

*National Organ Retrieval Service*

*Perioperative Competence Programme*

***Cardiothoracic Scrub Practitioner Competencies***

## Aims and learning outcomes of programme

The aims of the programme are two fold:

1. To equip the practitioner with the necessary skills and knowledge base to practice in a competent manner as part of the National Organ Retrieval Service (NORS).
2. To provide a standard of practice against which existing practitioners in NORS can measure and develop their levels of competence.

The learning outcomes of the framework have been devised to enable the practitioner to:

1. Demonstrate best practice throughout the organ retrieval procedure
2. Demonstrate competence in a range of skills relevant to their role with the NORS
3. Demonstrate competence in the application of appropriate knowledge and understanding pertaining to the work of the NORS team and their role within the team.

## Programme outline

This programme utilises a mixture of learning and teaching approaches to enable the practitioner to complete the competencies. The main emphasis is on self-directed learning as this recognises the different levels of experience, abilities and motivation of the practitioners undertaking the programme (O'Shea 2003).

The practitioner will be assigned a clinical mentor who will provide support and facilitate learning opportunities until such time as the practitioner has successfully completed the programme. Existing practitioners can request the appointment of a mentor who is willing to take on the role and has, ideally, completed an accredited mentorship course.

The formative assessments can be signed off by a suitably experienced registered practitioner in organ retrieval and final summative assessment and declaration of competence will be undertaken by the lead perioperative practitioner within your NORS team.

The practitioner's achievement of the competency framework will be assessed through a portfolio of evidence. Portfolio-based learning has become a standard method of assessing competence-based education as it enables a valid and true assessment of the complex repertoire of knowledge and skills required in the modern healthcare system (Redfern *et al* (2002).

Five constituents for the acceptability of evidence are outlined in the *Portfolio of Core Competencies for Anaesthetic Assistants* (NHS Education for Scotland 2007). These are as follows:

1. Validity: Does the evidence meet the needs of the indicator it is being used towards?
2. Authenticity: Can the evidence be attributed to the practitioner?
3. Sufficiency: Is there enough evidence to infer achievement?
4. Currency: Is the evidence up to date and relevant?
5. Reliability: Does the evidence accurately reflect the skills and knowledge required?

Types of admissible evidence for this programme include: quantifiable evidence i.e. skills check lists, e-learning and private study i.e. journals/books, reflective pieces, internal courses and, peer teaching.

Formative assessment can be undertaken by any competent practitioner but final, summative assessment must be undertaken by the Senior Perioperative Practitioner for the NORS.

Practitioners will also be expected to maintain a record of the organ retrievals attended during their training programme and beyond. The logbook should record the dates, locations, and types of retrievals attended. Additional comments could include activities undertaken during the retrieval as well as positive and negative reflections on the experience. The objective of the logbook is to offer evidence of the practitioner's experiences and development throughout the training programme and evidence of competence maintenance.

### **References**

NHS Education for Scotland (2007) *Portfolio of Core Competencies for Anaesthetic Assistants*. NES: Edinburgh

O'Shea, E. (2003) Self-directed learning in nurse education: a review of the literature. *Journal of Advanced Nursing* 43 (1) pp. 62-70

Redfern, S. Norman, I. Calman, L. Watson, R. Murrells, T. (2002) Assessing competence too practice in nursing: a review of the literature. *Research Papers in Education* 17 (1) pp. 51-77

<b>Competence</b>	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (summative)
<i>Demonstrate ability to liaise appropriately with staff from the donor hospital and identify additional equipment required.</i>					
<i>Demonstrate ability to prepare equipment and consumables within the donor hospital operating theatre adhering to standard safety precautions.</i>					
<i>Demonstrate the ability to communicate appropriately with the practitioner undertaking cardiothoracic organ preservation to ensure timely preparation of perfusion cannula and lines.</i>					
<i>Discuss the different types of organ preservation techniques and their application.</i>					
<i>Demonstrate ability to liaise appropriately with staff from the donor hospital and identify additional equipment required.</i>					
<i>Demonstrates a clear understanding of the difference between surgical procedures for DBDD and DCDD organ donation.</i>					
<i>Demonstrates understanding of the necessity for allowing adequate setup time prior to withdrawal for DCDD donation</i>					
<i>Is able to discuss the importance of good communication and building a rapport between the scrub practitioner and other members of the NORS teams.</i>					
<i>Demonstrates ability to prepare fluids appropriately in readiness for cooling organs.</i>					
<i>Demonstrates ability to multitask when assisting the surgical team and an ability to prioritise own workload.</i>					
<i>Demonstrates an understanding of the importance of communicating with the SNOD in relation to cross-clamp and organ removal times.</i>					
<i>Demonstrates an understanding of the importance of verbally confirming the specific organ and laterality when handing off the sterile field.</i>					

<b>Competence</b>	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (formative)	Assessor Initials (summative)
<i>Clearly demonstrates an understanding of the legislation applicable to organ donation and retrieval, including the EU directive on organ donation and the Human Tissue Act in relation to the retention of human tissues.</i>					
<i>Demonstrates ability to assist the cardiothoracic retrieving surgeons in the assessment and removal of all organs in line with NHS Blood and Transplant guidelines.</i>					
<i>Demonstrates ability to assist the retrieving surgeons in bench dissection, perfusion and packing of all organs in line with NHS Blood and Transplant guidelines.</i>					
<i>Can provide rationale for undertaking full accountable items checks before and after surgical organ retrieval.</i>					
<i>Demonstrates an understanding of the requirement to complete the Surgical Operation Register at the donor hospital theatre prior to departure if required.</i>					
<i>Discuss the rationale and procedure for packing reusable surgical instrumentation in a manner that minimises the risk of cross contamination.</i>					
<i>Discuss the importance for re-stocking consumables on return from retrieval.</i>					

*National Organ Retrieval Service*

# *Certificate of Competence*

*Has successfully completed:*

***Perioperative Competence Programme***

***Cardiothoracic Scrub Practitioner Competencies***

Practitioner

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

Lead Perioperative Practitioner for NORS Team

NAME: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_