



Australian Government

Department of Education, Employment and Workplace Relations

HLTEN403B Undertake basic client assessment

Release: 1

HLTEN403B Undertake basic client assessment

Modification History

Not Applicable

Unit Descriptor

Descriptor

This competency unit describes the skills and knowledge required to undertake a nursing assessment using a lifespan approach

It involves identifying normal ranges, recording and reporting processes, in routine settings in particular on client admission, ongoing and discharge

Application of the Unit

Application

The knowledge and skills described in this competency unit are to be applied within jurisdictional nursing and midwifery regulatory authority legislative requirements

Enrolled/Division 2 nursing work is to be carried out in consultation/collaboration with registered nurses and under direct or indirect supervisory arrangements in line with jurisdictional regulatory requirements

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1. Collect data relating to client health

1.1 Ensure appropriate introductions and explanations precede all nursing assessment and interventions

1.2 Measure vital signs of the client using appropriate biomedical equipment according to the acuity of care and physical characteristics of the client

1.3 Perform other clinical measurements/assessments such as activities of daily living

1.4 Document current client health practices, issues and needs

1.5 Document and report variations from normal on a regular basis

1.6 Involve client in the process of data collection wherever possible

1.7 Undertake ongoing data collection, such as vital signs

ELEMENT**PERFORMANCE CRITERIA****2. Undertake client assessment for *admission and discharge***

- 2.1 Collect client-based data for admission and/or discharge planning
- 2.2 Contribute to nursing assessment documentation relating to physical, psychosocial and contextual client factors
- 2.3 Follow organisation policies and procedures relating to client participation
- 2.4 Undertake client admission with understanding of processes involved and key issues to be addressed
- 2.5 Take into account individual's values and attitudes regarding health care and any issues the client may be experiencing and report to the registered nurse, as appropriate
- 2.6 Document client information, such as community resources, to assist in planning for discharge
- 2.7 Accurately record and report admission and discharge information
- 2.8 Respect *cultural, spiritual and religious* wishes during nursing assessment

3. Contribute to planning nursing care for clients in a health care environment

- 3.1 Contribute to development of nursing care plans within the context of the area of health care and implement in consultation/collaboration with the registered nurse
- 3.2 Communicate effectively with clients, family and health team members within jurisdictional scope of practice
- 3.3 Develop, implement and evaluate contingency plans and care plans in consultation/collaboration with the registered nurse
- 3.4 Identify and implement stress management techniques for clients

ELEMENT**PERFORMANCE CRITERIA****4. Prepare for client discharge**

- 4.1 Clarify client needs for community support services on discharge and identify appropriate community support services to the client
- 4.2 Promote client awareness and understanding through health education within the Enrolled/Division 2 nurse scope of practice
- 4.3 Ensure client has all requirements for discharge:
 - next GP's appointment
 - medications
 - any referrals
- 4.4 Ensure documentation is completed as per policy and procedure

5. Work with clients across the life span

- 5.1 Work with an understanding of the different approaches to the concepts of growth and development
- 5.2 Work with an awareness of differing influences on human development, of genetics and environment
- 5.3 When working with clients across the life span, take into account differences in physical growth, cognitive and motor development, psychosocial development and issues associated with different stages of development

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

This includes knowledge of:

- Admission and discharge planning and policies
- Confidentiality and privacy
- Effects of biological maturation and ageing processes on body systems and their components
- Equipment for use in nursing skills or data collection
- Health needs across the lifespanHuman growth and development:
 - developmental stages of childhood:
 - physical growth, cognitive and motor development of infants 0-12 months
 - physical growth, psychosocial development and the cognitive and motor development of the toddler, pre-school and school aged child
 - role of play in a child's development
 - the impact of hospitalisation for the child and family
 - developmental stages and major issues of adolescence
 - developmental stages of adulthood, major activities related to each stage of adulthood and impact of infertility
 - variations in activities of daily living across the lifespan
 - gender specific health care needs
 - age specific health care needs
 - family health care needs
 - cultural, religious and spiritual beliefs and practices related to health status
 - differing influences of genetics and environment on development
 - different approaches to understanding human growth and development
- In-depth understanding of the structure and functioning of anatomy and physiology of the human body as addressed in unit *HLTAP401A Confirm physical health status*
- Legal and professional standards of practice
- Principles of health assessment - problem solving, strategies and techniques for conducting health assessment
- Wellness approach to health - physiology and psychosocial

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply documentation principles:
 - legally compliant recording and reporting
 - types of data to be collected in health care environment
 - appropriate terminology
 - data collection instruments used in health care environments

REQUIRED SKILLS AND KNOWLEDGE

- Apply information technology skills
- Apply health care procedures
 - observations
 - holistic client assessment
 - admission and discharge procedures
 - physical assessment
 - assessment of activities of daily living
 - measurements - temperature, pulse, respirations and blood pressure
 - oximetry, body mass index
 - specimen collection
 - urinalysis
 - neurological observations
 - neurovascular observations
 - blood glucose monitoring
 - assessment of pain
 - level of consciousness (eg Coma scale)
- Apply Professional Standards of Practice:
 - ANMC code of conduct
 - ANMC code of ethics
 - ANMC national Enrolled/Division 2 nurse competency standards
 - state/territory Nurse Regulatory Nurses Act
 - state/territory Nursing and Midwifery Regulatory Authority standards of practice
 - scope of nursing practice decision making framework
- Contribute to health teaching
- Monitor clients during procedures
- Prepare clients for various procedures

continued ...

Essential skills (contd):

- Use language, literacy and numeracy competence required to communicate effectively with client group and record or report client outcomes.
- Use communication skills:
 - establishing rapport
 - interpreter services
 - modification of communication techniques to suit age, gender, spiritual and cultural needs
 - questioning skills
- Use interpersonal skills, including working with others, empathy with clients, family and colleagues, using sensitivity when dealing with people and relating to persons from

REQUIRED SKILLS AND KNOWLEDGE

differing cultural, spiritual, social and religious backgrounds

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of performance in a work context is essential for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations and should occur on more than one occasion and be assessed by a registered nurse

Context of and specific resources for assessment:

- This unit is most appropriately assessed in the clinical workplace or in a simulated clinical work environment and under the normal range of clinical environment conditions prior to assessment in the clinical workplace
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Observation in the workplace
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning verbal and writing
- Role play/simulation

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

This unit is recommended to be assessed in conjunction with other related nursing units and with:

- HLTAP401B Confirm physical health status
- HLTEN402B Communicate effectively in a nursing role

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

RANGE STATEMENT

Preliminary health assessment data collected may include:

- Biographical information
- Co-existing health problems
- Allergies
- Medications
- Presenting condition
- Past medical or surgical condition
- Current lifestyle patterns and behaviours
- Client and/or family concerns regarding the illness or disease
- Family history of presenting illness or disease in addition to length of symptoms
- Environmental factors and living circumstances
- Immunisation status

Clinical nursing interventions or observations include:

- Skin colour, integrity and turgor
- Height and weight
- Body mass index
- Blood glucose level
- Temperature/pulse/respirations
- Blood pressure
- Sensory perception
- Performance of activities of daily living
- Neurological observations
- Urinalysis

Age and gender considerations could include:

- Maturation and physical development
- Self esteem
- Body image perceptions
- Age of consent
- Need for parental consent
- Confidentiality
- Male health concerns
- Female health concerns

RANGE STATEMENT

Cultural, spiritual or religious data could include:

- Religious beliefs
- Cultural practices
- Spiritual beliefs
- Views on health and illness
- Culturally appropriate nursing actions
- Need for interpreter services

Common terms associated with human behaviour may include:

- Perception
- Sensation
- Emotion
- Motivation
- Achievement
- Affect
- Mood

Factors that influence health related behaviour may include:

- Physiological
- Psychological
- Economic
- Educational
- Geographical
- Environmental
- Social
- Culture
- Gender
- Age

The concepts of growth and development may include:

- Simple to complex
- Cephalocaudal
- Proximo-distal
- Inclusive
- Interdependent
- Cognitive
- Physical
- Social
- Emotional

RANGE STATEMENT

The theorists associated with theories of growth and development may include:

- Maslow
- Erikson
- Freud
- Piaget
- Havighurst

Cognitive and motor development of infants (0 - 1) may include:

- Percentile charts
- Reflexes
- Spatial relationships
- Time
- Object permanence
- Attachment and Bonding
- Memory
- Gross motor skills - Rolling, Crawling, Walking
- Language development
- Emotional development - from excitement to jealousy
- Relationship development

Toddler's development may include:

- Speech
- Slow down of physical growth
- Gross motor skills: walking, running, climbing, riding tricycles
- Self feeding
- Toilet training
- Fine motor skills: pencil grip, using scissors, pulling up pants, washing hands
- Object permanence developing (*cont*)

RANGE STATEMENT

Toddler's development may include (Cont):

- Cause and effect
- Completion of simple puzzles
- Assist rather than instruct
- Sensitivity from adults
- Safe environment
- Temper tantrums
- Beginnings of independence and autonomy
- Play along side other children
- Offering choices
- Love and affection
- Routines

Preschooler's development may include:

- Safe environment
- Physical growth increases
- Gross motor skills: running, climbing, jumping, throwing, catching
- Fine motor skills: cutting, painting, drawing
- Egocentric
- Increasing language skills : chatter, sing
- Endless questioning
- Pre - operational phase (Piaget)
- Social interactions
- Construction activities
- Learning requires the use of physical materials integrated into real life situations
- Playing with other children, actively looking for playmates
- Development of fears: dark, accidents
- Rich and creative imagination
- Require acceptance and encouragement
- Need for exploration with in a safe environment
- Routines

RANGE STATEMENT

School aged child's development may include:

- Participation in team sports
- Height, weight and changes in proportion
- Permanent teeth
- Appearance of secondary sexual characteristics
- Timing and coordination
- Injury prevention
- Concrete operational phase (Piaget)
- Abstract and more flexible thought
- Problem solving skills
- Social self
- Peer group
- Playground pecking order
- Generosity
- Cooperation
- Helpfulness
- Self concept
- Self esteem
- Independence
- Recognition of individual needs
- Fear, Depression and Detachment

Adolescence development may include:

- Puberty
- Changes in height and weight - growth spurts
- Body proportions
- Menstruation
- Muscle development
- Sexual development
- Self image
- Abstract thinking
- Appreciation for double meanings and symbolism
- Formal operation phase (Piaget)
- Identity V Role confusion (Erikson)
- Emancipation from parents
- Formation of Personal identity
- Dating - behaviour, rejection and first love
- Safety, protection and support

RANGE STATEMENT

Major adolescent issues may include:

- Teenage Suicide
- Substance Use and Abuse
- Safe Sex
- Teenage Pregnancy
- Eating Disorders
- Employment
- Career path
- Rape
- Gender identity
- 'Generation Gap'
- Juvenile Delinquency/Crime
- Road Accidents
- Alcohol consumption - binge drinking
- Smoking
- Peer pressure

Early, middle and older adult activities may include:

- Finding a partner
- Marriage
- Developing a Career
- Parent hood
- Economic Independence
- Death of family members
- Children grow up and leave home
- Contribution to society/future generations
- Mentors for younger generations
- Community work
- Menopause
- Reduction in Progesterone
- Marriage disenchantment
- 'Empty Nest'
- Retirement
- Grandparenthood
- Community work

RANGE STATEMENT

Nursing record or reports may include:

- Completion of client based assessment tools and observation charts
- Nursing notes
- Integrated notes
- Resident classification records
- Test results
- Written instructions
- Drug orders
- Client referrals
- Clinical pathways
- Care plans
- Computerised reporting

Biomedical equipment may include:

- Timing device with second hand
- Manual/electronic sphygmomanometer
- Stethoscope
- Glass/tympanic/thermometer
- Pulse oximeter
- Glucometer
- Weighing scales
- Pencil torch
- Peak flow meter
- ECG machine/monitor
- Urine testing kit

Validations of findings include:

- Visual and verbal assessment of the client
- Checks/comparisons on baseline observations
- Use of manual versus mechanical; observations
- Elimination of artefacts
- Checking of reading with a registered nurse, as appropriate

RANGE STATEMENT

Admission and discharge may include:

- Admission documentation/application of client identification
- Collection of data
- Care of valuables/Identification of belongings
- Orientation to unit
- Diet and fluids need identified
- Identify and storage of current medication/s
- Commence discharge plan
- Return belongings and medications
- Documentation of time of discharge
- Appointments for follow up
- Ensure transport organised

Unit Sector(s)

Not Applicable