



**Study Module**  
**Sandyford Initiative Practical Special Study**  
**Module Two**

**Senior Registered Practitioner**  
**Sexual & Reproductive Health**  
**October 2004**



## **Background and Purpose**

The Competency Assessment Program is based on the Department of Health Competency Framework for Sexual and Reproductive Health Nursing (2004).

The trainee will be an experienced nurse working as a registered practitioner in the departments of Family Planning and Genitourinary Medicine.

The purpose of the competency program is to support nurses develop knowledge or skills to work in an integrated nurse led “drop-in” sexual health service.

The Competency Framework domains

- 1. Client Assessment**
- 2. Clinical examination and specimen collection**
- 3. Interpretation and provision of findings**
- 4. Provision of treatment and therapies**
- 5. Health promotion**

## **Assessment of Competence**

The level of competence stated in the logbook are based on the DFFP recommendations and Career Grade Training

- |                |   |
|----------------|---|
| <b>Level 1</b> | Activity observed, basic understanding of principles & concepts involved  |
| <b>Level 2</b> | Activity carried out under supervision, broad understanding of principles and concepts involved   |
| <b>Level 3</b> | No need for supervision needs senior colleague available for support and advice.  |
| <b>Level 4</b> | Activity carried out without direct supervision within a legal and ethical framework, in accordance with the Nursing and Midwifery Council Code of Professional Conduct |

The primary trainer must be satisfied that the competence has been attained at level 4. If competency has not been achieved at level 4 then the trainee may be asked to continue observed further practice until this has been achieved.

In preparation the trainee will work through the competency indicators for a senior registered practitioner and evidence will be by portfolio. This can be in the form of reflective practice and self assessment of competency. The trainee will keep a log book to record practice experience and competency.

## **Training**

The trainee will self select the primary trainer who, for the first cohort of the program, will be a member of the medical staff. The assessment of competence may fall to several experienced clinicians working in different spheres but the overall responsibility will be with the Primary Trainer.

## **Senior Registered Practitioner**

Often regarded as specialist or advanced practice, this is the extension and expansion of the registered practitioner role. Experienced senior registered practitioners typically reflect nurses in a diverse range of posts including sisters/charge nurses, community nurses, midwives, health visitors, nurse practitioners and clinical nurse specialists.

Sexual and reproductive health nurses practising at this level of clinical practice are able to work according to local protocols, to co-ordinate the comprehensive care of clients who may or may not be undifferentiated from those seen by doctors. They can work autonomously without necessarily asking the advice of a doctor. Any nurse working at this level is required to work within the boundaries of their own knowledge and competence, and refer to, or seek advice/opinions from medical colleagues for cases beyond their clinical expertise. Nurses providing contraception services are able to assess individual contraceptive needs, supply specified contraception medications, either as nurse prescribers or through the use of patient group directions (PGDs), and insert intrauterine devices and implants. For the management of STIs, senior registered practitioners are able to elicit a sexual history, perform a genital examination, collect specimens, identify a diagnosis and provide results and health promotion. Selected treatments can be provided either through nurse prescribing or PGDs.

The expected workload of senior registered practitioners can differ between settings depending on local need, resource and infrastructure. For example, some nurses will only see clients who are asymptomatic, others only men or only women, or only those who have previously been seen by medical colleagues. Some nurses will see clients who are undifferentiated from those seen by doctors. Despite the different types or levels of client care that sexual and reproductive health nurses provide, it is felt that there are core competencies that are central to all levels of senior registered sexual and reproductive health nursing practice.

### **Qualification:**

- ◆ Registered nurse with qualification in Reproductive or Sexual Health
- ◆ Completed module one of Sandyford specialist study module to at least level 3

### **Experience:**

- ◆ Minimum of two years working in the sexual and/or reproductive health care setting

**SENIOR REGISTERED PRACTITIONER**

<b>CLIENT ASSESSMENT</b>	
<b>CLINICAL</b>	<i>Recognises own role in assessing the client's clinical condition and presenting issues in accordance with national and locally agreed assessment guidelines</i>
	<ul style="list-style-type: none"> <li>▪ Works autonomously to elicit a clear, concise and accurate clinical picture of the client's presenting problem(s) e.g. signs, symptoms, duration</li> <li>▪ Able to elicit other health information relevant to the consultation and clinical presentation</li> <li>▪ Able to recognise signs and symptoms of complex and unstable health problems requiring urgent review by senior colleagues e.g. PID, HIV seroconversion, ectopic pregnancy</li> <li>▪ Is able to elicit an appropriate history from individuals presenting with sexual dysfunction and refer accordingly</li> </ul>
<b>RISK</b>	<i>Identifies client risk factors in respect of STIs, blood borne infections, pregnancy and use of contraception methods</i>
	<ul style="list-style-type: none"> <li>▪ Works autonomously to elicit a clear, concise and comprehensive sexual history in order to identify sexual behaviour and related risk factors</li> <li>▪ Able to elicit pertinent information associated with sexual risk behaviour e.g. recreational drug use, barriers to condom use</li> <li>▪ Facilitates HIV pre-test discussion</li> <li>▪ Able to identify high risk behaviour and refer on to health adviser or other appropriate colleague accordingly</li> <li>▪ Able to elicit relevant risk to blood borne infection (Hep A/B/C) and take vaccination history</li> </ul>
<b>PSYCHOSOCIAL</b>	<i>Demonstrates an understanding of and is able to assess psychosocial /psychosexual issues</i>
	<ul style="list-style-type: none"> <li>▪ Works autonomously to assess the emotional, psychological and psychosexual well-being of individuals</li> <li>▪ Able to assess the level of emotional, psychological and psychosexual support required by individuals, and refer as required</li> </ul>
<b>KNOWLEDGE &amp; INFORMATION</b>	<i>Provides relevant information to enable the client to make informed choices on their care and condition</i>
	<ul style="list-style-type: none"> <li>▪ Works autonomously to meet the knowledge and information needs of clients</li> </ul>
<b>CONSENT</b>	<i>Seeks client consent to enhance and protect individual care</i>
	<ul style="list-style-type: none"> <li>▪ Independently assesses client consent when working autonomously, in accordance with legal frameworks</li> <li>▪ Liaises with senior colleagues when a young person's capacity for consent is insufficient or questionable</li> <li>▪ Liaises with senior colleagues/child protection team and adheres to local guidelines/policy when neglect, physical or sexual abuse, sexual assault is suspected in any client</li> </ul>

**SENIOR REGISTERED PRACTITIONER**

<b>CLINICAL EXAMINATION AND SPECIMEN COLLECTION</b>	
<b>PREPARATION OF CLIENT</b>	<i>Enables the client to feel prepared for the examination procedure</i>
<b>CLINICAL EXAMINATION / PROCEDURES</b>	<i>Identifies client risk factors in respect of STIs, blood borne infections, pregnancy and use of contraception methods</i>
	<ul style="list-style-type: none"> <li>▪ Independently undertakes most examination procedures</li> <li>▪ Differentiate between normal, variations of normal and abnormal genitalia</li> <li>▪ Recognises own limitations within own professional practice and refers appropriately</li> <li>▪ Undertakes more specialised examination skills, such as bimanual examination according to experience, training and local protocol</li> </ul>
<b>SPECIMEN COLLECTION</b>	<i>Demonstrates an understanding of and is able to assess psychosocial /psychosexual issues</i>
	<ul style="list-style-type: none"> <li>▪ Demonstrates awareness of current research or evidence to support new methods of specimen collection</li> </ul>
<b>SPECIMEN PROCESSING</b>	<i>Provides relevant information to enable the client to make informed choices on their care and condition</i>
	<ul style="list-style-type: none"> <li>▪ Demonstrates awareness of current research or evidence to support new methods of specimen processing</li> </ul>

**SENIOR REGISTERED PRACTITIONER**

<b>INTERPRETATION AND PROVISION OF FINDINGS</b>	
<b>INTERPRETATION OF FINDINGS</b>	<i>Interprets findings to identify the client's needs</i>
	<ul style="list-style-type: none"><li>▪ Formulates a preliminary needs assessment</li><li>▪ Analyses and interprets physical signs and presenting symptoms in relation to laboratory/investigative findings in order to develop appropriate differential diagnoses</li><li>▪ Recognises emergency situations and seeks relevant support</li><li>▪ Seeks support from colleagues where the consultation extends beyond the scope of practice</li></ul>
<b>PROVIDING RESULTS</b>	<i>Provides clear and accurate results to the client</i>
	<ul style="list-style-type: none"><li>• Provides all results to the client</li><li>• Discusses the implications of results and further care with the client</li><li>• Answers client questions or refers accordingly</li><li>• Identifies new support and information needs arising from suspected or unsuspected results</li></ul>
<b>PLANNING CARE &amp; TREATMENT</b>	<i>Plans care appropriate to the individual client</i>
	<ul style="list-style-type: none"><li>• Formulates a plan of care and or treatment with the client</li><li>• Plans further investigations and/or referrals as warranted in collaboration with colleagues and the client</li><li>• Prioritises health needs and plans care accordingly</li></ul>

## SENIOR REGISTERED PRACTITIONER

PROVISION OF TREATMENT AND THERAPIES	
<b>CLINICAL &amp; PHARMACEUTICAL KNOWLEDGE</b>	<i>Has up-to-date information about the common treatments and vaccinations for STIs and methods of contraception used in sexual and reproductive health care settings</i>
	<ul style="list-style-type: none"> <li>▪ Demonstrates a thorough understanding of the purpose, contraindications, specific considerations and possible side effects of the various treatments and vaccinations being prescribed, supplied and/or administered</li> </ul>
<b>ADMINISTRATION, SUPPLY &amp; PRESCRIBING</b>	<i>Safely supplies and administers medications within professional and organisational standards and own limitations of practice</i>
	<ul style="list-style-type: none"> <li>▪ Works within the confines of independent and supplementary prescribing in order to prescribe and administer any treatments and/or vaccinations</li> <li>▪ Contributes to local partnerships to develop patient group directions (PGDs) and mechanisms for the safe supply and administration of medications and medical devices</li> </ul>
<b>CLIENT EDUCATION</b>	<i>Provides relevant information about medications to those receiving treatments</i>
	<ul style="list-style-type: none"> <li>• Delivers specific one-to-one and/or group education interventions for specific groups of clients e.g. drug users, sex workers</li> </ul>
<b>CLIENT SUPPORT</b>	<i>Provides essential psychosocial and practical support and advice</i>
	<ul style="list-style-type: none"> <li>▪ Delivers, in accordance with defined role and service need, specific support interventions to specific groups of clients e.g. Hepatitis C clients , pregnant teenagers</li> </ul>

**SENIOR REGISTERED PRACTITIONER**

<b>HEALTH PROMOTION</b>	
<b>INFORMATION AND EDUCATION</b>	<i>Provides holistic information about aspects of sexual and reproductive health care</i>
	<ul style="list-style-type: none"><li>▪ Delivers individual and/or group intervention to provide information and education, prevention and risk reduction support, skills building and partner notification according to local need and defined role</li></ul>
<b>PREVENTION AND RISK REDUCTION SUPPORT</b>	<i>Provides support for individuals to reduce risk and maintain sexual and reproductive health</i>
	<ul style="list-style-type: none"><li>▪ Delivers individual and/or group intervention to provide information and education, prevention and risk reduction support, skills building and partner notification according to local need and defined role</li></ul>
<b>SKILLS BUILDING</b>	<i>Integrates skills building interventions into routine sexual and reproductive health care</i>
	<ul style="list-style-type: none"><li>▪ Delivers individual and/or group intervention to provide information and education, prevention and risk reduction support, skills building and partner notification according to local need and defined role</li></ul>
<b>PARTNER NOTIFICATION</b>	<i>Contributes to the identification of sexual partners requiring diagnostic and treatment services</i>
	<ul style="list-style-type: none"><li>▪ Delivers individual and/or group intervention to provide information and education, prevention and risk reduction support, skills building and partner notification according to local need and defined role</li></ul>

## COMPETENCY LIST

**Each item should be initialled and dated by an experienced practitioner.**

### Competence Levels

1. Activity observed, basic understanding of principles & concepts involved
2. Activity carried out under supervision, broad understanding of principles and concepts involved
3. No need for supervision needs senior colleague available for support and advice.
4. Activity carried out without direct supervision within a legal and ethical framework, in accordance with the Nursing and Midwifery Council Code of Professional Conduct

		Level 1	Level 2	Level 3	Level 4	Sign	Date
	<b>CLIENT ASSESSMENT</b>						
<b>1.</b>	Adapts consultation style to suit client's knowledge and understanding						
<b>2.</b>	Keeps clear and contemporaneous records in line with professional standards						
<b>3.</b>	Can take an appropriate sexual history to elicit information regarding clients sexual behaviour to determine related risk factors						
<b>4.</b>	Recognises signs and symptoms of complex and unstable health problems e.g. ectopic pregnancy, HIV seroconversion, PID, psychological problems and make appropriate referral to senior medical colleagues						
<b>5.</b>	Elicits appropriate history from clients with regard to identifying sexual dysfunction and make appropriate referral						
<b>6.</b>	Facilitates HIV pre-test discussion						
<b>7.</b>	Elicits appropriate history from clients with regard to high risk sexual behaviour and blood borne infection risk and refer appropriately						
<b>8.</b>	Works autonomously to assess the emotional, psychosocial and psychosexual well being of individuals and identifies level of support required by the individual						
<b>9.</b>	Works autonomously to meet the knowledge and information needs of the client						
<b>10.</b>	Works in accordance with legal frameworks when independently assessing client consent						
<b>11.</b>	Liaises with senior colleagues when a young person's capacity for consent is doubted						
<b>12.</b>	Liaises with senior colleagues and adheres to local and national policy/guidelines where neglect, physical or sexual abuse or sexual assault is suspected in any client						

		Level 1	Level 2	Level 3	Level 4	Sign	Date
	<b>CLINICAL EXAMINATION AND SPECIMEN COLLECTION</b>						
13.	Independently undertakes most examination procedures						
14.	Identifies differences between normal and abnormal genitalia						
15.	Undertakes more specialised examination skills such as bimanual examination, proctoscopy according to experience and training						
16.	Demonstrates awareness of current research or evidence to support new methods of specimen collection and processing						
	<b>INTERPRETATION AND PROVISION OF FINDINGS</b>						
17.	Formulates a preliminary needs assessment and seeks support from colleagues where consultation exceeds scope of professional practice						
18.	Develops appropriate differential diagnosis through interpretation of physical signs and presenting symptoms, using where available laboratory/investigative findings						
19.	Recognises emergency situations and seek relevant support						
20.	Provides all results to clients and discusses the implications of results and further care with client						
21.	Answers client questions or refers appropriately						
22.	Identifies new support and information needs arising from results						
23.	Formulates a clinical management plan with colleagues and the client including referral to other agencies where appropriate						
24.	Prioritises health needs and plan accordingly						

		Level 1	Level 2	Level 3	Level 4	Sign	Date
	<b>PROVISION OF TREATMENT AND THERAPIES</b>						
25.	Demonstrates a full knowledge and understanding of all medicines and treatments utilised within practice with particular regard to side effects and contraindications						
26.	Prescribes and/or administers medicines using PGDs, treatment plans and nurse prescribing as appropriate to level of professional practice and expertise						
27.	Contributes to development of PGDs and protocols for the safe supply and administration of medicines						
28.	Participates in the delivery of education interventions for specific groups of clients e.g. young people, sex workers						
29.	Contributes to the assessment, treatment and delivery of support interventions to specific groups of clients e.g. pregnant teenagers, clients with diagnosis of STI						

	<b>HEALTH PROMOTION</b>	Level 1	Level 2	Level 3	Level 4	Sign	Date
30.	Provides individuals or groups with information and education, risk reduction support, skills building and partner notification according to identified need						

<b>Learning Plan for:</b>	<b>Training Centre:</b>	<b>Primary Assessor:</b>
<b>Initial Assessment:</b>  <b>Competent in:</b>    <b>Some experience of:</b>    <b>New to:</b>		<b>Contact details:</b>    <b>Assessor Signature:</b> .....  <b>Trainee Signature:</b> .....  <b>Date:</b> .....  <b>Next Assessment Date:</b> .....

The trainee and Primary Trainer will agree the training plan for Senior Registered Practitioner competency indicators at the initial assessment. The trainee will have responsibility for undertaking the planned learning objectives and will be guided by the Primary Trainer. At subsequent interim assessments learning objectives should be signed off as achieved. Further learning objectives can be added at interim assessments.

Experience for assessment of competency may be achieved by:

- Observation critical analysis of practical and case presentations
- Reflective diary, with self assessment of competence
- Direct teaching
- Active involvement in clinical support groups
- Portfolio development

<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>

<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>
<b>Learning Objective</b>	<b>Planned Activity</b>	<b>Achieved Date &amp; Assessor Signature</b>

Throughout the training program, recognised assessors will assess the progress made towards achieving the learning objectives. At least two interim assessments should be undertaken. Once all the competencies from list have been achieved, the primary assessor should complete a final assessment and certify competence below.

<p><b>INTERIM ASSESSMENT</b> Progress made</p>	<p><b>Assessor signature:</b> .....</p> <p><b>Date:</b>.....</p>
<p><b>INTERIM ASSESSMENT</b> Progress made</p>	<p><b>Assessor signature:</b> .....</p> <p><b>Date:</b>.....</p>
<p><b>INTERIM ASSESSMENT</b> Progress made</p>	<p><b>Assessor signature:</b> .....</p> <p><b>Date:</b>.....</p>

**Final Assessment**

**Primary Assessor Name & Signature**

.....

.....

**Date:** .....