

**UNIVERSITY COLLEGE DUBLIN**

**UCD SCHOOL OF NURSING, MIDWIFERY & HEALTH SYSTEMS**

**in partnership with**

**Mater Misericordiae University Hospital**

**St Vincent's Healthcare Group incorporating St Vincent's University Hospital, St Vincent's Private Hospital**

**and**

**St Michaels Hospital**



## **BSc General Nursing**

Student Name:

Student Number:

**Skills List**

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## Introduction

- The skills list is intended for use in conjunction with the National Competency Assessment Document to capture areas of learning in relation to psychomotor skills.
- These skills should be attained on placements when available to the student during the 4 years of the programme.
- The student must ensure that they are exposed to the skills.
- Skills should be assessed using the Levels of Competence for National Competency Assessment scale. The scale captures the progress of the student through various levels of attainment towards competence.
- Skills should always be carried out in accordance with local policies and protocols which may preclude students from participating in certain skills.
- The student should be deemed competent in certain specific skills undertaken by the end of stage 4 of the programme.<sup>1</sup>
- **The student should be deemed competent in certain skills (e.g. handwashing) at certain stages of the programme: e.g. Stage 1 and maintain their competency throughout the programme.**

The NMBI (2019)<sup>1</sup> National Competency Assessment Document recommend that the student nurse should be assessed using the Experiential Taxonomy: A New Approach to Teaching and Learning (Steinaker & Bell, 1979)<sup>2</sup>. The scale captures the progress of the student through various levels of attainment towards Dissemination.

<sup>1</sup> NMBI (2019) Guidelines for Completing the National Competency Assessment Document. Dublin.

<sup>2</sup> Steinaker, N. & Bell, M. (1979). *The Experiential Taxonomy: A New Approach to Teaching and Learning*. London: Academic Press.

### Levels of Competence for National Competency Assessment (NMBI, 2019)

Scales	Standard	Suggested evidence
Exposure	The nursing student has the opportunity to observe a situation taking cognisance of the learning objectives of the programme and the practice placement.	Following observation, the student can describe the essential components of the skill and can relate theory appropriately. Under direct supervision, may require continuous prompting and direction in the provision of care and the identification of her/his learning needs.
Participation	The nursing student becomes a participant rather than an observer with the support of the preceptor where learning opportunities are identified in partnership.	Under close supervision and with assistance is skilful and confident in some aspect but may lack coordination and may take longer to deliver the skill. Frequent prompting may be required to support the student in the provision of person-centred care and in identification of its underpinning evidence.
Identification	The nursing student takes more responsibility for their own learning and participation and initiates appropriate action and evaluates same.	Under indirect supervision, adopts a problem-solving approach to demonstrate a skilful, safe and coordinated performance in most aspects of the skill. Actively participates in the assessment, planning, delivery and evaluation of person-centred care. May have difficulties in prioritising care and delivery of skill in particular or complex situations.
Competent: Internalisation and Dissemination	<p><u>Internalisation</u>: The nursing student makes informed decisions based on the information available and works as an autonomous practitioner.</p> <p><u>Dissemination</u>: The nursing student uses critical analysis to determine the outcomes of their actions and can give rationale for their action to others.</p>	Competent, confident, skilful and coordinated performance of technical skills in the delivery of evidenced based person-centred care. Evidence of critical thinking and competent communication and interpersonal skills in performance of the skill to achieve objectives in a timely manner. Practices within own scope of practice.

## Signature Bank

Each registered nurse who acts as a Preceptor/Associate Preceptor for this student must sign this bank.

Preceptor/Associate Preceptor Print	Signature	Preceptor/Associate Preceptor Initials	Ward/Area

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### Skills List

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
		Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
<b>Infection Control</b>													
Hand Hygiene technique	1												
Social Handwashing													
Gel Handwashing													
Standard Precautions	1												
Obtaining admission swabs	1												
Screening for swabs	1												
Your 5 moments	1												
Surgical hand wash	2/3												
<b>Vital Signs Assessment</b>													
Respiration Rate & Effort	1												
Pulse	1												
Temperature	1												
• Axillary													
• Tympanic													
Blood Pressure	1												
▪ Manual													
▪ Electronic													
Use of Pulse Oximetry	1												
Neurological Assessment	2												
Neurovascular Assessment	2												
Vascular Assessment	2												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
<b>Assessment</b>													
Pain Assessment	1												
Blood Glucose Monitoring	2												
INEWS (Irish National Early Warning System) Documentation	All												
NEWS Escalation Protocol Flow chart	All												
Sepsis 6 Protocol	All												
<b>Respiratory Assessment</b>													
Respiration	1												
Sputum Sample	1												
Spirometry	2												
Oxygen Therapy	2												
O2 Administration: nasal cannula, venturi mask, non-rebreather mask	2												
Tracheostomy Care	4												
Humidification	2												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
<b>Elimination Assessment</b>													
Assisting the patient with their elimination needs	1												
Mid-Stream Urine	1												
Urinalysis	1												
Stool Sample	1												
Urinary Catheter Care	1												
Catheter Specimen Urine	1												
<b>Hydration and Nutrition Assessment</b>													
Assistance in feeding	1												
Intake and output chart	1												
Malnutrition Universal Screening Tool (MUST)	1												
Irish Consistency Descriptors for Modified Fluids and Food	1												
Use of Thickening Powder	1												
Food Chart	1												
<b>Oral Hygiene</b>													
Oral Assessment	1												
Oral Care	1												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
Admission of a Patient	1												
Discharge of Patient	1												
Transfer of Patient	1												
<b>Skin Integrity</b>													
Pressure area (PA): <ul style="list-style-type: none"> <li>risk assessment</li> <li>prevention</li> <li>care</li> </ul> Waterlow Assessment 30-degree tilt SSKIN Care Bundle	1												
Incontinence Associated Dermatitis (IAD) Protocol	1												
Intimate Care (Bed bath/ assisted hygiene needs)	1												
Wound Assessment	All												
Wound Management	All												
Wound documentation	All												
Taking a Wound Swab	All												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
<b>Mobility Assessment</b>													
Moving and Handling techniques	1												
Falls Assessment	1												
<b>Surgical Care</b>													
Pre-operative care	1												
Post-Operative Care	1												
Transfer to/from Theatre	1												
Aseptic Technique (ANTT)	1												
Care/Removal of suction & non-suction drains: <ul style="list-style-type: none"> <li>● underwater seal drain</li> <li>● Robinson drain</li> <li>● chest drains</li> <li>● pneumostat drains</li> </ul>	2												
Removal of staples & sutures	3												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
<b>Gastrointestinal Nursing</b>													
Insertion of wide bore nasogastric tube	3												
Observation of fine bore nasogastric tube insertion	3												
Enteral Feeding	3												
<b>Medication Management</b>													
Route administration of Medication	2												
Oral	2												
Rectal	2												
Sublingual	2												
By S.C. Injection	2												
By I.M. Injection	2												
Via P.E.G Tube	2												
Via N.G Tube	2												
Via Nebulizer	2												
Ear Drops	2												
Eye Drops	2												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
Transdermal	2												
Topical	2												
Calculation of Medication	2												
Calculation of Fluids	2												
<b>Interpretation of lab values:</b>	2,3,4												
<ul style="list-style-type: none"> <li>● FBC</li> <li>● U &amp; E</li> <li>● Co ag</li> <li>● Liver profile</li> <li>● Renal profile</li> <li>● Bone profile</li> <li>● CRP</li> <li>● ESR</li> <li>● Lactate</li> </ul>													
Basic Life Support	1												
Cardiac arrest trolley check	2												
Care of a patient with <ul style="list-style-type: none"> <li>● PIVC</li> <li>● CVAD/PICC</li> </ul>	2												

Skill	Theory taught	Level 1 Exposure			Level 2 Participation			Level 3 Identification			Level 4 Competent		
		Initials			Initials			Initials			Initials		
	Stage	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date	Student	Preceptor	Date
Measurement, application and care of a patient with TED stockings	2												
Care of a patient undergoing Blood Transfusion*	4												
<p>* Nursing students are not authorized to perform pre-transfusion identification (i.e.cross checking and compatibility testing of a blood component prior to administration). It is the responsibility of local institutions to inform, guide and supervise students in relation to local policies and procedures in respect of the administration of a blood component. <b>Exception:</b> Internship students who have received competency assessment at their local institution.</p>													





