

Back to clinical practice Covid-19

Contents

- Our work [1]
- Online learning [2]
- Health careers [3]
- News, blogs and events [4]
- About [5]
- Covid-19 [6]
- Complaints [7]

Accelerated preceptorship Covid-19 [8]

- COVID-19 Resources for clinicians and NHS managers [9]

Content on this page is being updated regularly ? please come back to keep updated.

We would like to thank you for joining us as we mobilise to assist the NHS, our communities and patients during this health emergency.

Returning to clinical practice can provoke anxiety and during a crisis it is fair to assume that ?normal concerns? may be heightened.

We have prepared a **?back to clinical practice at pace?** learning hub.

This introduction is intended to guide you on how to navigate the training, information and additional resources.

Important messages

1. You know this already, although it may be awhile since you practiced and terminology and techniques may have changed however the principles you learnt will largely remain, so see this as a refresh.
2. We have set out what we feel is the appropriate sequence of training for you to undertake and aligned this with our national statutory and mandatory training available on e-learning for health. This is open access to all but we recommend you register with an account (you don?t need a NHS email account to register) to track/record your training on the system. We have also recommended some additional practical training that you may want to undertake.
3. Given the need to pull relevant and appropriate training together quickly ? we have where possible drawn from existing resources. Whilst all of the key materials have been reviewed, they are in different formats some of which may work well for you, others not so much.
4. We are also mindful that everyone has their own ?learning style?, and whilst online learning may not

be your preferred option (or you may have specific learning needs that run counter to online presentations) we are certain you will appreciate the reasons why your return to practice learning is in this format; we ask that you bare with us as we attempt to offer the learning we believe is 'essential' to support you in the first week/month of being back in practice.

5. We are so proud to belong to such an interconnected, diverse and kind community and we would like to encourage you to 'embrace digital learning?' given the opportunity presented and join us online via Twitter to share your learning, experiences of coming back into practice, and how we can improve the materials/support offered on these pages. Please follow us on @capital_nurse [10]

Recommended training sequence guide

We are approaching the *Statutory and Mandatory* training as a two-step approach:

1. Essential ***Must be completed before starting in clinical practice***
2. Fundamental ***Can be completed once you have started in clinical practice***

We have also sourced a range of additional learning materials we recommend you to undertake as self-directed learning. These are sequenced to be completed by:

- a. practitioners working within all fields of practice
- b. to be completed by practitioners working in a mental health setting. If you are not practicing in that field, you may wish to bypass this learning

As this training will not be formally assessed you must only 'work within your scope of practice?' as per your Code of Practice.

Essential Statutory and Mandatory training

Infection Control Level 2 [11] (45 minutes)

Infection prevention and control training is usually tailored to a number of approaches, dependent on which area or group within the NHS that you work. To ensure you are up to date with your knowledge and skills before returning to practice you are required to complete this training which has been updated to incorporate the COVID-19 national infection control guidance [12].

Resuscitation Adult Level 2 [13] (35 minutes)

The Resuscitation Council UK have issued guidance for providing basic and advanced life support for patients who have, or are suspected of having, COVID-19. This guidance differs to that followed in adults without COVID-19 because there is a significant risk of transmission of the coronavirus to healthcare staff. The guidance may change as more is learnt about COVID-19.

[View the most up-to-date guidance from the Resuscitation Council UK \[14\]](#)

Fire Safety Training Level 1 [15] (20 minutes)

This e-learning session meets the statutory and mandatory training requirements and learning outcomes for Fire Safety Level 1 in the UK Core Skills Training Framework.

Health, Safety and Welfare Level 1 [16] (30 minutes)

This e-learning session meets the statutory and mandatory training requirements and learning outcomes for Health, Safety and Welfare Level 1 in the UK Core Skills Training Framework.

Fundamental Statutory and Mandatory Training

These are a mandatory requirement but you can come back to these and access at a later stage during your employment. Either through your organisation or on e-learning for Health [16].

- Conflict Resolution - Level 1
- Data Security Awareness - Level 1
- Equality and Diversity and Human Rights - Level 1
- Preventing Radicalisation - Basic Prevent Awareness
- Safeguarding Adults and Children Level 1
- Moving and Handling Level 1

Non mandatory learning units (all fields of practice)

We recommend for you to access these learning units, either to upskill or refresh your knowledge in these areas. Please note these learning units are not recorded.

Medication management

Medication management is a key skill when delivering care as a registered nurse or nursing associate.

The refresher training will not replace existing medication management assessments that will be undertaken by your organisation, but to refresh your existing knowledge and skills on the basic principles of medication management before returning to the clinical care.

Learning outcomes:

- Understand legal and ethical issues in medicines management?
- Describe the general principles and standards of medicine preparation and administration?
- Have an awareness of where common errors occur and how to work towards reducing risk?
- Describe how to deal with an adverse event?
- Understand correct documentation when administering a medicine

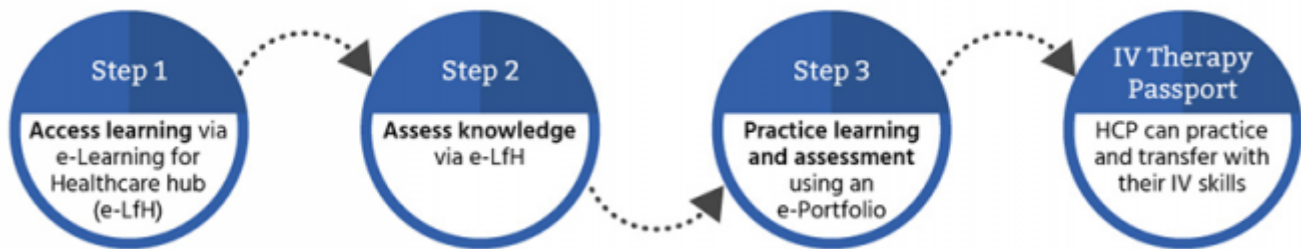
Medication management [17]

Intravenous (IV) Therapy Passport

The IV therapy Passport is to enable health care professionals to either upskill or refresh your knowledge and skills in IV practice.

The content of the e-learning is aimed at health care professionals from adult or paediatric fields of nursing, midwifery, and other allied health professionals, whose role requires the administration of intravenous medication for patients.

The pathway is comprised of three steps as illustrated below:



This programme of e-learning provides the full curriculum and is the preferred route to access the learning required for the passport.

Read more about it here [e-LfH IV Therapy Passport \[18\]](#) and access the e-learning by following the link [e-LfH Hub \[19\]](#). **To record your learning for IV Therapy, remember to register with e-LfH.**

For further information or to access Step 3 IV Practice Learning and Assessment document (IV PLAD) visit [IV therapy passport \[20\]](#).

Managing the deteriorating patient (60 minutes)

The care of the deteriorating patient course is aimed at health care practitioners who would like to refresh their knowledge and understanding on the management of a deteriorating patient. The learner will gain an understanding of the systematic ABCDE approach and be made aware of track and trigger tools such as NEWS to identify patients who may be at risk of deterioration.

[Undertaking an accurate and comprehensive assessment of the acutely ill adult \[21\]](#)

[Using the ABCDE approach to assess the deteriorating patient \[22\]](#)

[Physical Assessment using the ABCDE approach \[23\]](#)

[Physical Assessment External link \[23\]](#)

[Track & Trigger \(NEWS2\) SBAR \[24\]](#)

[Managing deteriorating patients presents a challenge in care homes \[25\]](#)

End of life care (40-90 minutes)

All patients should be given compassionate and dedicated medical care including symptom management and, where patients are dying, the best available end of life care. Nevertheless, it is legal and ethical to prioritise treatment among patients. This applies where there are more patients with needs than available resources can meet.

Until national COVID-19 guidance is published, your organisation should make decisions about how resources are to be allocated in difficult situations.

These units of learning will refresh your knowledge and understanding on the process of dying and the principles of end of life care.

[Brief training video \(40 mins\) - on process of dying and the principles of end of life care \[26\]](#)

[The basic elements of end of life care - slides \[27\]](#)

e-learning for healthcare modules:

- [End of Life Care COVID-19 \[28\]](#)

- End of Life Care (e-ELCA) - Priorities for care of the dying person [29]
- Assessment of the dying phase and after death [29]

Other useful information:

- Visit the BMA for more information [30].
- NICE pathways - End of life care for people with life-limiting conditions [31]

Mental Capacity Act (MCA) & Deprivation of Liberty Safeguarding (DoLS) (10 minutes)

Adults who lack capacity in deciding about their care, day to day life decisions and so on, can come from any health and social care setting.

This unit of learning will refresh your knowledge on the 5 principles of the MCA and why in some cases you would use a DoLS when safeguarding an adult for their own best interest.

Access the learning [32]

Non mandatory learning units (mental health practice)

We recommend for you to access these learning units, either to upskill or refresh your knowledge in these areas. Please note these learning units are not recorded.

Risk Assessment and Risk Management (20 minutes)

The assessment of clinical risk in mental healthcare can be challenging but it provides the opportunity to engage with service users, their carers and families to promote the patients' safety, recovery and wellbeing. Good risk assessment will consider psychological and social factors as part of a comprehensive review of the patients care needs and the risk of harm to themselves, harm to others and harm from others.

This unit of learning provides an overview of clinical risk assessment working with mental health services users.

Learning outcomes:

- Understand the importance of working collaboratively with service users, their family and social networks
- Gain a greater understanding of the evidence base that supports best practice and risk assessment
- Build on your clinical confidence in carrying out a risk assessment
- Understand that risk assessment is not risk predication or risk elimination
- Understand how complex situations can be managed within a positive risk-taking framework
- Critically reflect on your practice within the context of best practice

Having completed this unit of learning you will find it useful at a later time to review some of the references and resources that support this unit of learning.

Clinical Risk Assessment and Management in Mental Health Services [33]

Download a list of useful links and references [34]

Supportive Observation and Engagement (15 minutes)

Supportive observation is a core skill for all healthcare staff working with mental health patients and

requires a positive relationship between staff and patients which is meaningful, grounded in trust and therapeutic for the patient.

Supportive observation is about developing a relationship with the patient and trying to understand them by listening and interacting with them.

This unit of learning provides an overview of supportive observation and engagement to enable staff to refresh and update their knowledge and practice.

Learning outcomes:

- Recognise the importance of developing engaging relationships with patients
- Have a greater understanding of the patients' experience of observation
- Reflect on your practice
- Have an understanding of the evidence base that supports keeping people safe in mental health settings
- Understand the minimum standards expected for all staff involved in carrying out supportive observation

Supportive Observation and Engagement in a mental health setting [35]

Restrictive Interventions (15 minutes)

The Positive and Caring Environments (PACE) refresher training is aimed to increase the awareness around restrictive interventions within a mental health inpatient setting.

It may be the case that in your previous role you used a specific model of restrictive interventions, nonetheless the unit of learning covers the key basic principles of restrictive interventions.

Learning outcomes:

- Identify restrictive interventions in practice?
- Identifying individuals at risks of restrictive interventions?
- Understanding clinically challenging behaviour?
- Have an understanding of 'Safe wards' and how it applies to practice?
- What to include in a behavioural support plan (BSP?)
- NEWS physical health monitoring following rapid tranquilisation

Restrictive interventions learning [36]

Restrictive Interventions [37]

Care Programme Approach (CPA) (10 minutes)

The Care Programme Approach (CPA) is the way mental health services work in partnership with service users to ensure their care and support is well organised.

Mental health staff need to understand their roles and responsibilities within this process.

By working in partnership, we promote recovery and social inclusion and this relationship is at the very core of our work.

Learning outcomes:

- Understand the importance of a collaborative role with the service user within this process
- Develop a greater understanding and what is important to service users around CPA practice

- Describe the process of CPA
- Reflect on best practice examples and consider your own practice
- Identify the key roles within CPA

Care Programme Approach (CPA) Mental health services [38]

Additional resources [39]

Mental Health Act 1983 (15 minutes)

The MHA is the main piece of legislation that covers the assessment, treatment and rights of people with a mental health disorder.

Having a good understanding of the legislation is imperative to delivering safe, ethical and legal care with people suffering from a mental health disorder.

It is good practice to refresh your knowledge on the legislation and to update yourself on the recent temporary measures that have been agreed in parliament on 25th March 2020 to the MHA during the COVID-19 epidemic.

However please note that the temporary are not in force yet until the Secretary of State issues these temporary regulations.

Learning outcomes:

- the purpose of Mental Health Law in general?
- the legal framework and safeguards provided by the Mental Health Act 1983?
- where documentation should be made?
- COVID-19 temporary measures to the Mental Health Act? (not yet in force)

Mental Capacity Act (MCA) and Deprivation of Liberty (DoLs)? [40]

Mental Health Act 1983 [41]

Additional resources [42]

Care after death of patients with suspected or confirmed Covid-19

This unit of learning is for all staff providing care after death of patients with suspected or confirmed Covid-19.

It was developed for staff who may not previously have experience of care after death and acknowledges the particular challenges for staff concerning COVID-19.

Learning outcomes:

1. Understanding grief and loss
2. Personal care of the patient after death
3. Breaking bad news
4. Awareness of processes and support

Access the learning [43]

Additional

resources

There is a wealth of additional free online resources / e-learning to access in preparation to returning to practice.

Visit e-learning for healthcare [44]

Access a range of videos available on YouTube in preparation to returning to practice [45]

Acknowledgements

Whilst the majority of the materials provided will have specific details regarding the source/developer/trainer, we would like to take this opportunity of thanking the following team who over a very short period of time have worked to prepare this package.

- Dean Gimblett, CapitalNurse/Health Education England
- Jaqueline Robinson-Rouse, CapitalNurse/Health Education England
- Selina Trueman, CapitalNurse/Health Education England
- Desiree Cox, Independent consultant
- Carmel Clancy, Middlesex University
- Fiona Suthers, Middlesex University
- Suzanne Traynor, MyCareAcademy, Middlesex University
- Sinead Mehigan, Middlesex University
- Kathy Wilson, Middlesex University
- Joshua Sharman, Middlesex University

A special thank you to the following organisations for sharing your training and e-learning resources:

- Barts Health NHS Trust
- Camden and Islington NHS Foundation Trust
- South West London St George's Mental Health Trust
- Barnet Enfield and Haringey Mental Health Trust

Return to the top of the page.

Source URL (modified on 09/09/2021 - 13:34): <https://www.hee.nhs.uk/our-work/capitalnurse/back-clinical-practice-covid-19>

Links

[1] <https://www.hee.nhs.uk/our-work>

[2] <https://www.e-lfh.org.uk/>

- [3] <https://www.healthcareers.nhs.uk/>
- [4] <https://www.hee.nhs.uk/news-blogs-events>
- [5] <https://www.hee.nhs.uk/about>
- [6] <https://www.hee.nhs.uk/covid-19>
- [7] <https://www.hee.nhs.uk/complaints>
- [8] <https://www.hee.nhs.uk/our-work/capitalnurse/workstreams/preceptorship>
- [9] <https://www.england.nhs.uk/coronavirus/>
- [10] https://twitter.com/capital_nurse
- [11] <https://portal.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/610781>
- [12] <https://healtheducationengland.sharepoint.com/:b:/g/Comms/Digital/EX11COTLLGJFhtXit-dMnDABLXnN0-zQqQkhvmBre6rDSQ?e=SpHz7y>
- [13] <https://portal.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/610785>
- [14] <http://www.resus.org.uk/media/statements/resuscitation-council-uk-statements-on-covid-19-coronavirus-cpr-and-resuscitation/>
- [15] <https://portal.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/610777>
- [16] <https://portal.e-lfh.org.uk/LearningContent/LaunchForGuestAccess/610773>
- [17] https://healtheducationengland.sharepoint.com/:p:/g/Comms/Digital/ETp8mFF8e0pLn3Q297o-seMBkI3lN5k1nnsSqI19iQ_w3A?e=tdrtTZ
- [18] <https://www.e-lfh.org.uk/programmes/iv-therapy-passport/>
- [19] <https://portal.e-lfh.org.uk/login>
- [20] <http://www.hee.nhs.uk/our-work/capitalnurse/our-work/iv-therapy-passport>
- [21] <https://healtheducationengland.sharepoint.com/:b:/g/Comms/Digital/EbajxmrbI3pNuxqt3HKSZ3ABZhcMsP8CXbOiQd1g?e=Xger5I>
- [22] <https://healtheducationengland.sharepoint.com/:b:/g/Comms/Digital/ETSt9lwGhO9DgY7bv8bsQjMBVbKqo78aRg8>
- [23] https://www.play.mdx.ac.uk/media/HEE+-+Physical+Assessment+using+an+ABCDE+Approach/1_2r0mz05o
- [24] https://www.play.mdx.ac.uk/media/HEE+-+Track+%26+Trigger+%28NEWS+2%29++SBAR/1_fbc8t3na
- [25] https://uclpartners.com/news-item/new-online-video-training-for-care-home-staff/?utm_source=partnership-press&utm_medium=email
- [26] <https://vimeo.com/402085237/929dbb4fd0>
- [27] <https://healtheducationengland.sharepoint.com/:b:/g/Comms/Digital/EUCtK3ddNIIdLkTlShVMA4O8BVASOSoFwf>
- [28] https://portal.e-lfh.org.uk/Catalogue/Index?HierarchyId=0_45016&programmeId=45016
- [29] https://portal.e-lfh.org.uk/myElearning/Index?HierarchyId=0_29&programmeId=29
- [30] <https://beta.bma.org.uk/advice-and-support/covid-19/ethics/covid-19-faqs-about-ethics>
- [31] <https://pathways.nice.org.uk/pathways/end-of-life-care-for-people-with-life-limiting-conditions#path=view%3A/pathways/end-of-life-care-for-people-with-life-limiting-conditions/managing-symptoms-for-an-adult-in-the-last-days-of-life.xml&content=view-index>
- [32] <http://www.legislation.gov.uk/ukpga/2005/9/contents>
- [33] <https://www.elearningrepository.nhs.uk/sites/default/files/lms/5917/story.html>
- [34] <http://www.mycareacademy.org/wp-content/uploads/2020/03/CRAMReferences2020.pdf>
- [35] <https://www.elearningrepository.nhs.uk/sites/default/files/lms/5920/story.html>
- [36] https://www.cqc.org.uk/sites/default/files/201701207b_restrictivepractice_resource.pdf
- [37] <https://healtheducationengland.sharepoint.com/:p:/g/Comms/Digital/ETsYDwH10I1HrrgKPwMppwMBJjIPHixxOV>
- [38] <https://www.elearningrepository.nhs.uk/sites/default/files/lms/5922/story.html>
- [39] <https://www.nhs.uk/conditions/social-care-and-support-guide/help-from-social-services-and-charities/care-for-people-with-mental-health-problems-care-programme-approach/>
- [40] https://healtheducationengland.sharepoint.com/:p:/g/Comms/Digital/EYp8q0_TRYxPtesRUriCrYUBxsL9CbCTF4_h

[41]

https://healtheducationengland.sharepoint.com/:p:/g/Comms/Digital/EVkg65iAbMVJv_3gS10NM_QBUuog78REfb7

[42] <http://https://www.rethink.org/news-and-stories/blogs/2020/03/coronavirus-act-2020-everything-you-need-to-know/>

[43] <https://www.elearningrepository.nhs.uk/sites/default/files/lms/6045/story.html>

[44] <https://portal.e-lfh.org.uk/>

[45]

<https://www.youtube.com/watch?v=A6sg0mkcJIY&list=PLrVQaAxyJE3cJ1fB9K2poc9pXn7b9WcQg&ap>