

Hospital name



EMERGENCY  
MEDICINE

## Level 8 Foundation Programme in Emergency Nursing Competency Workbook



**Student Details**

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<b>Date of commencement of Foundation Programme</b>		
<b>Date of completion of Foundation Programme</b>		

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## Acknowledgement

The Foundation Programme in Emergency Nursing has been developed by the Clinical Facilitator subgroup of the Emergency Nursing Interest Group / National Emergency Medicine Programme to support the development of a skilled and knowledgeable nursing workforce for Emergency Departments and Injury Units in Ireland.

The National Emergency Medicine Programme acknowledges the commitment of the group in designing a programme that meets the current and future needs of the nursing workforce.

A special word of thanks to the Office of the Nursing and Midwifery Director and the Directors of Nursing for their support in the development of this project.

## Introduction

The Emergency Department (ED) Foundation Programme is a six month clinically based programme which aims to enhance the novice nurses' knowledge, skills and competencies in the delivery of evidence based care for patients who are victims of accidents and sudden illness. The programme provides for the continuing professional development of nurses through education, clinical practice, leadership and research utilisation, providing a pathway for the nurse to evolve not only professionally, but also personally which will enable him/her to fulfil their potential. Following the programme, it is expected that nurses will be better able to critically evaluate and apply the required knowledge and skills to guide a comprehensive and systematic patient assessment to include, planning, prioritisation, implementation and evaluation of evidence based nursing care. In addition, it is expected that as part of an interdisciplinary team, the nurse will develop enhanced interpersonal, management and leadership skills in the co-ordination and management of patient care.

## Course Rationale

This programme is designed to give solid theoretical and practical base to the understanding and development of emergency nursing care, providing a core grounding in clinical practice and education in emergency nursing. Emergency nurses are required to work independently and interdependently with the multidisciplinary team to provide the optimal level of emergency nursing care to patients and families who suffer sudden illness or injury. Emergency nursing care is patient focused, family centred, maximises health and social gain and promotes excellence in nursing practice. The programme endeavours to educate and guide emergency nursing practice, a speciality that is underpinned by expert knowledge, specialist education and clinical experience. It is envisaged that the knowledge and skills gained in this programme will prepare the ED nurse for progression onto the Post Grad Diploma in Specialist Nursing (Emergency).

## Aims and Objectives

The overall aims of the programme are:

- To provide the essential education and clinical skills required by nurses joining the emergency department team.
- To provide the nurse with the knowledge, skills and attitudes to make them a safe practitioner in emergency care and to ensure the best standard of care for patients
- To provide an educational platform from which the nurse in time may access the Post Graduate Diploma in specialist Care

- To develop the knowledge, skills and attitudes of nursing, thus enabling them to fulfil their highest potential in both their personal and professional lives

## DOMAINS OF COMPETENCE AND ASSESSMENT STRATEGY

The assessment of competencies will be undertaken using the 6 Domains of Competence as set down by the National Nursing and Midwifery Board of Ireland. (2017)

While continued self-assessment will be at the core of this process the NMBI also endorse a completion of a learning log and assessment meetings. Evidence of competence may be gathered in many ways:

- By direct observation of the Candidate Nurse's performance throughout the period of adaptation
- By question and answer sessions to assess underpinning knowledge
- By reflective discussions between the Candidate Nurse and the Preceptor/Assessor regarding professional progress
- By testimony from other key qualified nursing staff
- By product evidence, e.g. documented nursing care
- By learning log evidence

(NMBI, 2015)

## NMBI Domains of Competency 2017



Emergency Nursing Foundation Clinical Skills



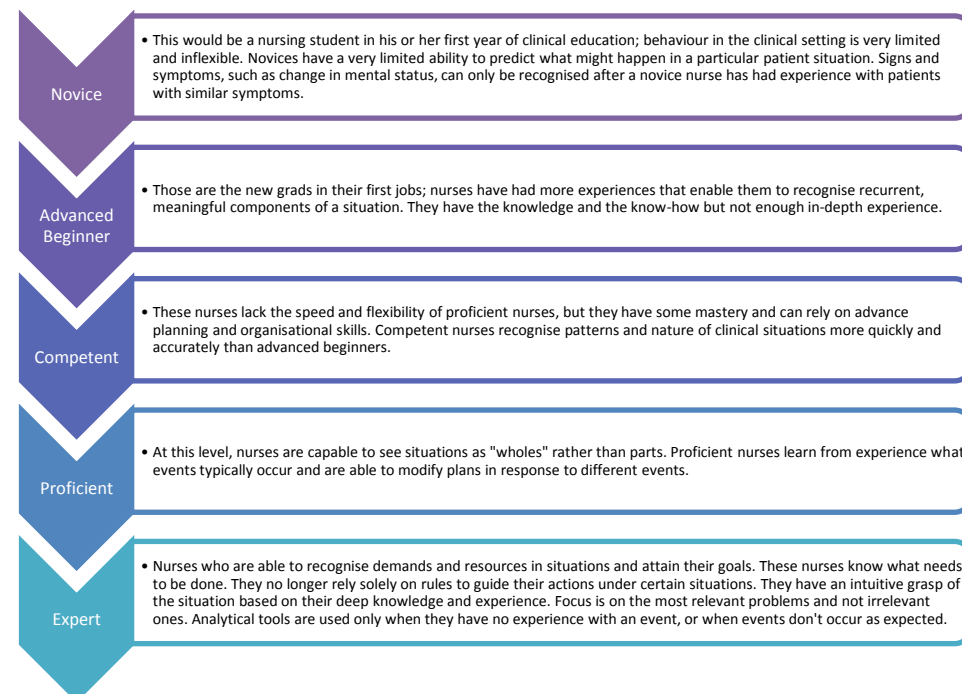
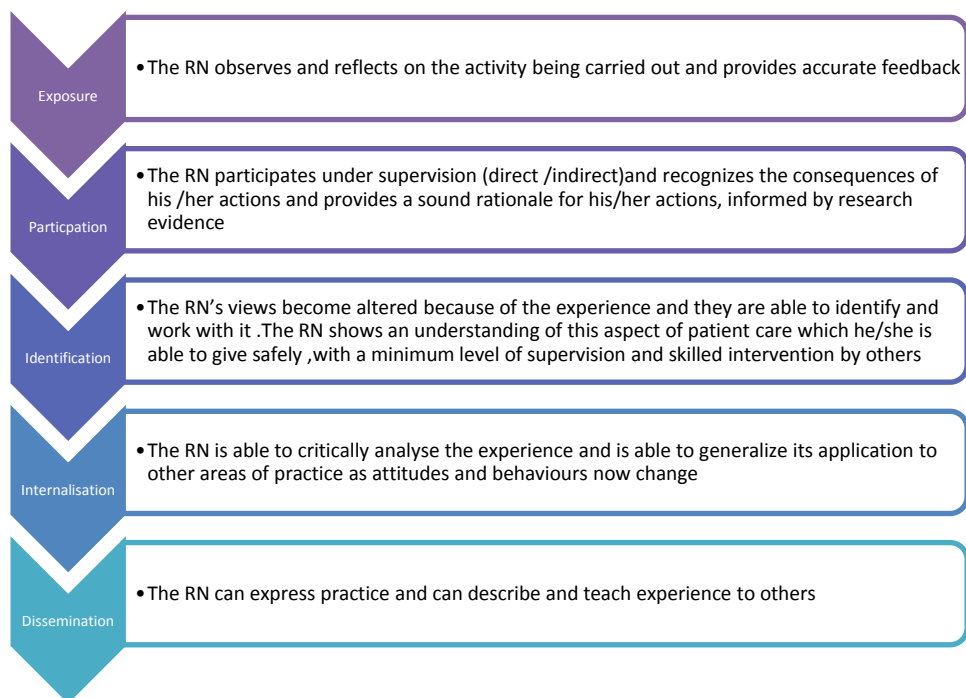
## LEARNING THEORY AND REFLECTIVE PRACTICE

Similar to what you may have experienced in your undergraduate nursing studies, our emergency nursing orientation programme is underpinned by values such as reflective practice and self-assessment. For the purposes of learning and reflective practice in this orientation workbook, the Steinaker and Bell (1979) and Benner (1984) frame work have been adopted and are described below.

Many skills listed in the document below will be experienced and signed off in the clinical area. However, more rarely experienced clinical scenarios or situations will be discussed with mentor/preceptor/clinical skills facilitator in order to assess knowledge.

Steinaker and Bell Stage of Achievement (1979) The experiential taxonomy: A new approach to teaching and learning. (2<sup>nd</sup> ed.)

Benner's Novice to Expert Stages of Clinical Competence (1984)



*Benner, P. (1984). From novice to expert: Excellence and power in clinical nursing practice. Menlo Park: Addison-Wesley, pp. 13-34.*

**Signature Bank of Registered Nurses**

<b>Print Name</b>	<b>Signature</b>	<b>Initials</b>	<b>NMBI PIN</b>	<b>Practice Area</b>

## DOMAIN 1: Professional values and conduct of the nurse competences

Knowledge and appreciation of the virtues of caring, compassion, integrity, honesty, respect and empathy as a basis for upholding the professional values of nursing and identity as a nurse.

1.1 Practice safely		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

1.2 Practice compassionately		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

1.3 Practice professionally, responsibly and accountably		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

## DOMAIN 2: Nursing practice and clinical decision making competences

Knowledge and understanding of the principles of delivering safe and effective nursing care through the adoption of a systematic and problem-solving approach to developing and delivering a person-centred plan of care based on an explicit partnership with the person and his/her primary carer. In partnership with the person, the primary carer and other health professionals.

Demonstrates the capacity to:

2.1 Assess nursing and health needs		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

2.2 Plan and prioritise person-centred nursing care (including selecting interventions based on best evidence and identification of desired goals with the person)		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

2.3 Deliver person-centred nursing skills, clinical interventions and health activities		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

2.4 Evaluate person-centred nursing outcomes and undertaking a comprehensive re-assessment		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

2.5 Utilise clinical judgement		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

### DOMAIN 3: Knowledge and cognitive competences

Knowledge and understanding of the health continuum, life and behavioural sciences and their applied principles that underpin a competent knowledge base for nursing and healthcare practice.

Demonstrates the capacity to:

#### 3.1 Practise from a competent knowledge base

Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

#### 3.2 Use critical thinking and reflection to inform practice

Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

## DOMAIN 4: Communication and inter-personal competences

Knowledge, appreciation and development of empathic communication skills and techniques for effective interpersonal relationships with people and other professionals in health care settings.

Demonstrates the capacity to:

4.1 Communicate in a person-centred manner		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

4.2 Communicate effectively with the health care team		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

## DOMAIN 5: Management and Team Competences

Using management and team competences in working for the person's wellbeing, recovery, independence and safety through recognition of the collaborative partnership between the person, family and multidisciplinary health care team.

Demonstrates the capacity to:

5.1 Practise collaboratively		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

5.2 Manage team, others and self safely		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		



## DOMAIN 6: Leadership potential and professional scholarship competences

Developing professional scholarship through self-directed learning skills, critical questioning/reasoning skills and decision-making skills in nursing as the foundation for lifelong professional education, maintaining competency and career development.  
Demonstrates the capacity to:

6.1 Develop leadership potential		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

6.2 Develop professional scholarship		
Level	RN Initials and Date	Preceptor /Mentor Initials and Date
Exposure <b>Novice</b>		
Participation <b>Advanced Beginner</b>		
Identification <b>Competent</b>		
Internalisation <b>Proficient</b>		
Dissemination <b>Expert</b>		

## Competency

### Domain 1: Professional values and the conduct of the nurse

### Domain 4: Communication and interpersonal skills

#### 1.1 Practices in accordance with legislation affecting nursing practices and within limits of own competence

##### Behavioural Indicator Skill

1.1.1 Considers: Current legislation, ethical principles, code of professional conduct in their nursing practice

1.1.2 is familiar with and adheres to the hospital and unit's guidelines and policies.

1.1.3 Demonstrates effective communication and influencing skills.

1.1.4 Fulfils the duty of care to empower, support and advocate for the emergency patient

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrate effective communication skills										
Utilises Appropriate verbal and non-verbal communication skills during interactions										
Document accurately with appropriate language utilising approved abbreviations only										
Effectively liaises with nursing and the MDT and hospital managers										
Demonstrates respect, fairness and consistency when dealing with others										
Maintains confidentiality and treats sensitive information appropriately										
Demonstrates an ability to handle issues of conflict in professional manner										
Demonstrates competence in care planning for patients										
Demonstrates competence in departmental information systems										

**1.2 Practices within the limits of own competence and takes measures to develop own competence**

**Behavioural Indicator Skill**

- 1.2.1 Considers Scope of Professional Practice (ABA< 2000) when planning all patient care
- 1.2.2. Initiates and participates in promoting self-development and participates in staff development and motivation within Scope of Professional Practice (2000)
- 1.2.3 Effectively contributes to quality assurances in the unit/hospital
- 1.2.4 Recognises and respects interdisciplinary roles and boundaries

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Treats colleagues / clients / relatives with dignity, honesty and respect.										
Demonstrates the ability to work effectively as a team member.										
Demonstrates the ability to use own initiative when working.										
Takes responsibility for own personal and professional development.										

## Competency

### Domain 2: Nursing practice and clinical decision making

### Domain 3: Knowledge and cognitive skills

2.1 Conducts a systematic holistic assessment of client's needs based on nursing theory and evidence based practice.

#### Behavioural Indicator Skill

#### Airway and C- Spine

2.1.1 Utilises a systematic approach to airway assessment and management demonstrating the ability to perform an airway assessment with cervical spine control

CLINICAL SKILL	EXPOSURE NOVICE (initials/date)		PARTICIPATION ADVANCED BEGINNER (initials/date)		IDENTIFICATION COMPETENT (initials/date)		INTERNALISATION PROFICIENT (initials/date)		DISSEMINATION EXPERT (initials/date)	
Rationalise and demonstrate the primary assessment of the patient										
Rationalise and demonstrate in-line stabilisation on a patient suspected of having a spinal injury										
Demonstrate competence in the application of a cervical collar/sizing cervical collar										
*Demonstrate the nursing assessment of the patient pre and post-collar application										
Can verbalise and demonstrate the various positions in the log rolling of a spinal patient										
*Demonstrate competence in immobilising a patient on a spinal board										
*Outline the checks required prior to removal a spinal board										
Outline the specific management for patient with suspected spinal injuries										
You must be able to demonstrate - Essential knowledge of airway adjuncts which may assist with maintaining patency										

- Correct sizing and demonstrate insertion: <ul style="list-style-type: none"> <li>○ Guedel airway</li> <li>○ Face mask</li> <li>○ Nasopharyngeal airway</li> </ul>										
Appropriate intervention for patients experiencing airway problems: <ul style="list-style-type: none"> <li>- Positioning</li> <li>- Head tilt/chin lift/jaw thrust</li> <li>- Insertion of airway</li> <li>- Manual ventilation</li> <li>- Bag valve mask</li> <li>- Suctioning</li> </ul>										
Identify emergency equipment required in the event of respiratory deterioration or arrest										
Assist in the preparation of a patient requiring procedural sedation										

\* Cervical Spine and Spinal Injury management guidelines may change following the release of the ATLS<sup>®</sup> 10<sup>th</sup> Edition in autumn 2017

### Behavioural Indicator Skill

2.1.2 Demonstrate the ability to recognise the indications for endotracheal intubation and provide assistance with the procedure

CLINICAL SKILL	EXPOSURE	PARTICIPATION	IDENTIFICATION	INTERNALISATION	DISSEMINATION
	NOVICE (initials/date)	ADVANCED BEGINNER (initials/date)	COMPETENT (initials/date)	PROFICIENT (initials/date)	EXPERT (initials/date)
Discuss equipment required in the airway trolley					
Identify, assemble and check airway equipment on every shift					
Discuss patient preparation for intubation					
List the drugs required for used during RSI: <ul style="list-style-type: none"> <li>- Analgesics</li> <li>- Sedatives</li> <li>- Neuromuscular blocking agents</li> </ul>					

Identify the procedure to verify endotracheal tube placement										
Demonstrate rationale for CO2 detection and waveform capnography										
Demonstrate correct procedure for securing ET tube										
Outline the potential complications of intubation										
Outline the indications for the use of the "difficult airway trolley"										
Assists with the preparation of the ventilator for patient use*										
Provide effective psychological support for the patient and family										

***\*May not be exposed in the clinical area***

**Competency**

**Domain 2: Nursing practice and clinical decision making**

**Domain 3: Knowledge and cognitive skills**

**2.2 Conducts a systematic holistic assessment of client’s needs based on nursing theory and evidence based practice**

**3.1 Demonstrate through knowledge the following -**

**Behavioural Indicator Skill**

**Breathing**

3.1.1 Demonstrate through discussion knowledge of the Respiratory System

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISSEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Discuss and understand the anatomy and physiology involved in respiration: <ul style="list-style-type: none"> <li>- Components of the respiratory system</li> <li>- Role and function of the components of the respiratory system in:                             <ul style="list-style-type: none"> <li>o Normal respiration</li> <li>o Gas exchange</li> </ul> </li> </ul>										

### Behavioural Indicator Skill

2.2.1 Utilises a systematic approach to assessment of breathing demonstrating specialist knowledge of assessing observing and monitoring the patient requiring respiratory care

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrate through discussion essential knowledge of assessing, observing and monitoring the patient requiring respiratory care including: <ul style="list-style-type: none"> <li>- Normal parameters for respiratory observations</li> <li>- Rate/Depth</li> <li>- Skin colour, peripheral and central cyanosis</li> <li>- Accessory muscle use</li> <li>- Oxygen saturation level</li> <li>- Discuss the principles of pulse oximetry</li> <li>- Peak Flow</li> </ul>										
Demonstrates understanding of the factors contributing to inaccuracy of e.g. pulse oximetry										



### Behavioural Indicator Skill

2.2.2 Utilises a systematic approach to assessment of breathing demonstrating specialist knowledge of assessing observing and monitoring the patient with COPD

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Note ability to complete full sentences										
Discuss the significance of SpO2 monitoring										
Commence the COPD Pathway										
Discuss the rational for potential altered mental status										
Discuss rational for commencing patient on O <sub>2</sub> therapy										
Discuss the process of titrating O <sub>2</sub> therapy										
Discuss the risk of over oxygenation of COPD patient										
Discuss the investigations required to make a diagnosis including: <ul style="list-style-type: none"> <li>- Lab investigations</li> <li>- Blood gases</li> <li>- Chest Xray</li> <li>- Sputum Culture</li> <li>- +/- Blood Cultures</li> <li>- Respiratory Assessment</li> </ul>										
Discuss the medication management of a patient with COPD including <ul style="list-style-type: none"> <li>- Oxygen therapy</li> <li>- Bronchodilator Therapy</li> <li>- Glucocorticoid Steroids</li> <li>- Antibiotics</li> </ul>										

<p>Care and Management of patients requiring Non Invasive Ventilation (NIV)</p> <ul style="list-style-type: none"> <li>- Identify the form of ventilation used in the management of COPD.</li> <li>- Through discussion identify the <ul style="list-style-type: none"> <li>○ Principles of NIV</li> <li>○ Modes of NIV</li> <li>○ Indications for NIV</li> <li>○ Contraindications of NIV</li> </ul> </li> </ul> <p>Demonstrate with assistance the application of NIV</p>										
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### Behavioural Indicator Skill

2.2.3 Utilises a systematic approach to assessment of breathing demonstrating specialist knowledge of assessing observing and monitoring the patient with Asthma

CLINICAL SKILL	EXPOSURE NOVICE (initials/date)		PARTICIPATION ADVANCED BEGINNER (initials/date)		IDENTIFICATION COMPETENT (initials/date)		INTERNALISATION PROFICIENT (initials/date)		DISSEMINATION EXPERT (initials/date)	
Checking if the airway is clear and patent										
Record the respiratory rate and rhythm										
Note signs of peripheral and central cyanosis										
Looking for signs of respiratory distress										
Noting skin colour, temperature and condition										
Listen for abnormal breath sounds such as wheeze, or cough										
Note ability to complete full sentences										
Demonstrate ability to accurately perform and record a patients' peak flow, and discuss when this should be done.										
Discuss the investigations required to make a diagnosis including: <ul style="list-style-type: none"> <li>- Lab investigations</li> <li>- Blood gases</li> <li>- Chest X-ray</li> </ul>										
Discuss the medication management of a patient with Asthma including <ul style="list-style-type: none"> <li>- Oxygen therapy</li> <li>- Nebulisers</li> <li>- Steroids</li> <li>- Antibiotics</li> </ul>										
Demonstrate competence in the correct use of inhalers										

**Behavioural Indicator Skill**

## 3.1.2 Demonstrate knowledge in interpreting ABG Analysis

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED</b> <b>BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
List the steps used to interpret a patient's ABG										
Interpret the numerical results of three ABG's of patients in the clinical setting										

**Behavioural Indicator Skill**

3.1.3 Demonstrates knowledge of life threatening chest injuries during the breathing assessment and takes the appropriate action required

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
List the five life threatening chest injuries										
Demonstrate knowledge of life threatening chest injuries and takes the appropriate action										
With regard to the RIPPAS mnemonic list the signs and symptoms related to each chest injury <ul style="list-style-type: none"> <li>○ Respiratory rate</li> <li>○ Inspection</li> <li>○ Percussion</li> <li>○ Palpation</li> <li>○ Auscultation</li> <li>○ Saturation</li> </ul>										

## Competency

### Domain 2: Nursing practice and clinical decision making

### Domain 3: Knowledge and cognitive skills

2.3 Conducts a systematic holistic assessment of client's needs based on nursing theory and evidence based practice.

2.3 Implements planned nursing care/interventions to achieve identified outcomes

3.3 Demonstrate through knowledge the following-

#### Behavioural Indicator Skill

#### Circulation

2.3.1 Conducts a systematic holistic assessment of client's needs based on nursing theory and evidence based practice

3.3.1 Demonstrate through discussion knowledge of the Circulatory System

3.3.2 Demonstrates knowledge and ability to competently assess the circulatory status of a patient

CLINICAL SKILL	EXPOSURE NOVICE (initials/date)		PARTICIPATION ADVANCED BEGINNER (initials/date)		IDENTIFICATION COMPETENT (initials/date)		INTERNALISATION PROFICIENT (initials/date)		DISSEMINATION EXPERT (initials/date)	
Understand the anatomy and physiology of the heart and circulatory system										
Demonstrates an understanding of normal cardiac conduction.										
Attach patient to the cardiac monitor										
List the normal parameters for the following. And demonstrate competence in assessment <ul style="list-style-type: none"> <li>- Heart rate</li> <li>- Rhythm</li> <li>- Pulse quality</li> <li>- Colour</li> <li>- Capillary Refill</li> </ul>										
List the types of shock										

Outline the role of intra-osseous access in trauma - outline the role of Tranexamic Acid in trauma - Outline and discuss fluid resuscitation including use of O negative blood and cross matched blood										
Discuss the signs of and management of Aortic rupture, gunshot wounds/stabbings										
Discuss the parameter changes in special populations e.g. pregnancy, older, young, baritatic										
Discuss the specific management for pelvic fractures including the use of stabilisation devices										
Discuss the assessment of a patient following a burn injury including fluid resuscitation										

**Behavioural Indicator Skill**  
3.3.1 Effectively manages the nursing care of clients in relation to ECG interpretation

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED</b> <b>BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrate understanding of the 6 point plan in ECG interpretation										
Demonstrates an ability to relate the electrical activity of the heart to the ECG tracings: - P wave, - PR interval, - QRS complex, - ST segment - T waves										

- QTc										
Identifies: - Normal sinus rhythm - Sinus tachycardia - Sinus bradycardia - Atrial fibrillation - Atrial flutter - ST depression - ST elevation - SVT - VT - VF										
Understand the principle of holistically treating the patient, not the monitor										

### Behavioural Indicator Skill

3.3.2 Effectively manages the nursing care of clients in relation to Haemodynamic Monitoring

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Rationalise the type of access required in trauma										
List the indications for arterial line insertion										
List the insertion points for an arterial line										
List the complications associated with arterial lines										
Demonstrates ability to care for the patient requiring continuous arterial pressure monitoring (ABP) *										
Demonstrate how to set up for and assist with arterial line insertion*										
Demonstrate aseptic technique when managing the care of an arterial line in situ*										



Demonstrates the ability to care for the patient requiring Central Venous pressure monitoring (CVP)*										
Discuss the indications for a central line insertion*										
List potential insertion points for a CVP line *										
Demonstrates aseptic technique when managing a central venous line*										
Demonstrates how to correctly sample blood specimens from a CVP line*										
Understands risks associated with CVP line during insertion*										
Assist in the setting up of the CVP line *										
Demonstrates how to “Zero” the line*										

**\*Not all EDs will include these areas at Foundation Level**

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISSEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Demonstrates ability to assist with set up / use specialised equipment for monitoring support and treatment										
- Cardiac Monitor/Defibrillator										
- Fluid Warmer										
- Rapid Infuser										
- Patient warming system										
- Vitalcap CO2 Monitor										

**Behavioural Indicator Skill**

2.3.1 Demonstrate the ability to effectively manage patients presenting with a Myocardial Infarction

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrate knowledge of the pathophysiology of myocardial infarction and the contributing risk factors										
Demonstrate knowledge of the potential complications of MI										
Demonstrate the ability to assess the patient and prioritise immediate nursing goals										
Can accurately assess patients with respect to pain quality and intensity										
The following factors should be considered to qualify the student's assessment: (Pneumonic – OLD CART) <ul style="list-style-type: none"> <li>○ Onset</li> <li>○ Location</li> <li>○ Duration</li> <li>○ Contributing factors</li> <li>○ Associated symptoms</li> <li>○ Radiation</li> <li>○ Time</li> </ul>										
Discuss investigations used to help make diagnosis										
Demonstrates knowledge of the pharmacological agents used in the management of MI : <ul style="list-style-type: none"> <li>- Aspirin</li> <li>- Ticagrelor</li> <li>- Clopidogrel</li> <li>- Oxygen</li> <li>- Morphine</li> <li>- Atorvastatin</li> <li>- Enoxaparin</li> </ul>										

Demonstrate competency in preparing and transferring a patient to the catheterisation lab /closest centre										
Demonstrates knowledge of the adjunctive treatments										
Provides clear explanation and appropriate reassurance to the critically ill cardiac patient and their family										

### Behavioural Indicator

2.3.2 Demonstrate the ability to effectively manage patients in Heart Failure

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISSEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Demonstrates knowledge of the pathophysiology of heart failure.										
Demonstrates knowledge of the pharmacological agents used in the treatment of heart failure: <ul style="list-style-type: none"> <li>- Diuretics</li> <li>- Ace inhibitors</li> <li>- Beta-blockers</li> <li>- Digoxin</li> <li>- Nitrates</li> <li>- Inotropic Agents</li> </ul>										
Demonstrates ability to care effectively for patient with acute heart failure										
Demonstrates ability to assess the patient for the presence of CCF										
Explain the importance of fluid restriction in patients with CCF										
Explain the needs for strict input and output monitoring										

## Competency

### Domain 2: Nursing practice and clinical decision making

### Domain 3: Knowledge and cognitive skills

2.4 Conducts a systematic holistic assessment of client's needs based on nursing theory and evidence based practice.

#### Behavioural Indicator Skill

#### Disability

2.4.1 Demonstrates knowledge and ability to competently assess the disability status of a patient

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISEMINATION <b>EXPERT</b> (initials/date)	
Demonstrates proficiency in the assessment of GCS										
Discuss the appropriate frequency for recording neurological observations										
Demonstrates competence in the assessment of pupils										
Demonstrate the ability to complete a FAST assessment and discuss clinical significance.										
Demonstrate an understanding of acute neurological deficit										
Discuss the management of a patient presenting with a seizure										
List the first line medication required in the management of a seizure										
Give rationale for management of severe head injuries										

Demonstrate knowledge of FAST assessment										
Assist in the preparation of the patient undergoing - Thrombolysis - Embolectomy										
Demonstrate knowledge of post intervention care - Thrombolysis - embolectomy										
Outline the special precautions taken for patients with drug or alcohol ingestion										
Demonstrates a knowledge of haemodynamic changes with Head Injury (Cushings Triad)										
Outline the importance of bedside glucose testing in trauma										
Outline the importance of checking temperature in a trauma patient and the associated complications associated with hypothermia										
Give the rationale for the importance of undressing a trauma patient										
Outline the nurses role in managing potential evidence, if criminal activity is suspected										
Special Populations										
Outline the special precautions applied to pregnant women (inc over 24 wks gestation)										
Explain the rationale for the importance of history taking with older patients involved in trauma										

**Behavioural Indicator Skill**

2.4.2 Demonstrate through discussion essential knowledge of delirium

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISEMINATION <b>EXPERT</b> (initials/date)	
Define the term delirium										
Identify screening tools available e.g. 4AT										
Identify causes and effects of delirium										
Discuss the management of the delirious patient										

**Behavioural Indicator Skill**

2.4.3 Demonstrate knowledge and application of pain assessment and management

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISEMINATION <b>EXPERT</b> (initials/date)	
Discuss the various types of pain scales available.										
Using a recognised pain assessment scale, demonstrate the ability to assess patients for pain.										
Demonstrates an understanding of the various types of available analgesia and their uses, indications, contra-indications and										

complications										
Demonstrate knowledge of appropriate pain management										
Demonstrate knowledge of analgesia including <ul style="list-style-type: none"> <li>- Simple analgesia</li> <li>- Non- pharmacological interventions</li> <li>- Adjuvant medications</li> <li>- Opioid medications</li> <li>- Use of MDA's</li> </ul>										
Demonstrate good practice of documenting pain assessments										
Demonstrate and discuss the importance of reassessment of all interventions										
Adopts a variety approaches to reduce and allay anxiety										

**Behavioural Indicator Skill**

2.4.4 Demonstrate through discussion care of the patient presenting with apparent emergency mental health needs

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Can identify common mental health presentations										
Discuss management of the patient with suicidal ideation										
Discuss why a patient may be detained under the Mental Health Act										
Discuss the "Application for committal" forms seen/used in ED <ul style="list-style-type: none"> <li>- Form 1 Spouse / Civil Partner / Relative</li> <li>- Form 3 An Garda Síochána</li> <li>- Form 4 Member of the public</li> <li>- Form 5 Medical Practitioner</li> </ul>										
The role of the nurse in the transfer of the patient to an "Approved Centre"										



**Competency**

**Domain 2: Nursing practice and clinical decision making**

**Domain 3: Knowledge and cognitive skills**

**2.5 Conducts a systematic holistic assessment of client’s needs based on nursing theory and evidence based practice.**

**Behavioural Indicator**

2.5.1 Maintains a safe environment to prevent infection, immobility, and pressure sore risks in the critically ill patient

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Understand the triage process and the rationale for its use in the ED*										
Illustrates accurate patient history taking and holistic patient assessment										
Demonstrates the awareness of the on-going needs of triaged patients and importance of regular reassessment										
Recognises early deterioration of a patient’s condition prior to explicit changes in vital signs										
Seek expert help when required using the ISBAR / ISBAR <sub>3</sub> tool										
Implements planned interventions which provide safety and comfort to the patient										
Recognises the protocol for patients who did not wait for review and/or want to leave against medical advice										
Establishes and maintains accurate, clear and current patient records within a legal										

and ethical framework										
Demonstrates awareness of national and international advancing roles in emergency nursing										
Identify the Patient Streams available in ED										
Identify how the Patient Streams assist Patient Flow in ED										
Discuss how to access the “Fast-track” process i.e. for Dopplers										
Discuss the role of the bed manager/patient flow manager										

\* It is recommended that nurses would have 1 year Emergency Nursing experience prior to undertaking the Manchester Triage System (MTS) and Irish Children Triage System (ICTS) training

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISSEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Utilises the SKKIN Care Bundle and a wide range of safe interventions to provide the patient with optimal skin care										
Selects appropriate nursing interventions to prevent complications related to immobility										
Recognises any complications of immobility promptly and responds appropriately.										
Liaises with the charge nurse regarding patient requirements upon admission										
Liaises effectively with the MDT team as required										

**Behavioural Indicator Skill**

2.5.2 Utilise a systematic approach to the assessment of a patient presenting with a limb injury

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrates ability to assess limb observing for the colour, perfusion, deformity, swelling and wounds CMST assessment and document appropriately										
Remove jewellery from injured limb										
Demonstrate an understanding of RICE advice and demonstrate same										
Competent in the application of slings, collar and cuff, shoulder immobiliser										
Assist with reduction of dislocated joint										

**Behavioural Indicator Skill**

2.5.3 Utilise a systematic approach to the assessment of a patient presenting with wound

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrate knowledge of the different stages of wound repair										
Apply knowledge of wound care in the assessment and management of patients presenting with traumatic wounds.										
Define a tetanus prone wound										
Demonstrates knowledge of the burn assessment incorporating burn assessment, wound management, infection control and special considerations										

## Competency

### Domain 5: Management and team working

#### 5.1 Establishes and maintains caring, therapeutic interpersonal relationships with the client

##### Behavioural Indicator Skill

- 5.1.1 Collaborates with all members of the healthcare team and documents relevant information
- 5.1.2 Facilitates the co-ordination of care
- 5.1.3 Acts to enhance professional development of self and others

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Seeks expert advice when necessary from multidisciplinary colleagues.										
Demonstrates fairness and consistency in dealing with others										
Maintains an objective and detached stance when dealing with conflict										
Facilitates persons and their significant others to communicate										

## Competency

### Domain 5: Management and team working

5.2 Effectively manages the nursing care of the client

5.3 Facilitates the co-ordination of patient care

5.4 Acts to enhance the personal and professional development of self and others

#### Behavioural Indicator Skill

5.2.1 Priorities care based on assessment, required patient and time management

5.2.2. Is aware of implications of resources on patient care

5.4.1 Participates in implementing change

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Ensures that all clinical practice is evidence based										
Prompts awareness of current research in the clinical practice for other staff members										
Collaborates with multidisciplinary personnel in effective use of technology										
Priorities their workload in a timely manner										
Demonstrates awareness of national and international advancing roles in emergency nursing										

## Competency

### Domain 6: Leadership potential and professional scholarship

#### 6.1 Practices in accordance with legislation affecting nursing practice

##### Behavioural Skill Indicator

- 6.1.1 Critically examine and adhere to national and international guidelines, hospital policies, protocols, procedures and guidelines relevant to emergency patients
- 6.1.2 Perform a comprehensive, accurate nursing assessment of patients using an appropriate nursing framework and plan effective nursing care.
- 6.1.3 Considers scope of professional practice when planning all patient care

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	
Demonstrates safe use of blood products in line with local, national and international guidelines										
Demonstrates safe administration of medications specific to patients										
Demonstrates effective communication and influencing skills										
Is familiar with and adheres to the hospital and units guidelines and policies										
Understands and participates in the development of unit specific policies										

CLINICAL SKILL	EXPOSURE		PARTICIPATION		IDENTIFICATION		INTERNALISATION		DISSEMINATION	
	NOVICE (initials/date)		ADVANCED BEGINNER (initials/date)		COMPETENT (initials/date)		PROFICIENT (initials/date)		EXPERT (initials/date)	
Uses a systematic approach to collect specific physiological assessment data;										
Apply relevant anatomy and physiology when assessing and planning care of patients										
Initiates and participates in promoting self - development and participates in staff development and motivation										
Effectively contributes to quality assurances in the unit/hospital										
Recognises and respects interdisciplinary roles										

## Paediatric Specific competencies

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)	PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)	IDENTIFICATION <b>COMPETENT</b> (initials/date)	INTERNALISATION <b>PROFICIENT</b> (initials/date)	DISSEMINATION <b>EXPERT</b> (initials/date)
<b>Airway and breathing</b>					
How to perform a respiratory assessment					
Suctioning of non-intubated child					
Assisting with intubation					
Invasive ventilation <ul style="list-style-type: none"> <li>○ Indications for intubation</li> <li>○ Drugs used</li> <li>○ Use of ambu bag</li> <li>○ Use of ventilator settings</li> <li>○ Trouble shooting (DOPE)</li> <li>○ Use of capnography</li> <li>○ Suction of ET tube</li> </ul>					
Outline the management of a blue/flaccid child/infant					
Discuss the management of a child / infant with epiglottitis					
Discuss how to manage a child in status epilepticus					
<b>Circulation</b>					
Give indications for fluid resuscitation including how to calculate fluid requirements					
The management of a child with severe burns including fluid resuscitation and care of the burnt area					
The nursing requirements for a child on a blood transfusion					
Discuss how to safely manage a child in sickle crisis					



Outline the management of a child in SVT											
Outline the management of a child with ventricular tachycardia											
Outline the management of a child who requires a catheter											
<b>Disability</b>											
Discuss how to perform an age appropriate head injury assessment											
Outline the management of a child with a DKA											
Outline the workup (Newcastle) required for a child who has had a hypoglycaemic episode who is not a diabetic											
<b>Environment</b>											
Outline how to describe a rash											
Explain what Henoch–Schönlein Purpura (HSP) is and your nursing priorities											
Discuss the management of the child post ingestion of an object or substance											
<b>Communication</b>											
Discuss how Nursing staff should manage “difficult” parents											
Outline the Nursing management of children who attend the department with signs of suspected neglect/ sexual abuse or NAI											
Discuss the management of children who require a place of safety out of hours											
Discuss the role of communication in managing a child with a psychiatric disorder or behavioural problems											
Outline the information that should be given when giving bad news											
Discuss the support required for parents whose child has died in the department											

Give an explanation of what is required when a child is for post-mortem										
Outline the services available to staff and families following a bereavement										
<b>Pain</b>										
How to perform an age appropriate pain assessment										
Describe pain assessment tools used in paediatrics										
Outline the management of a child with suspected intersusception										
<b>Trauma</b>										
Outline special considerations when treating paediatric trauma cases										
Demonstrate how to assess a child involved in an RTA										
Demonstrate safe practice in log rolling and collar application										
Outline how to apply a Thomas splint and the nursing priorities										
Demonstrate the ability to safely and competently assess & manage the child with multiple trauma										
Demonstrate and explain the rationale and procedure of chest drain set up and monitoring										
<b>Triage</b>										
Observe / Demonstrate how to perform a paediatric triage assessment using the Irish Children's Triage System (ICTS)*										
Demonstrate how to complete a triage assessment on the computer										

**\*Dedicated triage training day is required to undertake the role of Triage Nurse**

**Opportunistic Learning – Adult Emergency Nursing**

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	

### Opportunistic Learning – Paediatric Emergency Nursing

CLINICAL SKILL	EXPOSURE <b>NOVICE</b> (initials/date)		PARTICIPATION <b>ADVANCED BEGINNER</b> (initials/date)		IDENTIFICATION <b>COMPETENT</b> (initials/date)		INTERNALISATION <b>PROFICIENT</b> (initials/date)		DISSEMINATION <b>EXPERT</b> (initials/date)	

## Continued professional development in Emergency Department

- In-service Education opportunities will be communicated to you in numerous ways. Please review your “Careware” messages/emails/texts from the Clinical Facilitator regularly. Notifications will also be posted on the staff notice board.

“Since competence is not constant, the individual practitioner is expected to continually re-evaluate their competence when faced with new practice situations. Each nurse and midwife is accountable for their professional actions and, as such, they should refuse delegated or assigned roles or activities if they judge their competence to be limited. If they identify a competence deficit, they should take appropriate measures to gain competence. Each nurse or midwife is responsible for identifying concerns about their competence and, under the Nurses and Midwives Act, 2011, they must maintain their “professional competence on an on-going basis” (Government of Ireland 2011, Part II 87(1) yet to be enacted as at date of publication September 2015). Competence can be achieved by engaging in continuing professional development.” (p16, NBMI, 2015)

## **Progress notes (Optional)**

Using the Domains of Competence, discuss and record clinical progress to date recording the reference number for the applicable domains of competence. Entries may be recorded by RN on orientation, CNM or experienced RN colleague following discussion. All entries to be signed by RN on orientation and CNM/experienced RN (as decided locally)



## Final Sign-off

### Sign off

This is a record of the achievement of competence in Foundation Course in Emergency Nursing

Signed: \_\_\_\_\_ (Preceptor include NMBI Pin)

Signed \_\_\_\_\_ (Student include NMBI Pin)

Date: \_\_\_\_\_