

Children's Nursing

Top Tips

Contents

OSCE Top Tips Children's Nursing	3
Important information	3
All stations: General examination tips	4
All stations: General examination tips (continued)	5
APIE: Assessment	7
Top Tips	7
Candidate Performance	7
APIE: Planning	8
Top Tips	8
Candidate Performance	8
APIE: Implementation	9
Top Tips	9
Candidate Performance	9
APIE: Evaluation	10
Top Tips	10
Candidate Performance	10
Clinical Skill: Physiological Observations	12
Top Tips	
Candidate Performance	
Clinical Skill: Paediatric Basic Life Support (Child/Infant)	13
Top Tips	13
Candidate Performance	13
Clinical Skill: Removal of Urinary Catheter (RUC)	16
Top Tips	16
Candidate Performance	16
Clinical Skill: Subcutaneous Injection	17
Top Tips	17
Candidate Performance	17

OSCE Top Tips Children's Nursing

Important information

This '*OSCE Top Tips Children's Nursing*' document is intended to provide candidates with additional preparation information to help prepare for the test of competence (part 2). This document should be read in conjunction with the Candidate Information Booklet, recommended/core reading, the Mock APIE OSCE and the '*Children's Nursing Marking Criteria*' document.

All stations: General examination tips

In this section, we outline some Assessment, Planning, Implementation and Evaluation (**APIE**) and skill-specific tips. Test centres will update these tips regularly, as new scenarios and skill stations are introduced. This list reflects the OSCE assessment processes from 10 September 2018 onwards.

- Try not to be scripted – the assessors may ask you questions during the examination. This is to try to assess your knowledge or to ask for clarity.
- An OSCE is a demonstration of practice. However, it is helpful to verbalise what you are doing for aspects of practice that cannot be observed easily, e.g. checking expiry dates. You do not need to verbalise things that are easily observed, e.g. steps of hand hygiene.
- Listen and pay attention carefully when the examiner is introducing the station to you or you may miss some vital information.
- Read the instructions carefully as these will confirm what is required to be completed at the station.
- You have the opportunity to familiarise yourself with equipment in the reception area; please ask a member of the team if you need any help with equipment.
- It is preferable to eat before you attend your OSCE.
- Practice the standard tasks before the OSCE.
- Remember it is important to check the patient's identity correctly where appropriate. You need to do this correctly by checking the person's details verbally either with the patient or the appropriate accompanying adult and/or with the relevant identification band and against the corresponding documentation.
- Remember to complete the appropriate documentation in **all** required stations. Another nurse must be able to follow the plan of care.
- All clinical skills are assessed using the Great Ormond Street Hospital Manual of Children's Nursing Practices, except for Paediatric Basic Life Support which follows the UK Resuscitation Council guidelines.
- The length of all assessment station times is 15 minutes except for Paediatric Basic Life Support (10 minutes). Please practice within these set times in preparing for your OSCE.
- When administering medication, apply the following checks for safe and professional practice:
 - Before administering any prescribed drug, look at the person's prescription chart and check the following are correct:
 - Person
 - Drug
 - Dose
 - Date and time of administration
 - Route and method of administration
 - Diluent (as appropriate)
 - Validity of prescription
 - Signature of prescriber
 - Prescription is legible
- Please wear appropriate attire for professional practice when attending for your OSCE.
- Please ensure you obtain consent, unless the station instructions/examiner informs you that this has already occurred.

All stations: General examination tips (continued)

- Always remember to maintain the patient's dignity during any OSCE stations.
- When documenting, ensure accuracy and legibility. Also ensure you strike-through errors to retain eligibility.
- Try to stay calm as this will allow you to demonstrate your abilities to the examiner.
- Ask your peers or trainer to critique your technique so that you can perfect your skill.

APIE: Assessment

Top Tips

- Remember to ascertain who you are talking to.
- Listen to what the patient and carer are telling you and respond appropriately. It is important to demonstrate care and compassion.
- Familiarise yourself with the nursing admission paperwork.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not check the person's identity properly (name, date of birth, hospital number).
- Candidates did not seek consent from the patient and carer to carry out procedure.
- Candidates did not accurately complete the admission documentation.

APIE: Planning

Top Tips

- Think about what problems the person in your care has presented with – what are the most important problems from their perspective and that of their family/carers (for example, pain, anxiety, immobility, or shortness of breath). Is the person post-operative? If so what problems would you expect them to present with post-operatively?
- Remember it's important to complete all sections in the planning documentation. Think about what the person can do for themselves or what the family may want to do for the person in relation to the problems you identified; this is what you record in family-centred care section.
- When will you review the problems? It is important you review the problem in an appropriate time frame. For example, if someone is in pain you would not leave it 24 hours before you review them.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not document family-centred care opportunities.
- Candidates did not provide sufficient detailed nursing interventions which would relate to evidence-based practice for the problems identified.
- Candidates did not identify appropriate **relevant** problems.
- Candidates did not identify appropriate review dates.

APIE: Implementation

Top Tips

- Practice reading medication administration records (MAR) aloud and saying what you are thinking about for each section (for example, is this medication due today? Does the person have an allergy?)
- Try to develop a strategy to ensure you identify drugs that the patient is allergic to. If the patient has an allergy, remember what the allergy is and check if the patient is prescribed a medication containing that allergen. If so, you can code that medication prior to administering your medications.
- Check the time the patient last had analgesia. How long ago was it? What does that mean for this patient at this time? If it is too soon for them to have their analgesia what else would you do in practice?
- Provide a correct explanation of what each drug being administered is for.
- Do not sign the medication administration record until the examiner tells you the person has swallowed their medication.
- Practice completing the documentation appropriately and get feedback from your peers and trainers.
- Remember, you **will** have medications to administer in this station and so you need to make sure you can do this within the time given.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates administered medication which should not have been given at that time.
- Candidates did not accurately document administration/non-administration of medication.
- Candidates did not demonstrate appropriate knowledge of medication.
- Candidates did not use a systematic approach when checking and verbalising all drugs recorded on the medication administration record.
- Candidates did not follow all the appropriate checks required before administering the medicine.
- Candidates did not verbalise the checking of the validity of the prescription including the prescriber's signature, dose, route and time.
- Candidates recorded and signed the medication administration record before the person took the medications.
- Candidates administered the incorrect dose of medication.
- Candidates ran out of time and, did not complete the medication administration record.
- Candidates did not check the person's identification (name, date of birth and hospital number).
- Candidates did not administer any medication during their time in this station.

APIE: Evaluation

Top Tips

- Read the statements a few times before answering.
- It is important to complete all sections in the transfer of care/referral letter so it provides an accurate history of the person's care and their care needs.
- Do not forget allergies – what allergies does the person have and what are the associated reactions?

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not record allergies explicitly.
- Candidates did not document name, signature, date, and date and time of transfer in the time allocated.
- Candidates did not deal with errors correctly and clearly.
- Candidates did not record date or reason for admission.

Clinical Skill: Physiological Observations

Top Tips

- Take time to familiarise yourself and make sure you know how to complete, plot, calculate and chart the Paediatric Early Warning Score (PEWS) and vital signs on their relevant charts. Don't forget to follow the appropriate recommendations where applicable.
- Do not turn off the vital signs monitor until you have recorded your observations.
- When measuring heart rate and respiratory rate, make sure to take these for one full minute manually, appropriate to the child's age.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not accurately record observations.
- Candidates did not check the person's identity properly (name, date of birth, hospital number).
- Candidates did not seek consent from the person/carer to carry out procedure.
- Candidates did not check heart rate and respiration rate safely and correctly for a full two minutes (one full minute for each).
- Candidates did not record accurately that the person was receiving oxygen therapy.
- Candidates did not accurately assess and/or score vital signs on the Paediatric Early Warning Score (PEWS).

Clinical Skill: Paediatric Basic Life Support (Child/Infant)

Top Tips

- Practice your compressions rate, position and depth.

- Remember you cannot resuscitate a person if you are on your own. You need help so shout for a colleague if you find a person collapsed. Summon the emergency team if a cardiac arrest is confirmed.
- Ensure you practice performing the correct airway opening manoeuvres for both child and infant.
- Respond to examiner feedback regarding rate and depth.
- You will have up to **two minutes** to demonstrate competence. This is to give you every opportunity to demonstrate your competence. Your examiner may ask you to perform up to six cycles of compressions.”

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not shout for help and/or summon emergency team.
- Candidates did not compress the chest to the recommended depth or at recommended rate as outlined in the UK Resuscitation Council guidelines for Paediatric Basic Life Support.
- Candidates did not deliver five initial rescue breaths.
- Candidates did not deliver two effective breaths at the appropriate speed and force therefore did not provide effective ventilation.
- Candidates did not demonstrate or maintain a correct airway opening manoeuvres for both child and infant.

Clinical Skill: Removal of Urinary Catheter (RUC)

Top Tips

- Wear appropriate Personal Protective Equipment prior to manipulating the catheter and throughout the procedure.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not wear gloves to clean the meatus or handle/manipulate the catheter.
This is the most common error noted for this skill.
- Candidates did not withdraw the correct amount of water from the balloon prior to RUC.

Clinical Skill: Subcutaneous Injection

Top Tips

- Practice this skill and understand the difference in technique between subcutaneous and

intramuscular injections.

- Read the prescription carefully.
- Take a sharps bin with you to the patient, if you forget, put the sharps in the tray provided to transport to the patient.

Candidate Performance

Candidates who were unsuccessful in this station commonly displayed the following trends in performance:

- Candidates did not administer the injection at the appropriate angle for the child.
- Candidates did not check the person's identification appropriately.
- Candidates did not demonstrate appropriate knowledge of the difference between intramuscular and subcutaneous injection.
- Candidate failed to administer the medication using the correct subcutaneous injection technique.
- Candidates administered an incorrect dose of medication.
- Candidates did not demonstrate safe use of sharps.