SUPPORTIVE ENGAGEMENT & OBSERVATION COMPETENCY

BANK WORKER WORKBOOK

**BANK WORKER NAME ............................................................................**

ONCE COMPLETE, PLEASE FORWARD TO:

Temporary Staffing Service
Flatta Lane Centre

Flats Lane

Normanby

Middlesbrough

TS6 0SZ

Or Scan and email tewv.temporarystaffing@nhs.net

Signed Temporary Staffing Service Manager ………………………………………….

**SUPPORTIVE ENGAGEMENT & OBSERVATION COMPETENCY**

**Workbook**

**How do I use the workbook?**

The workbook should be used when in supervision to discuss progress and understanding of observation and engagement, developing knowledge and competency, how you have been able to support people in your day to day work.

**Prior to completing this workbook you will need a working knowledge of relevant Trust Polices and local procedures that have been put in place regarding observing service users.**

Before completing this workbook you will need to have:

**Completed the following e-learning**

* Compassionate Care
* Harm Minimisation from May 2017

**Read and understood the following policies and procedures:**

|  |  |  |
| --- | --- | --- |
| Supportive Engagement and Observation Procedure |  **https://intranet.tewv.nhs.uk/download.cfm?doc=docm93jijm4n1264.pdf&ver=7200** | Signed as read: |
| Harm Minimisation Policy |  **https://intranet.tewv.nhs.uk/download.cfm?doc=docm93jijm4n1265.pdf&ver=7981** | Signed as read: |
| MHA policies | [**http://flc-intouch:35000/Docs/Documents/Policies/TEWV/Mental%20Health%20Act**](http://flc-intouch:35000/Docs/Documents/Policies/TEWV/Mental%20Health%20Act) | Signed as read: |

There are 5 observations that must be discussed and signed off by a registered nurse along with an observation assessment.

These observations can take place in different settings/wards/units that you work in on the bank.

**Learning objectives**

1. To have an understanding of levels of supportive engagement & observation used in the Trust as set out in the policy.
2. Understand your responsibilities when carrying out supportive engagement & observations on a service user
3. What documentation you would complete, and why, following Intermittent observations.
4. Describe what actions you would undertake to ensure that there is positive engagement with your service user whilst involved in different levels of observations
5. Explain how privacy and dignity can be upheld when a client is on intermittent observation.

**On completion of this work book you will be deemed competent when observing a service user.**

1. Describe below the types of observation that are described in the trust policy

|  |  |
| --- | --- |
| Level of Engagement & Observation | Detail exactly what this means and how it is undertaken  |
| General Engagement & Observation |  |
| Intermittent Observation and Engagement  |  |
|  Within Eyesight Observation and Engagement  |  |
| Within Arms length Observation and Engagement  |  |
| Zonal engagement and observation |  |

 (Discuss with supervisor)

1. **How do you find out what level of engagement & observations a client is on?**

|  |
| --- |
|  |

1. Write down five reasons why a person may be on Eyesight observation and engagement.

|  |
| --- |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |

1. **Scenarios**

You are undertaking continuous within eyesight engagement and observation with patient A. The alarms go off on your unit as there is an incident. What should you do?

|  |
| --- |
|  |

A patient is on general observations – how often would you observe this patient and when would you engage with them.

|  |
| --- |
|  |

Following eyesight observation and Engagement – what documentation would you complete, and why?

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|  |

If a patient of the same sex as you requires the toilet whilst on eyesight observation and engagement what do you need to do?

|  |
| --- |
|  |

1. **Exercise**

Describe below what actions you would undertake to ensure that you positively engage with your patients whilst involved in different levels of observations

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| --- |
|  |

1. Discuss a client you have observed on eyesight observation and engagement with your mentor. Explain to them some of the issues that arose during that period of time.

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|  |

1. Explain how privacy and dignity can be upheld when a client is on Eyesight Observation and engagement.

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|  |

**SIGN OFF CHECKLIST**

1. Each engagement and observation must be discussed with your mentor and signed off
2. It is the responsibility of the sign off mentor to decide if you are competent after the 5 observations
3. After each observation you must discuss with your mentor your reflections of the task.
4. Only on completion of the 5 observation duties will you be signed competent to undertake observations

**BANK WORKER NAME ........................................................................................**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Date  |

|  |
| --- |
| Ward/Unit observations undertaken |

 | Mentor’s signature Print Name  | Bank worker signature |
| 1  | General Engagement and Observation |  |  |  |  |
| 2 | Supportive Intermittenet Observation and Engagement  |  |  |  |  |
| 3 | Within Eyesight observation and Engagement  |  |  |  |  |
| 4 | Within Arms Length Observation and Engagement  |  |  |  |  |
| 5 | Zonal engagement and Observation (if not used within environment note discussion of when it may be applied and benefits /challenges) |  |  |  |  |

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## Competency Tool – Supportive Observation and engagement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Criteria** | **Assessment Method** | **Meets Standard** | **Does not meet Standard** | **Comments** |
| The staff member demonstrates awareness of the policy | Verbal |  |  |  |
| The staff member can describe their overall responsibilities in relation to the policy  | Verbal |  |  |  |
| The staff member demonstrates an understanding of the categories of the observation and engagement  | Verbal |  |  |  |
| The staff member is able to outline some of the general principles of observation and engagement  | Observation/Verbal |  |  |  |
| The staff member demonstrates an understanding of how and who can increase and decrease levels of observation and engagement. | Verbal |  |  |  |
| The staff member can describe how levels of observation and engagement are allocated  | Verbal |  |  |  |
| The staff member can explain the procedure for giving patients information regarding levels of observation and engagement | Observation/Verbal |  |  |  |
| The staff member demonstrates an understanding of record keeping in relation to the policy  | Observation/Verbal |  |  |  |
| The staff member can describe the role and responsibilities of the member of staff undertaking observation and engagement | Verbal |  |  |  |
| The staff member can explain the importance of effective communication to other staff in relation to the policy and can describe how and when such communication would take place) | Verbal |  |  |  |
| The staff member can demonstrate the need for assessing changes in observation and engagement | Verbal |  |  |  |
| The staff member can explain how to hand over the responsibility for observation and engagement. | Verbal  |  |  |  |