

474708 (Dip HE)
470055 (BSc Hons)

BSc (Hons) Operating Department Practice

Complete set Clinical Learning Outcomes

CONTENTS

47828 Identifying the needs of the surgical patient	3
Orientation to placement areas	4
Guidance of assessment of clinical practice	5
Student/ Mentor discussions	10
Professional Behaviour Document	13
Professional Behaviour Action Plans	14
Performance statements	15
Reflective Commentary	16
Practice Record	29
Witnessed Testimony	36
Overall Comments	37
47830 Surgical/Anaesthetic intervention and its impact upon the patient	38
47832 Management and organisation of the surgical/anaesthetic event	46
47873 Enhanced intra-operative practice	59
47135 Enhanced preoperative and anaesthetic practice	71
47838 Enhancing post operative/ post anaesthetic practice	82
TBC Advanced Practice in Context	92



BSc (Hons) Operating Department Practice

**Identifying the needs of the surgical patient
(PRACTICE MODULE)
(47828)**

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Please refer to the guidelines before completing this document.

Orientation to placement areas.

It is **essential** that for each new clinical placement the following issues are addressed. It is in the first instance the students' responsibility to actively seek this information before signing and dating this section

I have :-

1. been allocated a mentor
2. discussed the learning opportunities and learning outcomes for the placement
3. discussed my special needs
4. been introduced to the placement area
5. been shown the location of fire fighting equipment and emergency exits and I know my responsibilities in the event of fire
6. been shown the location of emergency equipment and know my responsibilities in the event of an emergency
7. been told the policy for receiving and referring messages
8. been shown where to store clothing and valuables and I know the policy for safe keeping these
9. agreed my duty times

Signed

Name of Placement

Dates

ASSESSMENT OF CLINICAL PRACTICE: Guidance on Completion of the Practice Placement Booklet.

The practice placement booklet consists of six broad learning outcomes with an overarching theme. These learning outcomes have been broken down into numbered performance criteria and a reflective commentary and are the means by which your performance in practice is measured. The text below indicates the learning outcome numbers, overarching themes (*in brackets*) and learning outcome statements for this module:

Learning Outcome 1: (*Anatomy and Physiology*) **The student can demonstrate knowledge and understanding of normal anatomy and physiology as it presents within the critical care environment.**

Learning Outcome 2: (*Current Local and National Policy*) **The student is aware of and can access current local and national policy documentation.**

Learning Outcome 3: (*Principles and Practice of Perioperative Intervention*) **The student has been exposed to and recognises a range of clinical procedures and is aware of the principles of Perioperative care and safe utilisation of equipment.**

Learning Outcome 4: (*Behavioural, Cultural and Social Factors*) **The student recognises the importance of behavioural, cultural and social factors that affect the planning and management of patient care.**

Learning Outcome 5: (*Legal, Ethical and Professional Frameworks*) **The student can identify legal, ethical and professional frameworks.**

Learning Outcome 6: (*Evidence Based Practice*) **The student appreciates the importance of the need to promote and maintain a positive and informed approach to patient care underpinned by a sound evidence base.**

An example of a practice placement booklet is available for you to view should you be unclear about completion of the practice placement booklet.

NB:

Clinical assessments must be completed within normal clinical time constraints. This is to ensure patient safety and to uphold the requirement to demonstrate competence in clinical practice. Therefore, reasonable adjustments that recommend additional time will not apply for clinical assessments. Students may seek advice from the Faculty's Disability Tutor.

Requirements for Students–

You are required to achieve **all** of the identified clinical learning outcomes/numbered performance criteria to successfully complete the module. **It is your responsibility to present the evidence to your assessor** Examples of evidence that may be considered in support of the performance criteria include:

- Reflective statements written by the student (where requested as an additional adjunct)
- Observation/demonstration of clinical practice
- Discussion via questioning and open dialogue between student and mentor
- Case studies and/or project work undertaken within the theoretical element of the course

More than one mode of evidence can be used to demonstrate achievement of a performance criteria and this must be denoted via a tick in the appropriate boxes. In order to successfully complete the module each performance criteria and reflective commentary must be dated and signed by both student and mentor.

- Box **O** denotes an objective which has been met via **observation** of the student undertaking clinical practice intervention. (NOTE: This is not the student observing others in practice).
- Box **D** denotes an objective which has been met via **discussion** of clinical practice

- Box **W** denotes an objective which has been met via a **written statement** or **witnessed testimony form**.

An additional box for each of the eight learning outcomes must also be dated and signed by both student and mentor to denote that all performance criteria for the outcome and the reflective commentary have been completed.

You should agree a time scale with your mentor for a review of progress in achieving the learning outcomes. These discussions must be summarised on the form provided, at regular intervals (**A minimum of three occasions per semester**). The final sheet in this document gives an opportunity for summative comments by the student, mentor and tutorial staff and includes a statement verifying that all learning outcomes and reflective commentaries have been achieved/completed which **must be signed by the mentor upon completion**.

It is expected that you will have some personal objectives for your clinical placements and these should be discussed and agreed with your mentor during mentor/student interviews. Further to the student/mentor discussions a **Performance Indicator** must be completed at each review with documentary evidence of discussion and any appropriate action outlined. You cannot successfully complete module if:

- In year 1** – Amber or above is not achieved
- In years 2 & 3** – Green is not achieved

In order to successfully complete the module you **must ensure the following are complete**:

- Clinical Orientation form
- Professional Behaviour in the Clinical Environment form
- A minimum of three student/mentor reviews with performance indicators
- All objectives achieved, dated and signed by both mentor and student.
- Final discussion form and performance indicator

This document must be completed and submitted on Friday of week 14 of semester 2 which is the Practice Consolidation Week.

By the end of year 2 your practice experience must have included the care of children, obstetric patients and patients undergoing shared airway procedures whilst working in anaesthetics and post anaesthetic care. Surgical experience must include care of the paediatric, obstetric, trauma, and major emergency patients. The table below outlines the minimum practice areas you must experience over the 3-year period. **It is your responsibility to complete this and attain signatures from your mentor.**

Anaesthetics	Surgery	Post anaesthetic care
Required: Shared airway Obstetrics Trauma/Emergency surgery	Required: General/ Gastro-intestinal Orthopaedics Trauma/Emergency surgery	Required: General/ Gastro-intestinal Trauma/Emergency surgery
+ a minimum of 2 other specialities	+ a minimum of 2 other specialities	+ a minimum of 3 other specialities

Professional Behaviour-

Professional conduct is an integral part of the practitioners' role. As a student you must demonstrate satisfactory behaviour as outlined in the Professional Behaviour criteria in this document at all times. Your mentor will review this area of practice on two occasions each semester during your progress reviews. Any deficits in these areas of performance will be highlighted and documented. The

Performance Indicators shall be used to determine the course of action in light of any deficits. A triangulation meeting with mentor and academic tutor will be arranged where this area of performance can be discussed.

Overall failure to achieve any of these outcomes would result in a fail at first attempt for the practice module. Failure at second attempt would result in an overall fail and withdrawal from the programme of study.

Performance Indicators-

In order to track progress within the clinical setting performance indicators shall be utilised during mentor/student reviews. In order to provide you with support your academic supervisor should be kept up-to-date with your performance. It is expected that you will bring your practice booklet to tutorials. The table below denotes the indicator criteria and intervention process relevant for each performance indicator.

PERFORMANCE SIGNAL	INDICATOR CRITERIA	INTERVENTION PROCESS
GREEN	The student: <ul style="list-style-type: none"> • is progressing at the appropriate level • demonstrates high levels of professional behaviour in all prescribed elements • is progressing well with achievement of clinical learning outcomes 	If Green: <ul style="list-style-type: none"> • No action necessary, provide encouragement to continue as currently doing • Documentary evidence of progress must be made within the mentor/student discussions • Green performance signal indicator box must be signed by the mentor
AMBER	The student: <ul style="list-style-type: none"> • has begun the new clinical placement with outstanding clinical learning outcomes from the previous semester • is progressing although there are concerns with a particular aspect, or the level, of practice • is progressing although there are concerns with achievement of the clinical learning outcomes • does not meet the satisfactory level of professional behaviour in a maximum of 2 of the prescribed elements 	If Amber: <ul style="list-style-type: none"> • Documentary evidence and discussion with the student must take place as part of the student/mentor discussion • The CPE must be made aware in the first instance. If the issue is likely to raise continued concern the academic supervisor should also be made aware. • Amber performance signal indicator box must be signed by the mentor
RED	The student: <ul style="list-style-type: none"> • is failing to progress and there are concerns with safety of his/her clinical practice • is failing to achieve the clinical learning outcomes • Does not meet the satisfactory standard for more than 2 of the prescribed elements of professional behaviour 	If red: <ul style="list-style-type: none"> • Documentary evidence must be provided as part of the student/mentor discussion • The CPE must be informed • A triangulation meeting must be arranged between the clinical mentor, academic supervisor and student

Reflective Commentary-

For each of the eight learning outcomes you must complete an accompanying reflective commentary which has been agreed with your mentor. Each of the eight reflective commentaries must be within 300-500 words and are a requirement for successful completion of the module. Each of your reflective commentaries must be dated and signed by both student and mentor.

It is expected that you will develop your skills of reflection as your progress through the academic years. Further guidance on this will be provided to you during your academic study.

In year 1: You must demonstrate knowledge and understanding in the practice setting
 In year 2: You must demonstrate application and analysis in the practice setting

In year 3: You must demonstrate critical evaluation in the practice setting

Your reflective commentary should be guided by the performance criteria for the learning outcome. You must agree the content of the commentary with your mentor selecting an appropriate area of your practice to reflect upon.

Witnessed Testimony-

The use of **witnessed testimony** can be used in support of achievement of performance criteria whilst working alongside members of the multidisciplinary team (**other than your mentor**) on placement. Documentary evidence of this achievement must be presented to your mentor using the 'Witnessed Testimony' proforma located at the rear section of this document. This proforma can be photocopied, printed or is available upon request from the programme secretary. **All components of this document must be completed in full** and made available within the assessment booklet.

Requirements for tutors:

Tutors are required to be involved in the process of clinical assessment by a process of triangulation in the workplace. Triangulation can occur as a formal tripartite meeting of student, tutor and clinical mentor towards the end of the placement. Where this cannot occur for whatever reason, evidence of contact between all three parties must be documented in the review/discussion sections at the front of this document. Regular contact between academic staff, mentors and students will assist in the interpretation of and process of clinical assessment.

This triangulation process must be documented in the identified section for student assessor discussions. Any projected shortfalls or problems in the process of assessment of practice must be identified and learning opportunities sought through which the specific learning outcome/numbered performance criteria can be achieved.

The tutor must liaise with the mentorship team with regard professional attitudes and behaviour of students on the programme. When a student is failing to meet the criteria identified in the Professional Behaviour section of this document a triangulation meeting must be arranged with the +mentor, student and tutor. At this meeting a documented plan will be collaboratively developed outlining modes by which the student can be given opportunities to correct their behavioural traits.

The aim of the assessment is-

To allow the student opportunity:

- To demonstrate developing competence in the care of clients within the specialist clinical setting in line with the national curriculum documentation (College of Operating Department Practitioners, 2011)
- To identify cultural, legal, ethical and professional issues affecting practice
- To recognise theoretical frameworks and concepts which underpin and inform practitioners in the care of clients
- To facilitate the exchange of knowledge, ideas and experience with professional colleagues
- To develop skills in self-awareness and critical analysis through reflection on practice, discussion and role modelling
-

Assessment Criteria	Relates to Learning Outcome No.
Exposure to specialist clinical practice and supervision by the designated academic supervisor and clinical mentor	1,2,3,4,5,6
All learning outcomes and reflective commentaries achieved	1,2,3,4,5,6
Verification of achievement of learning outcomes must be made by the clinical mentor	1,2,3,4,5,6
Achievement of professional standards of behaviour, verified by the clinical mentor	1,2,3,4,5,6

Guidance for Your Mentor:

A handbook for guidance on completion of the practice placement portfolio is available to your mentor. The document outlines what is expected of you as part of your clinical assessment and the methods by which this can be achieved.

This information, as printed in the practice placement booklet, is a summary of the information provided in the mentor handbook.

STUDENT/ MENTOR DISCUSSIONS

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 1
AMBER		
RED		
		Agreed date of next review and action plan:/...../.....
		Date/...../..... Signature of Student Signature of Mentor.....

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 2
AMBER		
RED		
		Agreed date of next review and action plan:/...../.....
		Date/...../..... Signature of Student Signature of Mentor.....

STUDENT/ MENTOR DISCUSSIONS

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 3
AMBER		
RED		
		Agreed date of next review and action plan:/...../.....
		Date/...../..... Signature of Student Signature of Mentor.....

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 4
AMBER		
RED		
		Agreed date of next review and action plan:/...../.....
		Date/...../..... Signature of Student Signature of Mentor.....

STUDENT/ MENTOR DISCUSSIONS

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 5	
			AMBER
Agreed date of next review and action plan:/...../..... Date/...../..... Signature of Student Signature of Mentor.....			

GREEN	Sign the appropriate coloured performance indicator box.	ACTION PLAN 6	
			AMBER
Agreed date of next review and action plan:/...../..... Date/...../..... Signature of Student Signature of Mentor.....			

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Professional Behaviour in the Clinical Environment

Student Name **Mentor Name.....**

Criteria to be met by the student at second and third discussion points	Action plan number:		Action plan number:	
	Satisfactory (Mentor signature)	Unsatisfactory (Mentor signature)	Satisfactory (Mentor signature)	Unsatisfactory (Mentor signature)
The student is respectful and courteous to others				
The student is sensitive to the needs of others				
The student is non-judgemental				
The student is considerate of others				
The student utilises effective listening skills, i.e. with users and carers and other healthcare professionals				
The student communicates effectively				
The student's personal hygiene and appearance (i.e. body piercing, jewellery, dress, use of toiletries) is appropriate to the clinical area				
The student maintains appropriate levels of patient privacy and dignity				
The student's timekeeping is satisfactory (both commencement and completion of shifts)				
The student maintains confidentiality				

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Professional Behaviour in the Clinical Environment:

Accompanying Action Plans:

Student Name..... Mentor Name.....

Professional Behaviour Action Plan:

Date / / Signature of Student Signature of Mentor.....

Professional Behaviour Action Plan:

Date / / Signature of Student Signature of Mentor.....

Learning outcome 1: Anatomy and Physiology.

The student can demonstrate knowledge and understanding of normal anatomy and physiology as it presents within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>1:1 Identifies normal physiological parameters across the age spectrum from birth to the elderly for:</i> <ul style="list-style-type: none">• <i>Heart rate</i>• <i>Blood pressure</i>• <i>Oxygen saturation</i>• <i>Respiration</i>• <i>Temperature.</i>						
<i>1:2 Relates the body systems to the surgical specialties.</i>						
<i>1:3 Recognises a range of surgical procedures from the operating list.</i>						
<i>1:4 Demonstrates knowledge of basic routine anaesthetic procedures related to anatomy including:</i> <ul style="list-style-type: none">• <i>Venous access</i>• <i>Airway Management</i>• <i>Spinal and Epidural Anaesthesia.</i>						
<i>1:6 Appreciates the need to have baseline measurements prior to anaesthetic or surgical intervention.</i>						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Learning outcome 2: Current Local and National Policy.

The student is aware of and can access current local and national policy documentation.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2:1 Demonstrates they can access local policies.</i>						
<i>2:2 Is aware of the legal requirements for documentation in perioperative and critical care practice.</i>						
<i>2:3 Is aware of 'Adverse Incident' reporting systems and knows how to access relevant documentation.</i>						
<i>2:4 Demonstrates they can send for and receive patients according to local policy.</i>						
<i>2:5 Appreciates the importance of adherence to local and national policy.</i>						
<i>2:6 Is aware of policy and procedure for identifying and reporting faults in materials and equipment.</i>						
<i>2:7 Demonstrates an awareness of drug storage and handling in relation to policy.</i>						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student has been exposed to and recognises a range of clinical procedures and is aware of the principles of Perioperative care and safe utilisation of equipment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>3:1 Shows awareness of patient care when positioning the patient for:</p> <ul style="list-style-type: none"> • Induction of anaesthesia • Intubation • Extubation • Patient transfer • Surgery. 						
<p>3:2 Can discuss the importance of:</p> <ul style="list-style-type: none"> • Personal hygiene • Dressing to suit the environment • Appropriate behaviour • Consequences to the patient in failure to meet the above. 						
<p>3:3 Understands the concept of aseptic technique and recognises where potential and actual breaches of the aseptic barrier may occur.</p>						
<p>3:4 Demonstrates understanding of the principles for perioperative environments including: Requirements for heating, lighting humidity and cleanliness/Importance of zones and traffic patterns/Environmental risks.</p>						
<p>3:5 Can prepare and decontaminate equipment for:</p>						

<ul style="list-style-type: none"> • <i>Baseline monitoring</i> • <i>Basic airway management</i> • <i>Oral endotracheal intubation</i> • <i>Cannulation</i> • <i>Routine theatre equipment; electrosurgical equipment, suction apparatus, operating table</i> • <i>Surgical trolleys and trays prior to them being opened.</i> 						
<p><i>3:6 Demonstrates understanding of health and safety and standard precautions regarding:</i></p> <ul style="list-style-type: none"> • <i>Electrical equipment</i> • <i>Air powered tools</i> • <i>Intravenous therapy equipment</i> • <i>Patient monitoring.</i> 						
<p><i>3:7 Identifies the different medical gases and understands how they are stored.</i></p>						
<p><i>3:8 Can provide a basic description of ten procedures within the speciality/placement area.</i></p>						
<p><i>3:9 Recognises the importance of patient position for a broad range of procedures in the clinical speciality/placement area.</i></p>						
<p><i>3:10 Can describe the sequence of care and intervention for patients undergoing procedures within the speciality/placement area.</i></p>						
<p><i>3:11 Identifies a broad range of instrumentation used within the clinical speciality/placement area.</i></p>						
<p><i>3:12 Identifies and describes the function of auxiliary equipment used within the clinical speciality/placement area.</i></p>						
<p><i>3:13 Is aware of the purposes of, indications for and methods of airway management.</i></p>						
<p><i>3:14 Recognises the role of staff groups regarding measurement and management of pain.</i></p>						

<i>3.15 Demonstrates knowledge of the principles and modes of oxygen therapy which can be employed within perioperative practice.</i>						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Learning outcome 4: Behavioural, Cultural and Social Factors.

The student recognises the importance of behavioural, cultural and social factors that affect the planning and management of patient care.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
4:1 <i>Is aware of why patients react/ behave as they do prior to and during intervention.</i>						
4:2 <i>Can identify communication modes when interacting with:</i> <ul style="list-style-type: none"> • <i>The patient</i> • <i>The MDT</i> • <i>Significant others where appropriate</i> • <i>External agencies</i> • <i>Other departments within the healthcare facility.</i> 						
4:3 <i>Is aware of cultural needs and differences that may affect the plan of care</i>						
4:4 <i>Can identify factors that predispose to stress and anxiety</i>						
4:5 <i>Recognises the importance of non discriminatory practice</i>						
4:6 <i>Can identify the differing needs of patients groups with regard gender, age, social and intellectual back ground.</i>						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student can identify legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p><i>5:1 Demonstrates an awareness of:</i></p> <ul style="list-style-type: none"> • <i>Practitioners codes of conduct, regulation and scope of practice</i> • <i>Confidentiality</i> • <i>Patient consent</i> • <i>Vicarious liability</i> • <i>Accountability</i> • <i>Responsibility of checks</i> • <i>Rules regarding the use of medical gases and equipment.</i> 						
<i>5:2 Is aware of security measures within the work place.</i>						
<i>5:4 Appreciates the importance of informed consent.</i>						
<i>5:5 Recognises the importance of advocacy during the peri-operative period</i>						
<i>5:6 Appreciates the importance of accurate and contemporaneous record keeping.</i>						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Learning outcome 6: Evidence Based Practice.

The student appreciates the importance of the need to promote and maintain a positive and informed approach to patient care underpinned by a sound evidence base.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6:1 Can identify how their relationships with other members of the multidisciplinary team can affect their development.						
6:2 Can identify how their responses affect others.						
6.3 Is aware of a range of resources that will inform practice.						
6.4 Adopts appropriate questioning strategies.						
6.5 Can identify risks associated with ritualistic practices.						
6.6 Adopts a proactive approach to information seeking.						
6:7 Recognises the importance of practice that is informed and underpinned by a sound evidence base.						

Reflective Commentary:

	Student Signature:	Mentor Signature:
	Date:	

To be signed and dated by student and mentor when the following criteria have been met: <ul style="list-style-type: none">• All performance statements for the learning outcome have been achieved, signed and dated• An accompanying reflective commentary has been produced, signed and dated	Date:	Student	Mentor :

Personal Practice Module Record: Year 1, Semester 1

In line with professional body requirements you must complete the following record. This will enable us to keep track of your practice hours and specialities covered

Date	Speciality	Pre op / Anaesthetic SKILL	Intra operative SKILL	Post op/Post anaesthetic SKILL	Signature of Student	Signature of Mentor

Date	Speciality	Pre op / Anaesthetic SKILL	Intra operative SKILL	Post op/Post anaesthetic SKILL	Signature of Student	Signature of Mentor

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Faculty of Health and Social Care
BSc (Hons) Operating Department Practice

WITNESSED TESTIMONY

Name of student:	Student number:
Name of witness:	
Module name/number:	
Learning outcome/performance criteria number:	
Performance statement/Evidence supplied: <i>(To be completed by student)</i>	
<i>(Continue on a separate sheet if necessary)</i>	
Comments from clinical staff member/practitioner:	
Please print name:	
Signature of clinical staff member/practitioner:	Date:

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OVERALL COMMENTS

Student:

Print Name:

Signature:

Mentor:

Print Name:

Signature:

All Learning Outcomes, reflective commentaries and the final professional behaviour statements have been successfully achieved.

Clinical Area:Mentor (Please sign):

Date: Please print name:

Tutor:

Signature:.....



BSc (Hons) Operating Department Practice

**Surgical/Anaesthetic intervention and its impact upon the patient
(PRACTICE MODULE)
(47830)**

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Learning outcome 1: Anatomy and Physiology.

The student can demonstrate knowledge and understanding of normal and altered anatomy and physiology as it presents within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>1:1 Identifies factors that may affect physiological parameters during:</p> <ul style="list-style-type: none"> • Anaesthesia • Surgery • Post anaesthetic care. 						
<p>1:2 Identifies and can discuss changes and potential interventions for patients physiological measurements as they occur for:</p> <ul style="list-style-type: none"> • Heart rate • Blood Pressure • Oxygen saturation • Respiration • Temperature. 						
<p>1:3 Identifies how the membership of the multidisciplinary team is affected when a patient presents with altered anatomy and/ or physiology.</p>						
<p>1:4 Is aware of evidence which informs clinical intervention and gives examples of where research findings impact upon current practice.</p>						

Learning outcome 2: Current Local and National Policy.

The student is aware of current policy issues and can identify areas where these impact upon service delivery.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
2:1 Safely works within policy as part of the team to transfer the patient to and from various surfaces.						
2:2 Can give examples of areas where underpinning evidence informs policy and procedure.						
2:3 Accesses policy and procedure manuals where and when appropriate.						
2:4 Recognises how national and international policy can affect local practices.						
2:5 Appreciates the importance of fiscal management and planning within the clinical environment.						
2:6 Understands the organisational policies and action required for different types of emergency that may occur in the work environment including: <ul style="list-style-type: none">• Fire• Chemical spillage• Bomb scare• Flooding• Electrical.						
2.7 Recognises how local drug policy impacts upon perioperative practice.						

Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student has been exposed to a broad range of clinical procedures, adopts the principles of perioperative practice and demonstrates appropriate levels of knowledge in the safe and effective utilisation of equipment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>3:1 <i>Communicates with patients appropriately when:</i></p> <ul style="list-style-type: none"> • <i>Receiving information</i> • <i>Passing on information.</i> 						
<p>3:2 <i>Considers the underpinning theory of ergonomic moving and handling whilst participating with the multidisciplinary team to position patients identifying potential threats to the patient.</i></p>						
<p>3:3 <i>Knows the methods for communicating the care of the patient within the multidisciplinary team.</i></p>						
<p>3:4 <i>Recognises the importance of assessment and planning prior to the intervention throughout the perioperative period.</i></p>						
<p>3:5 <i>Recognises the importance of maintaining an intact intergumentary system identifying appropriate pressure relieving aids that may be used within perioperative practice.</i></p>						
<p>3:6 <i>Understands the mechanisms of inadvertent hypothermia.</i></p>						
<p>3:7 <i>Demonstrates standard precaution and the ability to safely:</i></p> <ul style="list-style-type: none"> • <i>Prepare the equipment for routine general anaesthetics; including the anaesthetic machine and breathing circuits, monitoring equipment for routine general anaesthetics, IV therapy equipment and patient warming</i> 						

<p><i>devices.</i></p> <ul style="list-style-type: none"> • <i>Create a sterile field</i> • <i>Maintain the sterile field</i> • <i>Prepare the operating table, attachments and pressure relief equipment.</i> 						
<p><i>3:8 Demonstrates safe moving and handling of all equipment being prepared and used.</i></p>						
<p><i>3:10 Recognises a broad range of surgical instrumentation within the clinical speciality/placement area.</i></p>						
<p><i>3:11 Is aware of the type, purpose and function of materials required for:</i></p> <ul style="list-style-type: none"> • <i>Dressings</i> • <i>Wound closure</i> • <i>Drains.</i> 						
<p><i>3:12 Discusses the procedures performed in the different specialities.</i></p>						
<p><i>3:13 Demonstrates safe technique so not to compromise the patient, others or self whilst:</i></p> <ul style="list-style-type: none"> • <i>Scrubbing</i> • <i>Gowning</i> • <i>Disposing of contaminated clothing.</i> 						
<p><i>3:14 Identifies the different types of skin preparations used and their contra-indications.</i></p>						
<p><i>3:15 Demonstrates understanding of the process and practice of general and local anaesthesia.</i></p>						
<p><i>3:17 Recognises the importance of adequate pain management.</i></p>						
<p><i>3:18 Recognises the signs and symptoms of compromised airway.</i></p>						

3:19 Appreciates the value of complementary therapies as an adjunct to planned care.

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Learning outcome 4: Behavioural, Cultural and Social Factors.

The student understands how behavioural, cultural and social factors influence the care and management of the patient episode.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>4:1 Demonstrates understanding of how patients behave prior to and during intervention and how the effects of pre-medication may affect them.</i>						
<i>4:2 Demonstrates how culture and religion impacts on the care delivered to the patient.</i>						
<i>4:3 Discusses how discrimination may occur in theatre that may affect the care and management of the patient.</i>						
<i>4:4 Recognises the physical and psychological symptoms of stress and uncertainty.</i>						
<i>4:5 Considers the concept of body image when planning care.</i>						
<i>4:6 Understands the parameters of tactile contact.</i>						
<i>4:7 Appreciates the importance of allowing the patient to maintain their “sense of control” during the perioperative period.</i>						

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student recognises where legal, ethical and professional frameworks impact upon direct patient care.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
5:2 Can explain how their own beliefs can impact on the care they deliver to the patient.						
5:3 Discusses how the HCPC Standards of proficiency effect: <ul style="list-style-type: none"> • The care they can deliver to the patient • How care is delivered by the multi-professional team to the patient. 						
5:4 Demonstrates they are practising within their 'Code of Conduct' and understands the consequences of not doing so.						
5:6 Recognises potential threats to the quality of informed consent.						
5:7 Adopts a non judgemental stance when caring and communicating with the patient and/or significant others.						

Learning outcome 6: Evidence Based Practice.

The student can identify the underpinning evidence base which informs practice intervention.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6:1 Can identify appropriate resources from which underpinning evidence may support and/or improve practice.						
6:2 Demonstrates that they can communicate with the multi-disciplinary team: <ul style="list-style-type: none"> • Verbally • Nonverbally • In written form. 						
6:3 Appreciates the value of research within the healthcare field.						
6:4 Recognises the stages of the research process.						
6:5 Identifies simple research designs that may be used to examine practice.						
6:6 Recognises any limitations with regard their own knowledge base.						
6:7 Considers their own developmental plan when identifying personal goals.						
6:8 Can successfully identify learning opportunities within the workplace.						



BSc (Hons) Operating Department Practice

**Management and organisation of the surgical/anaesthetic event
(PRACTICE MODULE)
(47832)**

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Learning outcome 1: Anatomy and Physiology.*The student utilises knowledge and understanding of normal and altered anatomy and physiology when planning for intervention.*

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p><i>1:1 Identifies altered physiological measurements and can discuss how they impact upon:</i></p> <ul style="list-style-type: none"> <i>• The anaesthetic process</i> <i>• The surgical process.</i> <p><i>NB the above should include: Fluid balance /BP/ heart rate/The use of electro-surgical equipment/temperature/oxygen saturation/respiration.</i></p>						
<p><i>1:2 Demonstrates the ability to plan for the positioning of patients taking into account anatomical and physiological effects including:</i></p> <ul style="list-style-type: none"> <i>• Cardiovascular</i> <i>• Skin and soft tissue</i> <i>• Nervous system.</i> 						
<p><i>1:3 Recognises the anatomical and physiological differences within the different age groups throughout the human life span.</i></p>						
<p><i>1:4 Understands the pathological effects upon the human body regarding:</i></p> <ul style="list-style-type: none"> <i>• Infection</i> <i>• Inflammation</i> <i>• Tissue degeneration</i> <i>• Tissue repair</i> <i>• Circulatory disturbances</i> 						

<ul style="list-style-type: none"> • <i>Neoplasia</i> • <i>Aetiology and classification of disease.</i> 						
<p><i>1.5 Identifies types of clinical emergency which can occur within perioperative practice.</i></p>						

Learning outcome 2: Current Local and National Policy.

The student can discuss policy issues and can identify areas where these impact upon service delivery.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2:1 Can state how policies impact on the care delivered to the patient.</i>						
<i>2:2 Can discuss the importance of policy and procedure in the following areas:</i> <ul style="list-style-type: none"> • <i>Health and safety</i> • <i>Infection control</i> • <i>Standard Precautions</i> • <i>Waste disposal</i> • <i>Moving and handling</i> • <i>Handling of specimens</i> • <i>COSHH.</i> 						
<i>2.3 Appreciates the relationship between governmental policy and perioperative outcomes.</i>						
<i>2.4 Identifies National Service Frameworks which impact upon practice.</i>						
<i>2.5 Can discuss the escalation policy for abnormal incidents including the significance of 'Never Events'.</i>						
<i>2.6 Recognises the importance of the professional bodies and can identify and access their policy and procedural guidelines. To include:</i> <ul style="list-style-type: none"> • <i>Operating Department Practice</i> • <i>Nursing and Midwifery</i> 						

- *Medicine.*

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Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student assists in the planning of intervention for a broad range of procedures, promoting the principles of perioperative practice and demonstrating high levels of knowledge in the effective utilisation of equipment, taking action where interventions have an impact upon the patient episode.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p><i>3:1 Can identify factors which may produce adverse outcomes with regard:</i></p> <ul style="list-style-type: none"> • <i>Pressure relief management</i> • <i>Aseptic technique</i> • <i>Teamwork.</i> 						
<p><i>3:2 Conveys appropriate information contemporaneously and accurately to all members of the multidisciplinary team.</i></p>						
<p><i>3:3 Can manage a complex case within an operating list organising self and other members of the multidisciplinary team in the provision of perioperative care.</i></p>						
<p><i>3:4 Explains the importance of adhering to manufacturer's instructions in relation to the preparation and monitoring of equipment including the re-use of equipment.</i></p>						
<p><i>3:5 Safely works within policy/procedure when selecting and preparing the appropriate equipment for:</i></p> <p><u>Anaesthesia</u></p> <ul style="list-style-type: none"> • <i>Anaesthetic machine; ventilator, vaporisers and breathing systems, disconnection alarm, medical gases</i> • <i>Anaesthetic suction equipment</i> • <i>Monitoring equipment- non-invasive; manual and automatic BP, pulse oximeter, capnograph, ECG</i> • <i>Patient warming devices (fluid & warming mattresses)</i> • <i>Venous cannulation and therapy.</i> 						

<p><u>Surgery</u></p> <ul style="list-style-type: none"> • Operating table and attachments • Electro-surgery • Suction • Anti-embolus devices • TV monitors and video. 						
<p>3:6 Demonstrates safe practices in line with the concept of standard precautions.</p>						
<p>3:7 Understands the principles of and identifies the uses for:</p> <ul style="list-style-type: none"> • Surgical instruments • Peel packs • Tape sealed packs • Sharps • Swabs • Surgical drapes • Fluids • Drains • Implants • Grafts • Dressings. 						
<p>3:8 Demonstrates understanding of the principles of wound closure and can select appropriate suture materials as and when necessary.</p>						
<p>3:9 Appreciates the need to monitor and maintain accurately the fluid balance status of the patient.</p>						
<p>3:11 Interprets information participating in the planning of the holistic care of the patient minimising risks to the patient including:</p> <ul style="list-style-type: none"> • Patient transport to theatre • Reception of the patient 						

<ul style="list-style-type: none"> • <i>Airway management</i> • <i>Monitoring</i> • <i>Pressure care</i> • <i>Maintaining patient temperature</i> • <i>Maintaining patient fluid balance</i> • <i>Positioning</i> • <i>Skin preparation</i> • <i>Intra-operative care</i> • <i>Wound dressings</i> • <i>Immediate post-operative care.</i> 						
<p><i>3:12 Identifies potentially negative outcomes during the above stages of intervention and suggests strategies to overcome them.</i></p>						

Learning outcome 4: Behavioural, Social and Cultural Factors.

The student can identify strategies that will meet patient's behavioural, social and cultural needs.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
4:1 <i>Demonstrates they can implement care avoiding discrimination in regard to:</i> <ul style="list-style-type: none">• <i>Sexism</i>• <i>Racism</i>• <i>Ageism</i>• <i>Heterosexist</i>• <i>Discrimination against mental illness, special needs and physical disabilities.</i>						
4:2 <i>Suggests strategies to minimise and/or relieve stress and anxiety during the perioperative event.</i>						
4:3 <i>Support relatives/significant others where appropriate throughout the perioperative period.</i>						
4:4 <i>Is aware of the specific needs of the child during the perioperative event.</i>						
4:5 <i>Maintains effective and harmonious relationships with all members of the multidisciplinary team.</i>						

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student promotes safe and effective care in line with recognised legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>5:1 Understands the impact of their professional Code of Conduct upon:</p> <ul style="list-style-type: none"> • Maintaining patient dignity • Promoting patient autonomy • Confidentiality of information. 						
5:3 Understands the principles of and can perform basic life support.						
5:5 Understands the organisational policy in relation to confidentiality of patient information.						
5:6 Understands the principles of a 'Duty of Care' and gives examples of where and when a breach could occur.						
5:7 Can define professional negligence.						
<p>5.8 Can differentiate between:</p> <ul style="list-style-type: none"> • Criminal Law • Civil Law • Contract Law • Professional regulations. 						

Learning outcome 6: Evidence Based Practice.

The student recognises the need to promote and maintain a positive and informed approach to patient care underpinned by a sound evidence base.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6:1 Actively promotes a positive, evidence-based approach to patient care in relation to the multidisciplinary team.						
6:2 Identifies realistic and achievable personal goals for self development.						
6:3 Informs others using evidence to support the information.						
6:4 Ensures their practice is informed by the underpinning evidence base.						
6:5 Can identify and select from a broad range material or evidence which supports practice.						
6:6 Recognises the need to support and encourage other learners within the workplace.						
6:7 Utilises a model of reflection in order to identify limitations within own practice and enhance care.						



BSc (Hons) Operating Department Practice

**Enhanced intra-operative practice
(PRACTICE MODULE)
(47873)**

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Learning outcome 1: Anatomy and Physiology.

The student can analyse the effect of normal and altered anatomy and physiology as it presents within the critical care environment taking action where appropriate.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
1:1 Considers relevant structures with regard anatomy and physiology when planning intervention for a minimum of 5 Surgical specialities.						
1:2 Responds appropriately to clinical emergencies encountered in intra operative phase, including: <ul style="list-style-type: none"> • Haemorrhage • Sudden cardiac deterioration/instability • Cardiac arrest • Anaphylaxis. 						
1:3 Demonstrates understanding of the principles of wound healing and potential complications.						
1:4 Can predict requirements with regard wound closure and dressings that may be applied e.g. <ul style="list-style-type: none"> • Sutures • Splints • Cast materials • Pressure Dressings • Adhesive/non adhesive dressings • Wound drainage. 						
1:5 Discusses the A&P factors which may affect the use of tourniquets.						

<p><i>1:6 Considers factors which may impact upon the central nervous system during the intraoperative period taking appropriate action to minimise any risks that become apparent.</i></p>						
<p><i>1:7 Discusses the relationship between physiological systems and patient outcomes as a result of surgical intervention.</i></p>						

Learning outcome 2: Current Local and National Policy.

The student can discuss current policy issues and their implementation within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2:1 Discusses the importance of policy and procedure in respect of the administration, handling, custody and safe storage of drugs within the perioperative environment.</i>						
<i>2:2 Performs drug calculations for a range of pharmaceutical preparations used within the perioperative environment.</i>						
<i>2:3 Demonstrates an understanding of national and local guidelines for clinical emergencies which can occur during the intraoperative phase of care including:</i> <ul style="list-style-type: none"> • <i>Cardiac arrest</i> • <i>Anaphylaxis</i> • <i>Respiratory arrest.</i> 						
<i>2:4 Adheres to recognised policy and procedure regarding the use of surgical associated equipment.</i>						
<i>2:5 Selects appropriate strategies in the care and management of children during the intraoperative period.</i>						
<i>2:6 Understands and applies the organisational policy for decontaminating and sterilising surgical equipment; including the traceability of instruments and extras.</i>						
<i>2:7 Follows recognised procedures with regard safe collection, handling and transportation of specimens.</i>						
<i>2:8 Recognises factors which may impede upon the accurate count of needles, ligatures and swabs and takes action to</i>						

<i>ensure that an accurate count occurs.</i>						
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Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student predicts the needs of patients for a broad range of clinical procedures, monitoring the interventions and actions of all staff in relation to the patient episode, identifying areas of deficit if they occur including effective use of equipment for diagnostic, monitoring and therapeutic intervention.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>3:1 Responds appropriately, when scrubbed and as circulator, to the following:</p> <ul style="list-style-type: none"> • The sterile field being compromised • Deviation from the original surgical plan. 						
3:2 Discusses the process of transmission of infection and the destruction of pathogenic organisms.						
3:3 Demonstrates knowledge of risks when working as part of the Multidisciplinary team (MDT) during the intraoperative phase and takes appropriate action to minimise those risks.						
<p>3:4 Responds to the requirements for non-ionising and ionising radiation to protect:</p> <ul style="list-style-type: none"> • Patient • Self • MDT. 						
3:5 Demonstrates a broad understanding of surgical procedures, possible complications and possible remedies.						
3:6 Demonstrates good organisational skills in the management of surgical lists.						
3:7 Follows recognised policy when receiving patients and handing over their care to others, including supporting accompanying carers.						

<p><i>3:8 Demonstrates knowledgeable and safe skills in preparation and use of the following equipment:</i></p> <ul style="list-style-type: none"> • <i>Operating table and attachments</i> • <i>Electro-surgical units</i> • <i>Suction</i> • <i>Anti-embolus devices</i> • <i>TV monitors and video</i> • <i>Intravenous devices</i> • <i>Warming devices.</i> 							
<p><i>3:9 Can discuss the importance of regular maintenance of technological equipment within the perioperative area.</i></p>							
<p><i>3:10 Utilises appropriate equipment effectively for illumination of the surgical site.</i></p>							
<p><i>3:11 Discusses the principles of safe preparation of pharmacological products for administration throughout perioperative practice including:</i></p> <ul style="list-style-type: none"> • <i>Performing drug calculations</i> • <i>Rational for the choice of drugs</i> • <i>Action and possible side effects of a range of pharmaceutical preparations.</i> 							
<p><i>3:12 Actively manages the safe transfer of patients utilising the appropriate equipment from:</i></p> <ul style="list-style-type: none"> • <i>Surface to surface</i> • <i>Room to room.</i> 							
<p><i>3:13 Safely and competently positions patients for clinical procedures:</i></p> <ul style="list-style-type: none"> • <i>Identifying risks and potential side effects of inappropriate positioning</i> • <i>Minimising risk of cross infection</i> • <i>Utilising appropriate positioning equipment.</i> 							

<p><i>3:14 Demonstrates the ability to select materials and prepare equipment for a minimum of 5 surgical specialities including rationale for selection of:</i></p> <ul style="list-style-type: none"> • <i>Skin prep</i> • <i>Surgical drapes</i> • <i>Sutures</i> • <i>Instruments</i> • <i>Dressings</i> • <i>Drains.</i> 						
<p><i>3:15 Considers in their plan of care the differing needs of the surgical patient in diverse areas:</i></p> <ul style="list-style-type: none"> • <i>Routine procedures; minor/intermediate/major</i> • <i>Unscheduled</i> • <i>Shared airway</i> • <i>Obstetrics</i> • <i>Immediate post operative phase.</i> 						
<p><i>3:16 Discusses the principles behind the use of blood and blood products including the rationale and procedure for preparing cell salvage equipment.</i></p>						

Learning outcome 4: Behavioural, Social and Cultural Factors.

The student discusses behavioural, cultural and social factors and their impact upon the individual defending actions taken to meet the care needs as they arise.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>4:1 Delivers care in a non discriminatory way regardless of the patient's social, cultural, racial origin and is appropriate to the age of the patient.</i>						
<i>4:2 Ensures that patients beliefs and preferences are considered when delivering care.</i>						
<i>4:3 Effectively communicates with the patient adapting to the patients needs where possible.</i>						
<i>4:4 Identifies the interactive styles that may affect working relationships taking appropriate action to help maintain the status quo.</i>						
<i>4:5 Interacts with and responds appropriately to the MDT and appreciates the complex nature of interprofessional relationships.</i>						

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student can account and justify for safe and effective care in line with recognised legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>5:1 Recognises how legislation effects invasive surgical procedures and those involved with them including grey areas of confidentiality.</i>						
<i>5:2 Adopts appropriate strategies in line with identified health and safety policy.</i>						
<i>5:3 Identifies areas where Scope of Practice, accountability and Professional Codes impact upon intraoperative actions.</i>						
<i>5:5 Adheres to the concept of informed consent when caring for patients.</i>						
<i>5:6 Discusses the roles and responsibilities of those involved in surgical intervention including extended/adjusted roles.</i>						
<i>5:8 Discusses specific legal and ethical issues pertinent to the intraoperative event.</i>						
<i>5:9 Ensure that accurate, appropriate and contemporaneous records are maintained.</i>						
<i>5.10 Discusses the principles of informed consent and suggests strategies to improve clinical practice.</i>						

Learning Outcome 6: Evidence Based Practice.

The student can analyse and interpret relevant data and supportive material in its application within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>6:1 Can access, retrieve and interpret relevant information necessary to prepare:</p> <ul style="list-style-type: none"> • <i>The operating theatre</i> • <i>Equipment</i> • <i>Trays and extras</i> • <i>Dressings</i> • <i>Drains</i> • <i>Supports.</i> 						
6:2 Identifies and accesses relevant referent sources which underpin their practice throughout all phases of perioperative care.						
6:3 Discusses the findings of contemporary literature with the MDT in order to employ strategies which enhance the quality of care delivered.						
<p>6:4 Identifies personal development routes and understands their own potential role in:</p> <ul style="list-style-type: none"> • <i>Research design</i> • <i>Research methodologies</i> • <i>Data collection</i> • <i>Critical appraisal</i> • <i>Ethics of research</i> • <i>Information technology.</i> 						



BSc (Hons) Operating Department Practice
Enhanced pre-operative and anaesthetic practice
(PRACTICE MODULE)
(47135)

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Learning outcome 1: Anatomy and Physiology.

The student can analyse the effect of normal and altered anatomy and physiology as it presents within the critical care environment taking action where appropriate.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
1:1 Considers the use of differing anaesthetic techniques used due to altered anatomy.						
1:2 Identifies the signs and symptoms of and responds appropriately to a broad range of clinical emergencies encountered in the perioperative anaesthetic phases including: <ul style="list-style-type: none"> • Acute airway • Sudden cardiac deterioration/ instability • Cardiac arrest • Malignant hyperpyrexia • Anaphylaxis • Acute hypovolemia • Hypoxia • Inhalation of gastric contents • Haemorrhage. 						
1:3 Discusses the ways in which different types of drugs may affect physiological parameters.						
1:4 Discusses in broad terms the effects fluid and electrolyte balance can have upon the regulation and maintenance of anaesthesia.						
1:5 Discusses the effect of abnormalities in the lower and upper respiratory tract upon anaesthetic modes.						
1:6 Identifies the special needs of patients during the pre operative and anaesthetic phase including:						

<ul style="list-style-type: none"> • <i>The pregnant patient</i> • <i>Patients with learning disabilities</i> • <i>Children.</i> 							
<p><i>1:7 Effectively interprets physiological changes as a result of anxiety and distress.</i></p>							
<p><i>1:8 Utilises a problem solving approach to the management and maintenance of anaesthesia.</i></p>							

Learning outcome 2: Current Local and National Policy.

The student can discuss current policy issues and their implementation within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2:1 Discusses pre-operative assessment and the policies that exist for its implementation.</i>						
<i>2:2 Demonstrates an understanding of national and local guidelines for clinical emergencies which can occur during the anaesthetic phases of perioperative care:</i> <ul style="list-style-type: none"> • <i>Cardiac arrest</i> • <i>Failed intubation</i> • <i>Anaphylaxis</i> • <i>Rapid sequence induction</i> • <i>Respiratory arrest.</i> 						
<i>2:3 Works within policy and procedure regarding the use of medical gases and associated equipment.</i>						
<i>2:4 Discusses the impact of current policy in the care and management of children throughout perioperative practice.</i>						
<i>2:6 Can suggest areas in which the Data Protection Act may impact upon practice.</i>						
<i>2:7 Considers the impact upon practice of current local, and national policy.</i>						

Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student predicts the needs of patients for a broad range of clinical procedures, monitoring the interventions and actions of all staff in relation to the patient episode, identifying areas of deficit if they occur including effective use of equipment for diagnostic, monitoring and therapeutic intervention.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
3:1 Demonstrates knowledge of the risks when working in pre-operative/anaesthetic stages and takes steps to minimise these risks.						
3:2 Adopts a problem solving approach to the management and maintenance of anaesthesia.						
3:3 Can rationalise the need for invasive monitoring including tests that may be required pre and post intervention.						
3:4 Can assist with and discuss the modes of action and potential complications which may occur as a result of intervention: <ul style="list-style-type: none"> • Pre-operatively • During induction • During rapid sequence induction • During the maintenance of anaesthesia • During emergence • Reversal of anaesthesia. 						
3:5 Applies standard precautions and discusses the consequences of not doing so.						
3:6 Is able to co-ordinate and manage an anaesthetic list within the speciality/placement area including consideration of: <ul style="list-style-type: none"> • Needs of the patient with regard resource, intervention and team membership 						

<ul style="list-style-type: none"> • <i>Steps to identify and minimise potential complications.</i> 						
<p><i>3:7 Can select and prepare equipment for across the age range for:</i></p> <ul style="list-style-type: none"> • <i>Anaesthetic machine; ventilator, vaporisers and breathing systems, disconnection alarm</i> • <i>Anaesthetic suction equipment</i> • <i>Monitoring equipment- non-invasive; manual and automatic BP, pulse oximeter, capnograph</i> • <i>Patient warming devices (fluid & warming mattresses)</i> • <i>Venous cannulation and therapy</i> • <i>Temperature</i> • <i>Airway management equipment; nasal tubes, airways, preformed tubes, endobronchial.</i> 						
<p><i>3:8 Demonstrates the ability to adapt to deviations from the original anaesthetic plan.</i></p>						
<p><i>3:9 Can select and prepare equipment for:</i></p> <ul style="list-style-type: none"> • <i>Blood transfusion</i> • <i>Spinal</i> • <i>Epidural</i> • <i>Invasive monitoring; CVP, arterial</i> • <i>Difficult airway</i> • <i>Fibre optic</i> • <i>Awake intubation</i> • <i>Tracheostomy.</i> 						
<p><i>3:10 Broadly identifies the scientific principles behind anaesthesia and the mechanics of delivery including:</i></p> <ul style="list-style-type: none"> • <i>Gas laws</i> • <i>Applied physics.</i> 						
<p><i>3:12 Demonstrates skills in determining the patient needs including aseptic technique during:</i></p> <ul style="list-style-type: none"> • <i>Cannulation</i> • <i>Intubation; Oral/Nasal</i> 						

<ul style="list-style-type: none"> • <i>Tracheostomy</i> • <i>Invasive monitoring</i> • <i>Epidural/</i> • <i>Spinal; Conscious/Unconscious</i> • <i>Catheterisation.</i> 						
<p><i>3:13 Can identify the differing anaesthetic needs of the patient in diverse areas e.g.</i></p> <ul style="list-style-type: none"> • <i>Routine procedures; minor/intermediate/major</i> • <i>Unscheduled</i> • <i>Shared airway</i> • <i>Obstetrics.</i> 						
<p><i>3:14 Discusses the fundamental principles of each of the following surgical specialities and how they are applied during procedures:</i></p> <ul style="list-style-type: none"> • <i>Gastro intestinal</i> • <i>General</i> • <i>Gynaecology</i> • <i>Obstetrics</i> • <i>Oral</i> • <i>Orthopaedics</i> • <i>Genitor-urinary</i> • <i>Vascular</i> • <i>Ear, nose and throat</i> • <i>Non-scheduled/emergency/trauma.</i> 						

Learning outcome 4: Behavioural, Social and Cultural Factors.

The student discusses behavioural, cultural and social factors and their impact upon the individual defending actions taken to meet the care needs as they arise.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>4:2 Discusses strategies which can be applied in order to ensure that patients beliefs and preferences are considered in the plan of care.</i>						
<i>4:3 Effectively communicates with the patient adapting to the patients needs where possible including:</i> <ul style="list-style-type: none"> • <i>Paediatric patients</i> • <i>Patients with additional learning needs</i> • <i>Patients with additional communication needs.</i> 						
<i>4:7 Recognises where failures in communication occur and discusses strategies to overcome these.</i>						
<i>4:8 Takes appropriate steps to maintain their responsibilities as patient advocate.</i>						
<i>4.9 Explores the literature and discusses the impact of parental presence upon anaesthetic intervention.</i>						

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student can account and justify for safe and effective care in line with recognised legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>5:1 Can discuss safety aspects of preoperative and anaesthetic procedures/ protocols.</i>						
<i>5:2 Identifies areas where Scope of practice, accountability and Professional Code of Conduct impact upon anaesthetic practice.</i>						
<i>5:3 Can discuss issues affecting role augmentation and adjustment.</i>						
<i>5:4 Can meet the needs of patients during clinical emergencies encountered within all phases of perioperative practice such as:</i> <ul style="list-style-type: none"> • <i>Respiratory arrest</i> • <i>Cardiac arrest</i> • <i>Hypovolaemic shock</i> • <i>Hyperpyrexia</i> • <i>Anaphylactic shock</i> • <i>Inhalation of stomach contents</i> • <i>Hypoxia</i> • <i>Airway obstruction</i> • <i>Hypothermia.</i> 						
<i>5:5 Adheres to the concept of informed consent when caring for patients.</i>						
<i>5:6 Discusses the roles and responsibilities of those involved in pre-anaesthetic intervention including extended roles.</i>						

<p><i>5:7 Demonstrates effective communication skills during the handover of care of the unconscious patient throughout all stages of perioperative intervention including:</i></p> <ul style="list-style-type: none"> • <i>Theatre</i> • <i>Post anaesthetic care</i> • <i>Other wards or departments.</i> 						
<p><i>5:8 Discusses the specific legal and ethical issues pertinent to pre-operative anaesthetised patients including requests for investigations.</i></p>						
<p><i>5:10 When planning care gives due consideration to the individual rights of the patient promoting the concept of advocacy where appropriate.</i></p>						
<p><i>5.11 Discusses the importance of maintaining confidentiality relative to professional frameworks and suggests strategies to enhance current practice.</i></p>						

Learning outcome 6: Evidence Based Practice.

The student can analyse and interpret relevant data and supportive material in its application within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6:1 <i>Understands and applies the principles of:</i> <ul style="list-style-type: none">• <i>Fluid balance</i>• <i>Tissue viability and grading</i>• <i>Infection control.</i>						
6:2 <i>Demonstrates the ability to work within the multi disciplinary team identifying potential obstacles and how this may affect:</i> <ul style="list-style-type: none">• <i>The care of the patient</i>• <i>Personal development</i>• <i>Development of the team.</i>						
6:3 <i>Can identify, evaluate and discuss a contemporary piece of research relevant to anaesthetic practice.</i>						
6:4 <i>Recognises how quality and clinical bench marking takes place within the different phases of perioperative care.</i>						



BSc (Hons) Operating Department Practice
Enhanced Postoperative/Post anaesthetic practice
(PRACTICE MODULE)
(47838)

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Learning outcome 1: Anatomy and Physiology.

The student can analyse the effect of normal and altered anatomy and physiology as it presents within the critical care environment taking action where appropriate.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
1:1 Recognises and responds appropriately to the immediate post operative effects of intervention upon anatomical and physiological norms.						
1:2 Discusses how the following may affect the post operative patient and responds appropriately: <ul style="list-style-type: none"> • Underlying disease; coronary heart disease/heart failure • Fluid and electrolyte imbalance • Pain • Shock • Malignant hyperpyrexia • Sepsis • Nerve damage • Circulatory disturbance • Inadvertent hypothermia. 						
1:3 Recognises and can discuss the signs, symptoms and possible interventions for: <ul style="list-style-type: none"> • Airway obstruction • Laryngospasm • Bronchospasm • Aspiration. 						
1:4 Demonstrates an understanding of and applies the principles of tissue viability, including completion of relevant documentation.						

<i>1:6 Utilises appropriate strategies in the management of post operative nausea and vomiting.</i>						

Learning outcome 2: Current Local and National Policy.

The student can discuss current policy issues and their implementation within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2:1 Can discuss post-operative assessment and the policies that exist for its implementation.</i>						
<i>2:3 Works within policy and procedure during the postoperative phase of perioperative care regarding the use of medical gases and associated equipment.</i>						
<i>2:6 Adheres to policy and practices in regard to the decontamination and preparation of equipment used in post anaesthetic care.</i>						
<i>2:7 Can discuss the need for regular maintenance of all types of equipment and the role of manufacturers in providing education to staff when introducing new equipment.</i>						
<i>2.8 Considers the importance of and adheres to policy and procedure in respect of safe storage, administration and custody of drugs used within the perioperative environment.</i>						
<i>2.9 Considers local and national policy and effectively passes on accurate information when handing over the care of the patient to others.</i>						

Learning outcome 3: Principles and Practice of Perioperative Intervention.

The student predicts the needs of patients for a broad range of clinical procedures, monitoring the interventions and actions of all staff in relation to the patient episode,

identifying areas of deficit if they occur including effective use of equipment for diagnostic, monitoring and therapeutic intervention.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p><i>3:1 Safely works as part of the Mutidisciplinary team (MDT) demonstrating the ability to:</i></p> <ul style="list-style-type: none"> • <i>Identify potential and actual postoperative complications and risks taking appropriate action where necessary</i> • <i>Manage and coordinate the care of the postoperative patient</i> • <i>Adapt to deviations in the original postoperative plan of care.</i> 						
<p><i>3:2 Appreciates the nature in which preoperative intervention can impact upon post operative outcomes.</i></p>						
<p><i>3:6 Discusses the principles of safe preparation of drugs and administration equipment for:</i></p> <ul style="list-style-type: none"> • <i>Intravenous; including PCA</i> • <i>Epidural</i> • <i>Spinal</i> • <i>Intramuscular</i> • <i>Subcutaneous</i> • <i>Oral</i> • <i>Rectal</i> • <i>Inhalation</i> • <i>Nebulisation</i> • <i>Topical</i> • <i>Sublingual.</i> 						
<p><i>3:7 Can satisfactorily perform appropriate emergency equipment checks including:</i></p> <ul style="list-style-type: none"> • <i>Defibrillator</i> • <i>Airway management</i> 						

<ul style="list-style-type: none"> • <i>Anaesthetic machine; ventilator, vaporisers and breathing systems, disconnection alarm.</i> 						
<p><i>3:8 Demonstrates safe and effective use of a variety of airway devices for all patient age groups including:</i></p> <ul style="list-style-type: none"> • <i>Oral/nasal airways</i> • <i>Laryngeal mask</i> • <i>Bag and mask ventilation.</i> 						
<p><i>3:9 Utilises the following equipment with dexterity and skill:</i></p> <ul style="list-style-type: none"> • <i>Anaesthetic suction equipment</i> • <i>Monitoring equipment- non-invasive; manual and automatic BP, pulse oximeter, capnograph,</i> • <i>Patient warming devices (fluid & warming mattresses)</i> • <i>Venous cannulation and therapy</i> • <i>Temperature.</i> 						
<p><i>3:10 Demonstrates the ability to adapt to deviations from the original plan of care.</i></p>						
<p><i>3:12 Can discuss methods to meet the differing needs of patients within the post anaesthetic period including:</i></p> <ul style="list-style-type: none"> • <i>Measures to meet the needs of anxious or distressed patients</i> • <i>Pain scoring to assess analgesic requirements</i> • <i>Care of children postoperatively</i> • <i>Patients with additional communication requirements.</i> 						
<p><i>3:13 Safely uses materials and takes measures when caring for the patient with:</i></p> <ul style="list-style-type: none"> • <i>Drains; active/ passive/</i> • <i>Adhesive/ non-adhesive dressing</i> • <i>Stomas</i> • <i>Splints</i> • <i>Casts</i> • <i>Invasive monitoring lines</i> 						

<ul style="list-style-type: none"> • <i>IV therapy.</i> 						
<p><i>3:14 Utilises available evidence in the selection and administration of oxygen via:</i></p> <ul style="list-style-type: none"> • <i>Endotracheal tube</i> • <i>LMA</i> • <i>Various masks</i> • <i>Nasal specula.</i> 						
<p><i>3:15 Understands the mode of action and the side effects of pharmacological agents commonly used in post anaesthetic care. To include:</i></p> <ul style="list-style-type: none"> • <i>Oxygen</i> • <i>Neuromuscular blockers</i> • <i>Reversal agents</i> • <i>Narcotic analgesics</i> • <i>Non-steroidal analgesics</i> • <i>Antibiotics</i> • <i>Bronchodilators</i> • <i>Inotropic agents</i> • <i>Antidysrhythmics</i> • <i>Haemostatic agents.</i> 						
<p><i>3:16 Understands and can discuss the different types of oxygen humidification devices.</i></p>						
<p><i>3.17 Discusses the principles underpinning the safe care of patients emerging from anaesthesia.</i></p>						

Learning outcome 4: Behavioural, Social and Cultural Factors.

The student discusses behavioural, cultural and social factors and their impact upon the individual defending actions taken to meet the care needs as they arise.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>4:2 Ensures that patients beliefs and preferences are considered when delivering care.</i>						
<i>4:4 Can discuss social and cultural factors which impact upon the planning and organisation of postoperative care including strategies to meet patients individual needs.</i>						
<i>4:5 Can discuss appropriate theories and constructs which underpin care of the anxious and/or distressed patient.</i>						
<i>4:7 Discusses contemporary issues in relation to improving perioperative communication and suggests strategies that could be employed.</i>						
<i>4:8 Considers design of the post-anaesthetic unit and its impact upon privacy and dignity suggesting strategies to improve care delivery.</i>						

Learning outcome 5: Legal, Ethical and Professional Frameworks.

The student can account and justify for safe and effective care in line with recognised legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>5:1 Can discuss safety aspects of post anaesthetic care in relation to accepted procedures/ protocols.</i>						
<i>5:2 Identifies their own scope of practice within professional code of conduct and acknowledges limitations including differences between student and qualified staff.</i>						
<i>5:4 Discuss the roles and responsibilities of those involved in post-anaesthetic intervention including extended/adjusted and/or augmented roles.</i>						
<i>5:6 Can identify deficits in their own knowledge and practical skills and seeks help appropriately.</i>						
<i>5:7 Discusses the specific legal and ethical issues pertinent to post-operative anaesthetised patients including requests for investigations.</i>						

Learning outcome 6: Evidence Based Practice.

The student can analyse and interpret relevant data and supportive material in its application within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6:1 Demonstrates the ability to work within the multi disciplinary team effectively to achieve the following: <ul style="list-style-type: none">• A high standard of care for the patient• Personal development• Development of the team.						
6:2 Makes appropriate judgements and acts upon information as it arises with regard: <ul style="list-style-type: none">• Patient monitoring• Incidents• Messages.						
6:3 Recognises how quality and clinical bench marking takes place during the different phases of perioperative practice.						
6:4 Identifies how post anaesthetic care practice is changing and how this effects the individual and the MDT.						



BSc Hons Operating Department Practice

**Advanced Practice in Context
(PRACTICE MODULE)
(No?????)**

Name of:

Student.....

Practice Mentor.....

Course Tutor

Intake/.....

Module ?????

Learning outcome 1: Anatomy and Physiology

The student details knowledge and understanding of anatomy and physiology including advanced roles within the context of critical care.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>1.1 Demonstrates a sound knowledge and understanding of the associated anatomy and physiology for enhanced clinical skills in perioperative practice.</i>						
<i>1.2 Understands the principles of wound healing and discusses the physiological processes which take place.</i>						
<i>1.3 Detail the physiological effects of infusions, including blood and blood products.</i>						
<i>1.4 Outlines in detail the physiology of pain signal transmission and action of analgesics.</i>						
<i>1.5 Discusses the consequences of failure to consider anatomical structures whilst retracting and manipulating tissue and organs for exposure of the surgical site.</i>						
<i>1.6 Discusses the major flora of different regions of the human body and the associated risks which they present in a different region of the body.</i>						
<i>1.7 Demonstrates high levels of knowledge surrounding the use of wound dressings including discussion of the physiological interactions which occur for surface and specialist dressings.</i>						

Learning Outcome 2. Current local and national policy.

The student evaluates the wider context of health policy relative to its application within the critical care environment.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<i>2.1 Evaluates policies relevant to Surgical First Assistant, role integration and practice.</i>						
<i>2.2 Demonstrates compliance with national and local policy, procedures and guidelines whilst utilising equipment through all phases of perioperative practice.</i>						
<i>2.3 Promotes and implements national and local policies and guidelines throughout all phases of perioperative care including those for:</i> <ul style="list-style-type: none"> • <i>Infection prevention and control</i> • <i>Waste Management</i> • <i>COSHH</i> • <i>Pain Management.</i> 						
<i>2.4 Implements risk management strategies and policy in the preparation of a safe working environment for a broad range of patients and procedures.</i>						
<i>2.5 Follows national and local guidelines for the monitoring and evaluation of patient's fluid balance.</i>						
<i>2.6 Applies discharge policy/criteria to the individual patient prior to the handing over of care to the receiving ward or department.</i>						
<i>2.7 Analyses the effects and of a broad range of prescribed medications and take action in accordance with national</i>						

<i>and local guidelines where necessary.</i>						
<i>2.8 Promotes the application of statutory, national and local guidelines to the surgical care of the patient.</i>						
<i>2.9 Actively manages the care of patients within PACU and other areas of critical care, justifying the care given in reference to:</i> <ul style="list-style-type: none"> • <i>International, national and local policy</i> • <i>Professional frameworks and care concepts.</i> 						

Learning Outcome 3: Principles and Practice of Perioperative Intervention.

The student evaluates the broad spectrum of critical care principles and interventions considering the wider context of leadership and advanced skills.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
3.1 Ensures the MDT implement the WHO surgical safety checklist within all stages of perioperative practice.						
3.2 Discusses the types of adverse surgical conditions and emergencies which can occur and the appropriate response to assist in re-establishing control.						
3.3 Demonstrates detailed levels of knowledge and understanding in relation to: <ul style="list-style-type: none"> • The principles and practice of autologous transfusion • The administration of blood and blood products • Monitoring and response to the above. 						
3.4 Actively participates in the initial assessment and treatment of patients throughout all stages of perioperative intervention including: <ul style="list-style-type: none"> • Application of an ABCDE approach to assessment of the patient • Application of the principles of triage. 						
3.5 Provides informed, safe and timely support across a range of situations including those which are complex and unpredictable to the perioperative team.						
3.6 Demonstrates detailed knowledge of primary and secondary intention wound closure including the concept of tissue viability and grading.						
3.7 Manages the perioperative environment in relation to the risk of infection, ensuring the integrity of the sterile field is						

<p><i>maintained at all times:</i></p> <ul style="list-style-type: none"> • <i>As circulating practitioner</i> • <i>As scrubbed practitioner</i> • <i>Whilst assisting with invasive anaesthetic interventions.</i> 						
<p><i>3.8 Demonstrates safe and knowledgeable practice assisting with haemostasis to maintain optimal viewing of the surgical field as Surgical First Assistant. To include use of:</i></p> <ul style="list-style-type: none"> • <i>Swabs</i> • <i>Suction</i> • <i>Application of pressure</i> • <i>Pharmacological agents</i> • <i>Electrosurgical devices.</i> 						
<p><i>3.9 Effectively handles and receives surgical instruments demonstrating high levels of knowledge for their use across a broad range of specialties including discussion of the potential complications which may arise from improper handling.</i></p> <p><i>N.B. The above may include the handling of instruments for minimal access surgery.</i></p>						
<p><i>3.10 Undertakes the role of Surgical First Assistant demonstrating high levels of knowledge and understanding which are conducive to being a skilled assistant to the operating surgeon.</i></p>						
<p><i>3.11 Demonstrates safe and correct practice in surgical skin preparation and draping for a broad range of procedures include:</i></p> <ul style="list-style-type: none"> • <i>Rationale for selection of skin preparation product</i> • <i>Indications and contraindications for use.</i> 						
<p><i>3.12 Demonstrates safe practice and discusses in detail the procedure and underlying principles for enhanced skills. To include:</i></p> <ul style="list-style-type: none"> • <i>Male and female catheterisation</i> • <i>Skin Preparation and draping</i> 						

<ul style="list-style-type: none"> • <i>Wound Closure</i> • <i>Cutting of sutures and ties</i> • <i>Application of dressings</i> • <i>Cannulation</i> • <i>Evaluates, interprets and undertakes intervention for the above.</i> <p><i>N.B. The above should include discussion of indications, contraindications and potential complications.</i></p>						
<p><i>3.13 Recognises anaesthetic emergencies which can occur during anaesthesia and in the immediate post-anaesthetic period and can respond appropriately including the process of Intermediate Life Support.</i></p>						
<p><i>3.14 Demonstrates proficiency and enhanced skills in airway management for a broad range of patients to include:</i></p> <ul style="list-style-type: none"> • <i>Basic airway manoeuvres and insertion of oropharyngeal, nasopharyngeal and laryngeal ,mask airways</i> • <i>Pharyngeal and endo-bronchial suctioning</i> • <i>Techniques for assisted respiration.</i> 						
<p><i>3.15 Discusses in depth the principles of:</i></p> <ul style="list-style-type: none"> • <i>Endobronchial intubation</i> • <i>Tracheostomy</i> • <i>Difficult airway management and use of associated equipment.</i> 						

Learning Outcome 4: Behavioural, cultural and social factors.

The student evaluates current practice in relation to contemporary issues and publications relative to behavioural, cultural and social factors within healthcare.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
<p>4.1 <i>Evaluates communication theories in relation to perioperative practice including:</i></p> <ul style="list-style-type: none"> • <i>Potential barriers to effective communication</i> • <i>Establishing effective communication between members of the MDT</i> • <i>Effective communication with patients, carers and significant others.</i> 						
4.2 <i>Effectively establishes effective relationships with patients pre and post-operatively.</i>						
4.3 <i>Applies appropriate strategies in order to allay the anxiety of a broad range of patients including children.</i>						
4.4 <i>Manages the care of patients with differing cultural needs ensuring the MDT are kept informed of the plan of care.</i>						
4.5: <i>Advocates for patients throughout all phases of perioperative practice ensuring their rights and wellbeing are promoted.</i>						
4.6 <i>Actively supports the emotional and psychological needs of patients, carers and significant others throughout perioperative practice considering holistic care.</i>						

Learning Outcome 5: Legal, ethical and professional frameworks.

The student evaluates current practice in relation to contemporary issues and publications relative to recognised legal, ethical and professional frameworks.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
5.1 <i>Evaluates the inherent ethical issues surrounding the role of Surgical First Assistant including the nature of ethical frameworks within professional registration.</i>						
5.2 <i>Understands the conceptual difference between the nature of accountability and responsibility in relation to:</i> <ul style="list-style-type: none"> • <i>Advanced roles</i> • <i>Professional Regulation.</i> 						
5.3: <i>Evaluates the nature of consent from the perspective of:</i> <ul style="list-style-type: none"> • <i>Legal requirements</i> • <i>Types of consent form</i> • <i>Mental capacity/Ethical issues.</i> 						
5.4: <i>Evaluates the nature of surgical site marking considering:</i> <ul style="list-style-type: none"> • <i>Rationale for site marking</i> • <i>Legal implications of site marking.</i> 						
5.5 <i>Provides a detailed account of healthcare law and ethics pertinent to and understands their role in:</i> <ul style="list-style-type: none"> • <i>Organ donation</i> • <i>Resuscitation</i> • <i>End of life care.</i> 						

<p>5.6 Discusses the role of Surgical First Assistant in relation to:</p> <ul style="list-style-type: none"> • <i>Employment issues and risk management</i> • <i>The principles of criminal law and civil law which underpin the role</i> • <i>How quality is enabled within the role via guidelines and protocols.</i> 						
<p>5.7 Understands their responsibility in professional development and plans for this considering their route within:</p> <ul style="list-style-type: none"> • <i>Clinical audit</i> • <i>Research</i> • <i>Dissemination of practice</i> • <i>Additional knowledge and skills acquisition.</i> 						
<p>5.8: Understands their professional and legal responsibility to document patient care contemporaneously and accurately to ensure safe and effective handover of patient care to other health professionals both intra and inter-departmental.</p>						
<p>5.9 Applies the ethical framework which underpin professional codes of conduct to ensure the rights and wellbeing of patients are maintained.</p>						
<p>5.10 Demonstrates competency to practice within the limitations of their role.</p>						
<p>5:11 Ensures the MDT are working within their professional codes of conduct, taking action where appropriate.</p>						

Learning Outcome 6: Evidence Based Practice

Evaluate and interpret relevant data and supportive material in its application within the wider context of health policy, leadership and advanced skills in critical care practice.

Performance statements:	O	D	W	Date	Mentor Signature	Student Signature
The student:						
6.1 <i>Evaluates the literature surrounding the WHO surgical safety checklist and suggests strategies to improve integration of the checklist within perioperative practice.</i>						
6.2 <i>Evaluates the literature surrounding pain management including alternative strategies for the management of pain and potential use within perioperative practice.</i>						
6.3 <i>Appraises the evidence which underpins the care of the anaesthetic patient including relevant contemporary literature and strategies to improve care management. To include:</i> <ul style="list-style-type: none"> • <i>The pre-anaesthetic phase</i> • <i>Whilst anaesthetised</i> • <i>Immediately post-operatively</i> • <i>In wider areas of critical care (e.g. ICU/HDU).</i> 						
6.4 <i>Evaluates the care provided by the MDT throughout perioperative practice, discussing the underpinning contemporary evidence.</i>						
6.5: <i>Actively shares contemporary evidence with peers and colleagues, critically appraising research from a broad range of sources to determine value for clinical practice.</i>						
6:6 <i>Evaluates the literature surrounding human factors within healthcare suggesting strategies to enhance patient care.</i>						

