



University of Plymouth School of Nursing and Midwifery NMC Future Nurses Standards Proficiency for Registration – Clinical Simulation modules.

All students are expected to undertake theoretical study of all the proficiencies through clinicalskills.net prior to attending simulation study days. Date of attendance is recorded against the proficiency in ePAD.

Professional Values, Risk Assessment, Record Keeping and Communication run throughout all scenarios

Students assess each other through scenario activity and give peer feedback on performance against the Episodes of care Criteria

Providing and Evaluating Care - Nursing proficiencies (NMC 2018) Year 1 (part 1)

Week 1-3	
<ul style="list-style-type: none"> • COVID-19 precautions and risk assessment • Infection control • Handwashing and PPE • Manual Handling theory and practice Assessment. Assesses the need for support in caring for people with reduced mobility • BLS • Mental State examination • Self-harm assessment • Nutrition and Hygiene in Mental Health • Vital Signs • Specimen collection • A-E Assessment NEWS PNEWS • Takes appropriate action in responding promptly to signs of deterioration or distress considering mental, physical, cognitive and behavioural health. • SBAR 	
Week 4-6	
<ul style="list-style-type: none"> • Personal care washing, bathing, shaving and dressing and uses appropriate bed making techniques. • Skin and hygiene status and determines the need for • ANTT • Wound Care • Nutrition and Hydration • Fluid balance • Skin Integrity <p>intervention – Pressure Area risk assessments</p>	<ul style="list-style-type: none"> • Medicines Management • Oral • Sub cut • IM • Safe sharps • Venepuncture • CBGM • Urinalysis • Uses continence and feminine hygiene products e.g. pads, sheaths, and catheters. <p>Managing the use of appropriate aids including pans, bottles and commodes</p>

Developing Nursing Practice - Nursing proficiencies (NMC 2018) Year 2 (part 2)

Week 1 -2	
<ul style="list-style-type: none"> • Basic life support/PBLS • Auscultation and respiratory assessment • Cardiovascular monitoring devices • Basic life support • Auscultation and respiratory assessment 	<ul style="list-style-type: none"> • Collaborative management of risk • A-E assessment, including glucose assessment • Cardiovascular monitoring devices
<ul style="list-style-type: none"> • Intravenous drug administration • Venepuncture & Cannulation 	<ul style="list-style-type: none"> • Management of anaphylaxis • Management and stabilization of patient with hypoglycaemia
Week 3-4	
<ul style="list-style-type: none"> • Nasogastric tube insertion • Gastrostomy feeding 	<ul style="list-style-type: none"> • Management of dehydration • Altered nutritional needs
<ul style="list-style-type: none"> • Catheterisation • Stoma care 	<ul style="list-style-type: none"> • Sustainability in healthcare
Week 5-6	
<ul style="list-style-type: none"> • Sepsis scenario • In hospital arrest 	<ul style="list-style-type: none"> • Infection risk scenario • Assessment and management of skin integrity
<ul style="list-style-type: none"> • Palliative care scenario • Recognition and management of raised ICP 	<ul style="list-style-type: none"> • Management of patient with altered consciousness • Management of distressing symptoms scenario

Developing Competence in Nursing Practice Adult / Child - Nursing proficiencies (NMC 2018) Year 3/4

All proficiencies in Part 1 and Part 2 are covered in year 1-2. The students consolidate their proficiencies through scenarios – using peer to peer learning and assessment/coaching models.

Day 1	Day 2
<ul style="list-style-type: none"> • IV infusion administration via a medical device and discussion activities around fluid management and documentation. There will also be drug calculations to complete in this station as a group. • Bowel management, elimination and stoma care • NG tube insertion scenario Clinical Decision making 	<ul style="list-style-type: none"> • VR station, as a team you will be able to select 2 clinical scenarios and work through them as a team. Completing a thorough assessment, administering appropriate treatment and discussing the clinical decisions being made. You will have a short debrief after each scenario. • A-E patient scenario station –a real time respiratory scenario assessment, planning, care and evaluation. • BLS and airway management, causes of adult cardiorespiratory arrest.
Day 3	Day 4
<p>3 acute unseen scenarios to work through as a team</p> <ul style="list-style-type: none"> • The scenarios are based on different patient needs in various clinical or community environments. These may 	<p>3 acute unseen scenarios to work through as a team</p> <ul style="list-style-type: none"> • The scenarios are based on different patient needs in various clinical or community environments. These may

<p>include; Respiratory distress, BLS, Acute pain, Hypoglycaemia, Chest pain, etc.</p> <ul style="list-style-type: none"> 40-45 minutes to complete the scenario providing full care for the patient presented, then 15-20 minutes performance reflection and evaluation 	<p>include; Respiratory distress, BLS, Acute pain, Hypoglycaemia, Chest pain, etc.</p> <ul style="list-style-type: none"> 40-45 minutes to complete the scenario providing full care for the patient presented then 15-20 minutes performance reflection and evaluation
Day 5	Day 6
<ul style="list-style-type: none"> Community management challenge. Manage a case load of patients, perform care for 'patients' in the community as a team. 15-20 minutes performance reflection and evaluation The types of 'patients' included in these caseloads include, people with long term conditions, people after hospital discharge, vulnerable people in the community, ongoing care requirements. 	<ul style="list-style-type: none"> Ward teamwork and leadership activity. Participate in handover, direct 'patient' care, organisation of the ward and workload and 'patient' communication and documentation. 15-20 minutes performance reflection and evaluation

Developing Competence in Nursing Practice Mental Health - Nursing proficiencies (NMC 2018)

Year 3/4

The students consolidate their proficiencies through scenarios – using peer to peer learning and assessment/coaching models

Week 1 and 2	
<ul style="list-style-type: none"> Policy Eating Disorders 	
Week 3	Week 4
<ul style="list-style-type: none"> Substance Misuse Personality disorder 	<ul style="list-style-type: none"> Perinatal Mental Health Child and Adolescence Mental Health
Week 5	
<ul style="list-style-type: none"> Older People Medicines Management 	