ER Nurse Skills Checklist

Name	Date:	

In order to provide suitable assignments for you, this checklist is intended as a method of assessing your professional proficiency. Please rate your skill level as accurately as possible by placing a pheck (-i) in the appropriate box.

- 1 = No experience. Theory/observed only
- 3 * Acceptable competency: > 5 times per year

2 = Limited competency; < 5 times per year; Needs supervision 4 = Competent Partorns on a daily or weeks basis. Proficient

SMIR Level		28	1.4	4
				100
Administration/filiking of IV meds				
Administration of continuous fluids		100	- 33	
Shood blood product				
Autotransfusion		689.60	- 35	
Calculation of sales.				
Mog/min		1000		
Mog/kg/min			- 35	3 3
Mg/min			- 33	
Hang fir Piggyback				
Hepatin Lock			- 3	
Hyperatimentation		7733	100	
Periphecal/Central Line				
Washinge of solution			- 35	
Insertion of Central line		830.00	- 33	
Use of Brovisc/Hokman/Groshong Catheters				
Lab Assessment		17.33	- 33	
Implanted venous access ports.			- 8	
Dressing changes				
insertion of peripheral line:		530.00		
Dressing change			- 55	
dic line		1000		
Universal precautions			- 35	
Spolation procedures	3 3		- 3	3
Autome isolations		200	- 55	
Contact Isolation/Universal Precautions				
Specimen Collection			1 33	
Arterial line blood draw			- 33	
Stood culture		300		
Capitiary blood draw		13.35	33	3
Central line blood draw			- 55	
PICC line blood draw				
Sputum				
Stool				

Skill Level	100	100	20	40
CARDIOVASCULAR	8113		1000	
Arterial line/Swan-Gartz set up				
Ruccove art line				
Arterial bissod gassess				
Zeeping Device				100
Assess heart sounds		- 3		
Assist with pagemaker insertion	30000	- 83		
Temporary/single/double/fumer		- 35	3 3	
Recognite pacemaker matterction	1000	- 32		100
Papartiaker care				
Pacaport Swan-Gartz				
Antiythinia recognition and intervention		- 33		
Assist with pericandiscenteria	0.000			
External pacertaker maintenance		- 33		
Blood pressure monitoling/suto cuff		. 3		
Assisting				
Actorise line impertion				
Sware-Cland insertion with or without fluoro		- 33		
Ottavin 12 inset EPIG				
Nigotual Anatolog of the Heart	63063			
Left Side				
Right Side	0.00			
Niormal Physiology of CV system	83,033			8338
Retuscitation				
Teact Member		- 33		
Perform defibritiation				
Perform/set up emergent sandioversion				
Prepare and administer meds	E 133	_ 3		100
Set up and interpret 12 lead ENG				
Lise of Doppler		- 30		
Care of gatherits with:	1000	- 33		
Acute Aneurysm				
Acade MII	1000	- 85		

Nursing Clinical Skills Skills Performance Checklist

Nancy Walton, Janice Waddell

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Breakdown and Wound Care NEW Enhanced and updated art program includes 70 new figures Skills Performance Checklists Anne Griffin Perry, RN Msn Edd Faan, Patricia A. Castaldi, Patricia A. Potter, 2005-06 Designed to accompany Perry and Potter s Clinical Nursing Skills Techniques 6th edition these handy checklists serve as a valuable assessment tool for each skill presented in the textbook Fundamentals of Nursing Geraldine Rebeiro, Leanne Jack, Natashia Scully, Damian Wilson, 2013 The second edition of the workbook has been updated to include 12 new skils and checklists and features the textbook s highly respected step by step approach as well as sound rationales for ease of understanding Nursing Interventions & Clinical Skills Martha Keene Elkin, Anne Griffin Perry, Patricia Ann Potter, 2007 This book provides complete coverage of nearly 150 basic intermediate and advanced skills in a streamlined visually oriented format

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strategies to assist busy practitioners supervise and support the learning and assessment of learners during clinical placements to achieve valid and reliable assessments All strategies are underpinned by a solid theoretical and evidence base The complexity and challenges of mentoring learning and assessing in the clinical setting are specifically addressed particular focus on the management of the non achieving and failing student with reference to extensive recent work on mentoring learning and assessment of clinical practice critical exploration of professional accountability and associated legal ramifications surrounding learning and assessment of clinical practice detailed consideration of how to use a model for learning from experience as a framework to facilitate experience based learning extensive reference to the legislation standards and guidelines on pre registration health care education published by the Nursing and Midwifery Council NMC and the Health and Care Professions Council HCPC additional material on the monitoring and assessment of professional conduct and behaviours direct reference to the mentoring and assessment of health care students in professions regulated by the Health and Care Professions Council HCPC reference to the Disability Act of 2010 and more detailed discussion on how to meet the needs of students with special needs in particular students with dyslexia new appendix providing a comprehensive list of professional behaviours for assessment The Nurse Educator's Guide to Assessing Learning Outcomes Mary McDonald, 2007 The new edition of this award winning text helps address the increased pressure that the NCLEX and other certification exams are placing on nursing students and faculty The Nurse Educator's Guide to Assessing Learning Outcomes 2nd Edition guides classroom educators through the process of developing effective classroom exams Supervision, Learning and Assessment in Clinical Practice E-Book Sue Woodward, Sam and individual test items Bassett, 2025-05-27 Fully updated to comply with the latest Nursing and Midwifery Council NMC and Health Professional Council HPC guidelines this fourth edition of Supervision Learning and Assessment in Clinical Practice formerly Mentoring Learning and Assessment in Clinical Practice is an indispensable resource for clinical educators responsible for supervising and assessing nursing and allied health professional students This book provides not only practical evidence based strategies for conducting fair and reliable assessments but also delves into the theoretical foundations that support these practices Comprehensive Guidance Practical strategies to manage the complexities and challenges of mentoring learning and assessing in clinical practice Focus on Accountability Critical exploration of professional responsibility and accountability including the legal ramifications surrounding clinical assessment Inclusive Education Enhanced focus on meeting the needs of students with special requirements including those with dyslexia in compliance with the Disability Act of 2010 Regulatory Alignment Direct application for mentoring and assessment of health care students in professions regulated by the Health and Care Professions Council HCPC Professional Conduct New material on monitoring and assessing professional conduct and behaviours including a comprehensive list of professional behaviours for assessment Addressing Failure to Fail Practical advice on managing assessment problems including when students need to be failed and why assessors often give

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