

Link Adviser Competencies for Continence

Name:	Role:
Base:	Date initial training completed:

Competency Statement:

The participant demonstrates clinical knowledge and skill in the assessment of bladder and bowel function without assistance and/or direct supervision (level 3 - see level descriptors). Assessment in practice must be by a Registered Nurse who can demonstrate competence at level 4 or above.

Performance Criteria	Assessment Method	Level achieved	Date	Assessor/self assessed
The Participant will be able to:				
1. Demonstrate the knowledge and skill in meeting patient's bladder and bowel care needs				
a) Demonstrate knowledge of national and local guidelines and policies in relation to assessment of continence	Questioning			
b) Demonstrate an understanding of the anatomy and physiology of the male and female lower urinary tract in relation to urinary tract function and continence status	Questioning			
c) Demonstrate an understanding of the relevant anatomy and physiology of the gastro-intestinal tract in relation to continence status	Questioning			
d) Demonstrate an understanding of causes & management of all urinary incontinence. Can identify all types of incontinence be able to re-view cases and provide effective care	Questioning			
e) Demonstrate an understanding of the treatments available for all continence problems, and to ensure appropriate treatments have been undertaken prior to the provision of continence products	Questioning			
f) Can identify and make use of opportunities for health promotion and the promotion of continence	Observation			
g) Demonstrate ability to assess an individual for an appropriate products (including barrier creams) in relation to level of continence, activities of daily living and psychological needs	Questioning			
h) Demonstrate a knowledge of continence products and how to order / prescribe	Questioning			
i) Complete documentation and any recommendations for ongoing treatment / follow up	Observation			
k) Can explain pad alternatives and appropriate uses	Observation / questioning			

Performance Criteria	Assessment Method	Level achieved	Date	Assessor/self assessed
k) Is aware of where patient information in format other than written English i.e audio/other languages	Questioning			
l) Can identify the various actions of different groups of medications including contraindications	Questioning			
2. Demonstrate the knowledge and skill in meeting patient's bowel care needs				
a) Can describe the anatomy and physiology of the bowel making use of this knowledge in my day-day practise	Questioning			
b) Can identify and review cases of faecal incontinence to provide effective care	Questioning/observation			
c) Can identify and make use of opportunities for health promotion to reduce faecal incontinence	Questioning			
d) Can identify and review cases of constipation to provide effective care	Questioning /Observation			
e) Can identify and make use of opportunities for health promotion and reduce constipation	Questioning			
3. Demonstrate the knowledge and skill in the management of autonomic dysreflexia				
a) Can recognise & explain safe practise in relation to the autonomic dysreflexia	Questioning/Observation			

Source Royal Marsden Manual 2011, Essence of Care/ Annual Assessed competency statement. Tissue Viability Link Nurse Competencies

STATEMENT OF COMPETENCE

I certify that I am aware of my responsibility for continuing professional development and will ensure that this competency is verified yearly

Signature

Date

Indicate how you plan to meet your training needs:

By When

The Continence Team Commitment to you as a Continence Link Advisor

- Provide expert knowledge to managing patients with continence problems
- To support and enhance the skills of the continence link advisor with ongoing education
- To be responsive to questions providing guidance as appropriate
- Support staff to enable them to develop and become proficient in clinical skills

Keep this form in your personal portfolio or training record. Ensure your manager has seen the form when completed

A new competency statement must be completed each year for Personal Development Review

It is your responsibility to attend updates annually

Levels of competency Rating Scale

	Level of achievement	Level
Novice	Cannot perform this activity satisfactorily to the level required in order to participate in the clinical environment	0
	Can perform this activity but not without constant supervision and assistance	1
↓	Can perform this activity with a basic understanding of theory and practice principles, but requires some supervision and assistance	2
	Can perform this activity with understanding of theory and practice principles without assistance and/or direct supervision	3
Competent Practitioner	Can perform this activity with understanding of theory and practice principles without assistance and/or direct supervision	3
↓	Can perform this activity with understanding of theory and practice principles without assistance and/or direct supervision, at an appropriate pace and adhering to evidence based practice At this level competence will have been maintained for at least 6 months and/or is used frequently (2-3 times /week) The practitioner will demonstrate confidence and proficiency and show fluency and dexterity in practice This is the minimum level required to be able to assess practitioners as competent	4
	Can perform this activity with understanding of theory and practice principles without assistance and/or direct supervision, at an appropriate pace and adhering to evidence based practice.	5
	At this level the practitioner will be able to adapt knowledge and skill to special/ novel situations where there maybe increased levels of complexity and/or risk	
Expert	Can perform this activity with understanding of theory and practice principles without assistance and/or direct supervision, at an appropriate pace and adhering to evidence based practice. Demonstrate initiative and adaptability to special problem situations, and can lead others in performing this activity At this level the practitioner is able to co-ordinate, lead and assess others who are assessing competence. Ideally they will have a teaching and /or mentor qualification	6

Adapted from: Herman GD, Kenyon RJ (1987) Competency-Based Vocational Education. A Case Study, Shaftsbury, FEU, Blackmore Press, cited in Fearon, M. (1998) Assessment and measurement of competence in practice, *Nursing Standard* 12(22), pp43-47.