOU ARE EXPECTED TO WORK UNDER SUPERVISION AT ALL TIMES, YOU SHOULD NOT BE ASKED TO UNDERTAKE ANY TASK WITHOUT APPROPRIATE SUPERVISION**

**The role of the Mentor/ Associate Mentor:**

A Mentor or Associate Mentor is a registered professional who is responsible for the co-ordination, management and development of the student whilst on placement.

They will:

1. Supervise, support and guide students during their clinical placement, assisting the student to integrate into the clinical team.

2. Facilitate student learning, and help the student to make links between theory and practice

3. Apply approved assessment procedures and provide feedback on student performance.

A key function of mentorship in the clinical practice setting is to protect the patient against incompetent, dishonest and/or dangerous students and other healthcare practitioners (CODP, 2009). Therefore, mentors make the final decision whether the student is safe in practice and meet the professional standards of conduct, performance and ethics.

Mentors also play a key role in ensuring that students practice within acceptable clinical practice boundaries. If students step outside these boundaries, irrespective of reason, they will be held accountable and may be subject to disciplinary procedures. Please see Boundary guidance flowchart on page 12.

In the absence of the student’s practice mentor they are expected to ensure that another appropriately qualified practitioner is available to support the student. Practitioners should be able to teach and assess the student against the practice objectives, document the outcome, and provide feedback to both the mentor and to the student.

**Roles & responsibilities for student surgical placement as the trainee Surgical First Assistant:**

**Mentor:**

Should be a senior/specialist practitioner who is working in or familiar with the issues arising from expanded practice roles e.g achieved competency in appropriate surgical skills; SFA; SCP; ASP

Responsible for identifying & providing access to learning opportunities; liaising with the surgeon; undertaking the required assessments; complete the appropriate sections of the PAR for SFA competency

**Clinical Supervisor:**

Should be a medically qualified practitioner with validated experience and competence in overseeing the acquisition of the proposed skills e.g consultant surgeon, SpR in a delegated role by the consultant.

Responsible for liaising with the mentor, ensuring that the student is supported in the absence of the mentor; assessment of competency and completion of documentation where necessary.

**Clinical hours for SFA learning:**

Approximately 50 hours are required during the surgery placement for specific SFA experience and learning opportunities.

**Expected values for placement:**

**The BSc (Hons) ODP programme is committed to the principles and values of the NHS Constitution (DH, 2015)[[1]](#footnote-1). This details the following behaviours and values as those that patients and staff believe to be at the heart of our NHS:**

**1. Respect and dignity**

**2. Commitment to quality of care**

**3. Compassion**

**4. Improving lives**

**5. Working together for patients**

**6. Everyone counts**

The shared vision for nursing, midwifery and health care workers (as set out in Table 1 below) (NHS Commissioning Board, 2012)[[2]](#footnote-2) also embraces these values, requiring *‘nurses, midwives and health care staff to deliver high quality, compassionate care, and to achieve excellent health and wellbeing outcomes’.*

**Table 1: Expected values and behaviours of nurses, midwives and health care staff (6C’s)**



It is expected that these values and behaviours will be linked to all assessments in clinical practice as well as the HCPC Professional Standards.

**Performance level indicator**

|  |  |  |  |
| --- | --- | --- | --- |
| Performance | Year 1 (Participation)When involved in the care of perioperative patients in at least 2 specialities.The student: | Year 2 (Identification)When involved in the care of perioperative patients in at least 2 specialitiesThe student | Year 3 (Management)When involved in the care of a diverse range of patient groups including complex, non-scheduled and scheduled care in at least 2 specialitiesThe student |
| Knowledge & Understanding | *Demonstrates a working understanding of the principles underpinning essential care and routine monitoring.* | *Demonstrates a working understanding of the wider factors that underpin and impact on effective perioperative practice*  | *Applies relevant knowledge and skills to more complex and unscheduled clinical situations* |
| Professional Values & Attitude(in accordance with HCPC (2016) Guidance on Conduct & Ethics for Students. | *Demonstrates an interest in learning about practice. In routine situations can interact appropriately with patients & carers and work well within the team. Acknowledges and works within the boundaries of their knowledge, skills and level of education* | *Takes an active role in leading own learning experience. Can interact effectively with patients, families and colleagues in more demanding situations. Acknowledges and works within the boundaries of their knowledge, skills and level of education* | *Manages and develops their own practice and that of others. Delegates appropriately & according to local policies or guidelines.* |
| Clinical Skills | *Applies safe principles to core essential skills under the supervision of mentors* | *Demonstrate clinical skills safely with minimal supervision and can perform more complex skills under the guidance of mentors* | *Performs more complex and enhanced skills with minimal supervision and is able to guide junior staff to undertake essential core skills.* |
| Problem solving skills | *Under guidance can apply a problem-solving process to simple and straightforward situations* | *Applies a problem-solving approach to their practice and can identify possible solutions to more demanding clinical problems* | *Demonstrates sound problem-solving skills and clinical judgement.* |

**Mandatory requirements Preparation for Placement**

|  |  |  |
| --- | --- | --- |
| **Session content** | **Date** | **Signature** |
| Moving and Handling Theory  |  |  |
| Pre-placement Moving and Handling practice  |  |  |

|  |  |  |
| --- | --- | --- |
| **Session content** | **Date** | **Signature** |
| Life Support |  |  |

|  |  |  |
| --- | --- | --- |
| **Session content** | **Date** | **Signature** |
| Safeguarding  |  |  |

|  |  |  |
| --- | --- | --- |
| **Session content** | **Date** | **Signature** |
| Safe Medicate evidence |  |  |

 **Supervisor List**

 Please provide a signature for each Supervisor signing this document

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name | Signature | Initials | Regulatory body | Date of last update |
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 **Support plan information (Student please complete this page before attending placement)**

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| --- | --- | --- |
|  | Comments | Actions I am planning to implement |
| Special or particular support needs: |  |  |
| Practice Learning Support PlanYes? No? |  |  |
| Mentor informed:Yes?No? |  |  |
| Previous placement experiences: |  |  |

 Student ODP practice boundary guidance.

Is there any legislation National or Local that prohibits this role or function?

Are you under the direct supervision of your identified mentor?

Yes

No / Unsure

Do you have the necessary competence to perform this role / function?

Yes

STOP! It is not within your scope of practice. Discuss with your mentor / practice learning facilitator.

Yes

STOP! It is not within your scope of practice. Discuss with your mentor / practice learning facilitator.

Are you following these guidelines / policies?

Yes

Is there any legislation, national or local guidelines / policies relating to this role / function?

No

Yes

Is the practice in the best interests of the patient & will it promote and maintain best quality operating department practice?

No

Yes

Does this role / function fit with the definitions and values that underpin operating department practice?

No

Yes

Consider whether local policies / guidelines / protocols need to be put in place. Discuss with your mentor / practice learning facilitator.

No

Continue in line with local policies / guidelines

If you are still unsure - discuss with your mentor / practice learning facilitator.

Yes

Is this competence a proficiency identified in the practice learning documentation?

No

No

 **Scope of Practice guidelines**

These guidelines are aligned to the College of Operating Department Practitioners Scope of Practice (2009)[[3]](#footnote-3) and the HCPC Standards of Proficiency (2014)[[4]](#footnote-4).

They are an indicator of boundaries for particular clinical skills that students may/may not perform in practice as well as when they are able to participate in clinical skills based on the timing of their theoretical input. They should be used in conjunction with the levels of performance for participation in clinical skills guide. This is not an exhaustive list and does not limit the student’s opportunity to learn through observation and direct supervision.

All skills should be **supervised** and practised on several occasions before final signature of competence is achieved.

Once competence is achieved, these skills must be sustained and embedded within your practice throughout the rest of your programme.

**Please remember mentors are accountable for delegation decisions and students are responsible for ensuring that they work within their limitations.**

|  |  |  |
| --- | --- | --- |
| Clinical skill | Student may perform in practice Yes / No | Conditions |
| Year 1 | Year 2 | Year 3 |
| Emergency situation: |
| Life Support | Yes  | Yes  | Yes | Following CCCU training |
| Defibrillation | No | No | No | Under no circumstances |
| Insert Guedel airway | Yes | Yes | Yes | Following CCCU training |
| Drug administration: |
| Checking of CDs | No | No | No | Only as 3rd checker/in line with trust policy |
| Checking & calculating medications | No | Yes | Yes | Under direct supervision |
| Administration of non-IV/non CD drugs  | No | Yes | Yes | Under direct supervision |
| Administration of controlled medications | No | No | No | Under no circumstances |
| Administration of intravenous medications | No | No | No | Under no circumstances |
| Drawing up Drugs | No | No | No | Under no circumstances |
| Draw up Local Anaesthetic when in the scrub role | Yes | Yes | Yes | Student is 3rd checker in process, Reg’ practitioner plus surgeon are the 2 checkers |
| Prepare drugs for volumetric pumps & syringe drivers | No | No | No | Under no circumstances |
| Load & Prime volumetric pumps and syringe drivers   | No | Yes | Yes | By simulation under direct supervision |
| Prepare drugs for Spinal/Epidural (CD/nonCD) | No | No | No | Under no circumstances |
| Prepare & assemble an IV infusion | Yes | Yes | Yes | Under direct supervision |
| Check and calculate rate of intravenous fluids | No | Yes | Yes | Under direct supervision |
| Change giving sets and administer intravenous fluids | No | No | No | Under no circumstances |
| Participate in blood transfusion procedures | No | As per trust policy | As per trust policy | Under direct supervision |

|  |  |  |
| --- | --- | --- |
| Clinical skill | Student may perform in practice Yes / No | Conditions |
| Year 1 | Year 2 | Year 3 |
| Airway management: |
| Insert ETT | No | No | No | Under no circumstances |
| Insert LMA/SAD | No | No | No | Under no circumstances |
| Remove LMA/SAD  | No | Yes  | Yes | Under direct supervision |
| Oral Suction using yankauer sucker | No | Yes | Yes | Under direct supervision |
| Suction of a tracheostomy tube | No | No | No | Under no circumstances |
| Other procedures: |
| Insertion of peripheral venous cannulae | No | No | Yes | Under direct supervision |
| Flush venous cannula with NaCL pre filled syringe (e.g. Posiflush) | No | No | Yes | Under direct supervision/in line with trust policy (must not draw up separate NaCL) |
| Removal of peripheral venous cannulae | No | Yes | Yes | Under direct supervision |
| Take an arterial blood gas sample from an situ cannula | No | No | Yes | Under direct supervision |
| Insertion of female urinary catheter | No | No | Yes | Under direct supervision |
| Insertion of male urinary catheter | No | No | Yes | Under direct supervision/in line with trust policy |
| Perform an ECG recording | No | Yes | Yes | Under direct supervision |
| Blood glucose monitoring | Yes | Yes | Yes | Under direct supervision/in line with trust policy |
| Direct electro surgery diathermy to body tissues | No  | No  | No | Under no circumstances |
| Application of haemostats or ligaclips to vessels | No | No | No | Under no circumstances |
| Suturing skin or any other layers | No | No | No | Under no circumstances |
| Accompany patients on transfer between hospitals | No | No | No | Students are NOT insured in ambulance transport |

Practice Placement Support by Personal Academic Tutor/ Link tutor

Personal Academic/link tutors will provide support to their own students when they are on placement. They are the first point of contact for the student or practice staff.

Personal tutors will support students by having contact normally at least once per placement, this can be by a visit or telephone, email or Skype.

|  |  |  |
| --- | --- | --- |
| Date | Tutor name | Mode of contact |
|  |  |  |
| Summary of contact: |
| Any Action required: |

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| --- | --- | --- |
| Date | Tutor name | Mode of contact |
|  |  |  |
| Summary of contact: |
| Any Action required: |

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| --- | --- | --- |
| Date | Tutor name | Mode of contact |
|  |  |  |
| Summary of contact: |
| Any Action required: |



**Placement 1. Attendance record: week 1**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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|  |  Weeks Total  |  |  |

**Attendance record: week 2**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 3**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 4**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 5**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 6**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 7**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 8**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 9**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Outstanding Practice Hours record:**

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**Outstanding Practice Hours record:**

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**Placement 2. Attendance record: week 1**

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**Attendance record: week 2**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 3**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 4**

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**Attendance record: week 5**

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| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 7**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 8**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Outstanding Practice Hours record:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total |
| Mon |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |
|  |  |  Weeks Total  |  |

**Outstanding Practice Hours record:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total |
| Mon |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |
|  |  |  Weeks Total  |  |

**Placement 3. Attendance record: week 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 2**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 3**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Attendance record: week 4**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
| Mon |  |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |  |
| Wed |  |  |  |  |  |  |  |
| Thurs |  |  |  |  |  |  |  |
| Fri |  |  |  |  |  |  |  |
| Sat |  |  |  |  |  |  |  |
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|  |  Weeks Total  |  |  |

**Attendance record: week 5**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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**Attendance record: week 6**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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|  |  Weeks Total  |  |  |

**Attendance record: week 7**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total | Hours owed? |
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| Sun |  |  |  |  |  |  |  |
|  |  Weeks Total  |  |  |

**Outstanding Practice Hours record:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total |
| Mon |  |  |  |  |  |  |
| Tues |  |  |  |  |  |  |
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| Sun |  |  |  |  |  |  |
|  |  |  Weeks Total  |  |

**Outstanding Practice Hours record:**

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| --- | --- | --- | --- | --- | --- | --- |
| Day | Date | Shift start | Shift finish | Break | Mentor signature  | Daily Total |
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| Sun |  |  |  |  |  |  |
|  |  |  Weeks Total  |  |

Post Anaesthetic Surgical Care placement records

 (Critical Care)

**Orientation to practice placement (to be completed in each placement area on the first day)**

|  |  |  |
| --- | --- | --- |
| **Placement speciality & location:***e.g Anaesthetic - Day Unit***…………………………………**  | **Staff responsible to initial and date when completed** | **Student confirmation****initial and date** |
| **Layout of the clinical area** |  |  |
| **Made aware of placement policies & procedures** |  |  |
| **Made aware of duty rota, shifts, breaks, who to contact in case of sickness** |  |  |
| **Made aware of resuscitation equipment** |  |  |
| **Made aware of the fire exits, fire alarms and fire extinguisher location** |  |  |
| **Made aware of moving and handling equipment location**  |  |  |
| **Made aware of responsibilities with regard to health and safety at work** |  |  |
| **Made aware of responsibilities in respect of infection control** |  |  |
| **Allocation of mentor** |  |  |
| **Risk assessment /reasonable adjustments relating to any disclosed disability/learning needs or pregnancy have been discussed** |  |  |

**Post Anaesthetic Surgical Care Placement objectives**

**Duration:** min 8 weeks

**Placement aims:** Demonstrate competency in the role of the ODP within the post anaesthetic surgical care/critical care environment in caring for elective/non-elective patients including paediatrics and complex care

**Students will:**

* Prepare for inter-hospital patient transfer and participate in intra-hospital patient transfer
* Prepare for and where appropriate perform near patient testing responding to results under medical supervision
* Identify, plan and respond to the care needs of patients recovering from non-elective surgery and anaesthesia, emergency care admissions and seriously-ill patient intra-hospital transfer utilising appropriate assessment monitoring tools and treatment protocols
* Be able to support patients’ carers recognising appropriate information sharing
* Understand and instigate appropriate safeguarding triggers and communication mechanisms
* Be able to assess and monitor patients’ pain status and as appropriate administer prescribed pain relief in accordance with national and local guidelines – [see Practice Boundary Flowchart and Scope of Student Practice Guidance within this document]
* Participate in IV and non-IV drug therapy, monitoring the effects and titrating as appropriate
* Adhere to and apply HCPC (2016) Guidance on Conduct & Ethics for Students

**Relationship to the rest of the programme**

This placement is linked to the following modules: Seriously Ill & Highly Dependent patient assessment & management, Enhanced Anaesthetic Practice, Enhanced Clinical skills and Enhanced Reflective Practice. Students will need to link the theory base of these modules to their clinical practice.

**Students will begin developing the ability to:**

* Apply the principles of non-elective patient care through to discharge from the post-anaesthetic care unit, transfer to step-down care or inter-hospital transfer to step-up care.
* Assist with preparation for critically-ill patient transfer towards tertiary care within nationally established timeframes using established communication methods.
* Apply clinical decision and problem solving skills to ensure supportive patient care through to discharge from the post anaesthetic care unit
* Initiate resolution of problems and be able to exercise personal initiative

**Themes for guided reflection:**

* Team leadership & management
* Inter-professional flexible working- workforce sustainability
* Situation Awareness and Human Factors
* National Standards for treatment and patient transfer
* Collaborative practice, safeguarding, communication and appropriate information sharing.
* Skills for practice

**Related theoretical assignments:**

* Unseen Examination
* Enhanced Anaesthetic Practice
* Enhanced Reflective Practice

 **Professional values & behaviour – review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Care | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Ability to listen, seeks clarification before carrying out patient care safely |  |  |  |  |  |
| Ensures patient is central to care decisions. |  |  |  |  |  |
| Considers patient comfort when delivering care. |  |  |  |  |  |
| Compassion | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is attentive, kind and compassionate |  |  |  |  |  |
| Promotes dignity and respect in patient care |  |  |  |  |  |
| Competence | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains consistent safe practice |  |  |  |  |  |
| Capable of defining own learning needs |  |  |  |  |  |
| Demonstrates evidence based practice. |  |  |  |  |  |
| Recognises and works within limitations of own scope of practice |  |  |  |  |  |
| Communication | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains confidentiality in accordance with HCPC standards |  |  |  |  |  |
| Communicates key aspects of patient care to appropriate staff. |  |  |  |  |  |
| Student is respectful, courteous and non judgemental with patients, service users and colleagues |  |  |  |  |  |
| Courage | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is able to escalate concerns appropriately when required |  |  |  |  |  |
| Accepts Duty of Care and Candour |  |  |  |  |  |
| Upholds standards of care |  |  |  |  |  |
| Commitment | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student actively seeks opportunities to develop own learning. |  |  |  |  |  |
| Student is motivated and adaptable. |  |  |  |  |  |
| Maintains an appropriate professional attitude with regards to punctuality and dress code |  |  |  |  |  |
| Participates in effective multi disciplinary team working |  |  |  |  |  |

 Feedback record:

|  |
| --- |
| Feedback from a service user (only if appropriate):Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other feedback:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Record of PACU/Critical Care practice:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Procedure/Skills | Level(Please circle) | Mentor/supervisor Signature |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
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|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |

Under supervision:

1 – Direct supervision. 2 – With guidance. 3 – Independent/competent

Record of PACU/Critical Care practice:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Procedure/Skills | Level(Please circle) | Mentor/supervisor Signature |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
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|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |
|  |  | 1 | 2 | 3 |  |

Under supervision:

1 – Direct supervision. 2 – With guidance. 3 – Independent/competent

Anaesthetic/Critical Care Placement records

**Orientation to practice placement (to be completed in each placement area on the first day)**

|  |  |  |
| --- | --- | --- |
| **Placement speciality & location:***e.g Anaesthetic - Day Unit***…………………………………**  | **Staff responsible to initial and date when completed** | **Student confirmation****initial and date** |
| **Layout of the clinical area** |  |  |
| **Made aware of placement policies & procedures** |  |  |
| **Made aware of duty rota, shifts, breaks, who to contact in case of sickness** |  |  |
| **Made aware of resuscitation equipment** |  |  |
| **Made aware of the fire exits, fire alarms and fire extinguisher location** |  |  |
| **Made aware of moving and handling equipment location**  |  |  |
| **Made aware of responsibilities with regard to health and safety at work** |  |  |
| **Made aware of responsibilities in respect of infection control** |  |  |
| **Allocation of mentor** |  |  |
| **Risk assessment /reasonable adjustments relating to any disclosed disability/learning needs or pregnancy have been discussed** |  |  |

**Anaesthetic/Critical Care Placement objectives**

**Duration:** min 8 weeks

**Placement aims:** Demonstrate year 3 competency in the role of the ODP within the anaesthetic/critical care environment in dealing with at least two of the following: Obstetrics, shared airway, children or emergency/trauma

**Students will:**

* Demonstrate a level of overall competence in assisting the anaesthetist with a diverse range of procedures by planning & preparing for elective and non-elective cases
* Assist the anaesthetist with patient care in areas outside theatres
* Draw on appropriate knowledge to conduct appropriate diagnostic or monitoring procedures, treatment, therapy, or other actions safely & effectively
* Demonstrate ability to perform venepuncture/cannulation,
* Work collaboratively within the team to achieve goals by sharing information, knowledge, understanding and ideas to enable safe, effective task completion
* Gather and Interpret information to support understanding of the situation and enable anticipation in the anaesthetic/critical care setting
* Recognise the significance of prioritising workload
* Adhere to and apply HCPC (2016) Guidance on Conduct & Ethics for Students

**Relationship to the rest of the programme**

This placement builds on previous anaesthetic experiences and provides experience in a critical care setting also. It is linked to the following modules: Enhanced Anaesthetic Practice; Seriously Ill & Highly Dependent patient assessment & management; Enhanced Clinical Skills and Enhanced Reflective Practice. Students will need to link the theory base of these modules to their clinical practice and show progression of team working and communication across a variety of anaesthetic situations and settings.

**Students will begin developing the ability to:**

* Apply the principles of planning patient care and analyse the nature of advanced anaesthetic/critical care needs
* Acknowledge & understand non-technical skills for the ODP role in patient safety
* Apply clinical leadership skills to the functioning of multi-disciplinary teams within anaesthesia and critical care
* Initiate resolution of problems and be able to exercise personal initiative

**Themes for guided reflection:**

* Interprofessional working
* Situation awareness and human factors
* Team leadership & management
* Skills for practice

**Related theoretical assignments**

* Anaesthetic case study
* Reflective essay

 **Professional values & behaviour – review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Care | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Ability to listen, seeks clarification before carrying out patient care safely |  |  |  |  |  |
| Ensures patient is central to care decisions. |  |  |  |  |  |
| Considers patient comfort whendelivering care. |  |  |  |  |  |
| Compassion | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is attentive, kind and compassionate |  |  |  |  |  |
| Promotes dignity and respect in patient care |  |  |  |  |  |
| Competence | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains consistent safe practice |  |  |  |  |  |
| Capable of defining own learning needs |  |  |  |  |  |
| Demonstrates evidence based practice. |  |  |  |  |  |
| Recognises and works within limitations of own scope of practice |  |  |  |  |  |
| Communication | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains confidentiality in accordance with HCPC standards |  |  |  |  |  |
| Communicates key aspects of patient care to appropriate staff. |  |  |  |  |  |
| Student is respectful, courteous and non judgemental with patients, service users and colleagues |  |  |  |  |  |
| Courage | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is able to escalate concerns appropriately when required |  |  |  |  |  |
| Accepts Duty of Care and Candour |  |  |  |  |  |
| Upholds standards of care |  |  |  |  |  |
| Commitment | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student actively seeks opportunities to develop own learning. |  |  |  |  |  |
| Student is motivated and adaptable. |  |  |  |  |  |
| Maintains an appropriate professional attitude with regards to punctuality and dress code |  |  |  |  |  |
| Participates in effective multi disciplinary team working |  |  |  |  |  |

 Feedback record:

|  |
| --- |
| Feedback from a service user (only if appropriate):Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other feedback:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Record of anaesthetic/critical care practice:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Procedure/Skills | Level(Please circle) | Mentor/supervisor Signature |
|  |  | 1 | 2 | 3 |  |
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Under supervision:

1 – Direct supervision. 2 – With guidance. 3 – Independent/competent

Record of anaesthetic/critical care practice:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Procedure/Skills | Level(Please circle) | Mentor/supervisor Signature |
|  |  | 1 | 2 | 3 |  |
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Under supervision:

1 – Direct supervision. 2 – With guidance. 3 – Independent/competent

 Surgical Placement

 records

**Orientation to practice placement (to be completed in each placement area on the first day)**

|  |  |  |
| --- | --- | --- |
| **Placement speciality & location:***e.g Surgery - Orthopaedic***…………………………………**  | **Staff responsible to initial and date when completed** | **Student confirmation****initial and date** |
| **Layout of the clinical area** |  |  |
| **Made aware of placement policies & procedures** |  |  |
| **Made aware of duty rota, shifts, breaks, who to contact in case of sickness** |  |  |
| **Made aware of resuscitation equipment** |  |  |
| **Made aware of the fire exits, fire alarms and fire extinguisher location** |  |  |
| **Made aware of moving and handling equipment location**  |  |  |
| **Made aware of responsibilities with regard to health and safety at work** |  |  |
| **Made aware of responsibilities in respect of infection control** |  |  |
| **Allocation of mentor** |  |  |
| **Risk assessment /reasonable adjustments relating to any disclosed disability/learning needs or pregnancy have been discussed** |  |  |

**Placement title:** Surgery

**Duration:** min 8 weeks

**Placement aims:** Demonstrate competency in the role of the ODP / SFA within surgical environments

**Students will:**

* Perform the role of ODP/SFA within a clinical governance framework during the intraoperative phase of care
* Participate in skin and tissue retraction to provide good exposure
* Assist with haemostasis using specific methods within role limitations (see Boundary guidance)
* Demonstrate urinary catheterisation
* Demonstrate knowledge of safe camera holding skills for basic minimal access surgery
* Expand their repertoire of surgical skills and knowledge in more than one speciality
* Apply the principles of safe surgery within the clinical practice setting
* Apply evidence based knowledge to clinical practice
* Adhere to and apply HCPC (2016) Guidance on Conduct & Ethics for Students

**Relationship to the rest of the programme**

This placement continues to develop the scrub practitioner role as a Surgical First Assistant and is linked to the following modules: Enhanced Surgical Practice; Enhanced Reflective Practice. Students will need to link the theory base of these modules to their clinical practice in order to build upon the comprehensive skills and underpinning knowledge already achieved in year 2 to fulfil the SFA competences.

**Students will begin developing the ability to:**

* Provide continuous competent and dedicated skilled assistance under the direct supervision of the operating surgeon but do not perform any form of surgical intervention
* Prioritise and adapt to surgical situations whilst providing a sound rationale for actions taken
* Be confident in managing self and others
* Apply intraoperative non-technical skills to the surgical role

**Suggested topics for guided reflection**

* Interprofessional working
* Legal and ethical practice
* Leadership & team working
* Skills for practice

**Related theoretical assignments**

* Surgical practice essay
* Reflective practice essay

 **Professional values & behaviour – review**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Care** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Ability to listen, seeks clarification before carrying out patient care safely |  |  |  |  |  |
| Ensures patient is central to care decisions. |  |  |  |  |  |
| Considers patient comfort when delivering care. |  |  |  |  |  |
| **Compassion** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is attentive, kind and compassionate |  |  |  |  |  |
| Promotes dignity and respect in patient care |  |  |  |  |  |
| **Competence** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains consistent safe practice |  |  |  |  |  |
| Capable of defining own learning needs |  |  |  |  |  |
| Demonstrates evidence based practice. |  |  |  |  |  |
| Recognises and works within limitations of own scope of practice |  |  |  |  |  |
| **Communication** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student maintains confidentiality in accordance with HCPC standards |  |  |  |  |  |
| Communicates key aspects of patient care to appropriate staff. |  |  |  |  |  |
| Student is respectful, courteous and non judgemental with patients, service users and colleagues |  |  |  |  |  |
| **Courage** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student is able to escalate concerns appropriately when required |  |  |  |  |  |
| Accepts Duty of Care and Candour |  |  |  |  |  |
| Upholds standards of care |  |  |  |  |  |
| **Commitment** | AchievedFormativeYes or no? | Mentor initials/date | AchievedSummativeYes or no? | MentorInitials/date | Comments/evidence |
| Student actively seeks opportunities to develop own learning. |  |  |  |  |  |
| Student is motivated and adaptable. |  |  |  |  |  |
| Maintains an appropriate professional attitude with regards to punctuality and dress code |  |  |  |  |  |
| Participates in effective multi disciplinary team working |  |  |  |  |  |

 Feedback record:

|  |
| --- |
| Feedback from a service user (only if appropriate):Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Feedback from Multi disciplinary team member:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Other feedback:Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Record of surgical procedures scrubbed for:

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| Date | Surgical procedure | Level(Please circle) | Mentor/supervisor Signature |
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Under supervision:

1 – Double scrubbed. 2 – With guidance. 3 – Independently scrubbed

Record of surgical procedures scrubbed for:

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Surgical procedure | Level(Please circle) | Mentor/supervisor Signature |
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Under supervision:

1 – Double scrubbed. 2 – With guidance. 3 – Independently scrubbed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HCPC ref**.1 –15 | **Area of proficiency:**Professional role development*To be completed in final placement week* | FormativeMentor initials | Summative Please tick | Mentor signature & date to verify summative assessment |
|  | Met  | Not met | Pass | Fail |  |
| **1.1 – 1.2** | Be able to practise safely & effectively within your own scope of practice |  |  |  |  |  |
| **2.1 - 2.9** | Be able to practise within the legal and ethical boundaries of their profession |  |  |  |  |  |
| **3.1 – 3.3** | Be able to maintain fitness to practise |  |  |  |  |  |
| **4.1 -4.6** | Be able to practise as an autonomous professional, exercising own professional judgement |  |  |  |  |  |
| **5** | Be aware of the impact of culture, equality and diversity on practice |  |  |  |  |  |
| **6** | Be able to practise in a non-discriminatory manner |  |  |  |  |  |
| **7.1 – 7.3** | Understand the importance of and be able to maintain confidentiality |  |  |  |  |  |
| **8.1 – 8.11** | Be able to communicate effectively |  |  |  |  |  |
| **9.1 – 9.5** | Be able to work appropriately with others |  |  |  |  |  |
| **10.1 – 10.2** | Be able to maintain records appropriately |  |  |  |  |  |
| **11.1 – 11.2** | Be able to reflect on and review practice |  |  |  |  |  |
| **12.1 – 12.7** | Be able to assure the quality of your practice |  |  |  |  |  |
| **13.1 – 13.15** | Understand the key concepts of the knowledge base relevant to their profession |  |  |  |  |  |
| **14.1 – 14.25** | Be able to draw on appropriate knowledge and skills to inform practice |  |  |  |  |  |
| **15.1 – 15.10** | Understand the need to establish and maintain a safe practice environment |  |  |  |  |  |

 Summary of year 3

|  |
| --- |
| Student comment on achievement: |
| Student continuous development plan: |
| PPF/Lead co-ordinator summary: |
| All learning outcomes and professional behaviour requirements have been achieved:PPF signature:…………………………………………… Date:……………………………..Student signature:………………………………………Date:………………………………. |

 **Process of Practice Assessment**

*Preparation for placement by University*

*Student identifies learning needs to inform learning agreement*

**YES**

*Student summative self-assessment*

*Student satisfied with progress / opportunities*

*Progress satisfactory?*

**NO**

**YES**

*Summative meeting and completion of assessment with mentor. Summary of assessment completed.*

*Pass/Fail documented*

Pass / Fail noted.

**NO**

**NO**

**YES**

*Complete evidence to support learning. Formative meeting and completion of assessment.*

*Provision of formative feedback.*

*Progress satisfactory?*

*Undertake self -assessment*

*Student satisfied with progress / opportunities*?

*Formal discussion and negotiation of learning agreement related to competencies with mentor.*

*Agree date of formative assessment & document on learning agreement.*

**PASS**

***Review and develop learning agreement. Work towards identified summative assessment date.***

### FAIL

Undertake planned resit opportunities

*Identification of future learning needs for next placement*

**Documented submitted**

Tripartite meeting with academic link, mentor and student

1. Department of Health (2012). *The NHS Constitution for England.* London: DH [↑](#footnote-ref-1)
2. NHS Commissioning Board (2012). *Compassion in Practice Nursing, Midwifery and Care Staff.* London: DH [↑](#footnote-ref-2)
3. CODP (2009). *Scope of Practice.* London: CODP [↑](#footnote-ref-3)
4. HCPC (2014). *Standards of Proficiency.* London: HCPC [↑](#footnote-ref-4)