

Skills Checks in Action video

4. Feeding back on a Skills Check for the first time

People and situation

Deputy Matron Yvonne Sparks from Springfield Nursing Home (referred to as Deputy Matron) gives feedback to Nursing Auxiliary, Tunde Oltean-Kis (Nursing Auxiliary), who has just completed Skills Check 15: Making an Entry in the Communications Book. The Deputy Matron is supported by independent Training Consultant Sue Burgess (Training Consultant).

Transcript

Nursing Auxiliary: I think I'm finished

Deputy Matron: Right, OK. So, did you understand what they [the Skills Check questions] are asking you to do?

Nursing Auxiliary: Yes.

[Deputy Matron looks through the Skills Check questions and Nursing Auxiliary's answers.]

Deputy Matron: You need to make sure that what you're actually putting down in the communications book is factual information and not something that you think might be happening.

Nursing Auxiliary: Yes.

Deputy Matron: So only put down things that are facts.

Nursing Auxiliary: OK

Deputy Matron: We'll look through [the questions and answers]. 'All morning tasks complete. Mr Kay is bright and chatty'. So that is something that you would, you could, put in the Cardex, yes?

Deputy Matron: 'He woke up in a bad mood and stayed like that, makes you wonder why you bother, refused breakfast so I left tea and toast by his chair for later.'

Nursing Auxiliary: I don't think that is right.

Deputy Matron: No, that isn't anything that you would put in there [the Cardex] because you are making a subjective statement about it, yes?

Deputy Matron: 'Very tired and withdrawn, went back to bed after lunch, didn't want to talk, I'm worried he may be getting depressed.' You've given a yes-and-no answer.

Nursing Auxiliary: I wasn't sure about this bit because I think you need to talk to somebody about this, if he is depressed, she's depressed or not. You can't just say...

Deputy Matron: You would have to put in 'I have concerns – I will discuss with staff about his low mood', yes? The bit you didn't do was actually put down your reasoning as to why you ticked the ones that you did.

Nursing Auxiliary: Yes, I wasn't sure about that. I waited to talk to you first ... about if I did it right.

Deputy Matron: OK. And then this one... 'Write a communications book entry'. So what you needed to do was, knowing what the care plan was, read through what happened and bring out the bits that needed to be brought out. You might have wanted to put in that 'she dressed herself but it did take a long while' because that's obviously something that is unusual. Yes? But you did really well.

Nursing Auxiliary: Yes. I tried.

Deputy Matron: OK.

[Reading through the Skills Check feedback form.]

Deputy Matron: 'Used writing skills effectively.' I'm going to put 'yes' because I know that what you've written is right, yes?

Deputy Matron: 'Understood what key words and ideas mean for their work.' You weren't a hundred percent certain so you did check which is the right thing to do, so this one will be 'partly'. And then I know what bits I've got to teach you.

Nursing Auxiliary: OK

Deputy Matron: If we do it at the end and you get it wrong then it's my fault for not teaching you properly! 'Used accurate spelling' - well you haven't got any spelling mistakes; you're better than me!

Training consultant: Well done.

Deputy Matron: Much better than me. 'Was completed within the time allocated?' Just about.

Deputy Matron: We then look at 'Next steps to help develop skills and knowledge for the job'. This is the bit that we need to look at to know where we're going to go from here. I think your ideas are right, but we just need to look at [pause]... not about your writing skills, so much as picking out the right points that are in there. So 'Support and Resources that will be needed to make this successful'. It's going to be you spending some time with me. 'When will the learning happen?'. It will be during your preceptorship shifts. Are you happy with what we've discussed?

Nursing Auxiliary: Yes, I am happy.

Deputy Matron: And you're fine?

Nursing Auxiliary: Yes.

Deputy Matron: OK then. Well if you want to sign here...

[Nursing Auxiliary signs the Skills Check feedback form.]

Deputy Matron: OK, right. That's all of that. So now we've done it all, how did you find it?

Nursing Auxiliary: Actually it was easier than I thought it would be.

Deputy Matron: That's good.

Nursing Auxiliary: You explained very clearly what I needed to do.

Deputy Matron: OK, that's no problem.

END OF TRANSCRIPT

Terms explained

Preceptorship: A period of practical experience and training for a nursing student, supervised by an expert or specialist mentor.

Key points

- Discuss the person's Skills Check answers together to assess their understanding and talk through any mistakes or misunderstandings.
- Relate your discussion to the way things work in your organisation.
- Use both the Skills Check answers and the discussion to decide how you will complete the feedback form and what, if any, skills support the individual will need.
- Complete the Skills Check feedback form together.
- Check that the person is happy with what you have discussed and recorded on the form.
- Ask the person to sign the form.
- Ask the person how they felt about doing the Skills Check.