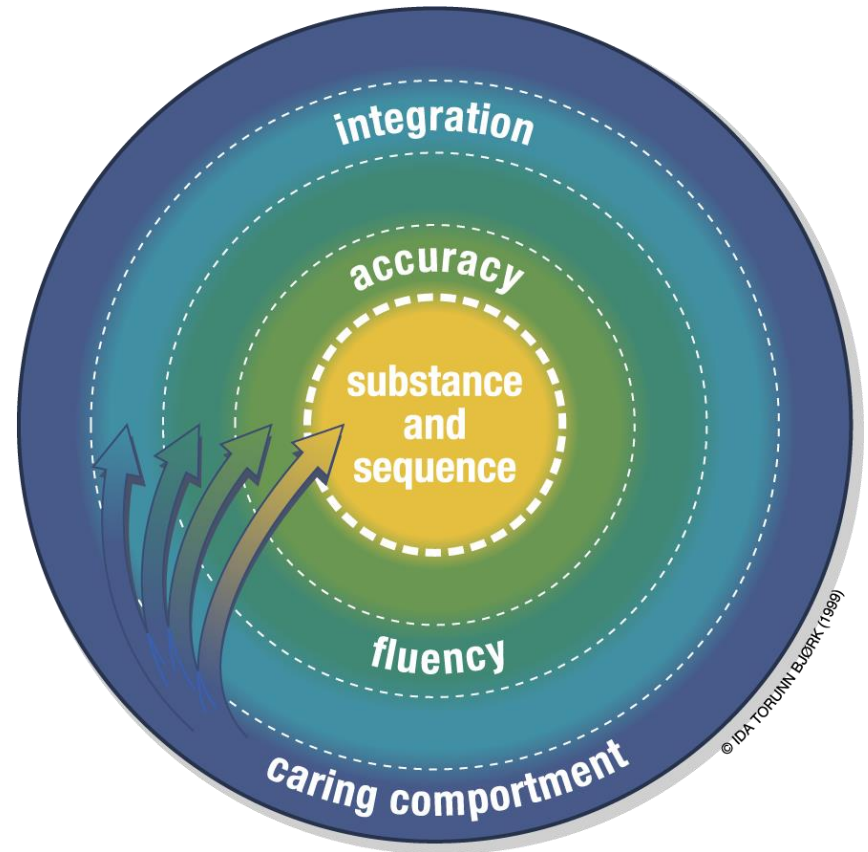


# Model of practical skill performance

- Presentation of the model
- The model as a pedagogical tool



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# Understanding of practical skill

A complex activity that comprise

- technical and manual actions
  - communicative actions
  - collaboration with the patient
  - actions adapted to the situation
  - actions adapted to the patient
  - integrated communicative, technical and manual actions
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# Development of the model

The model is developed during PhD work (Bjørk 1999)

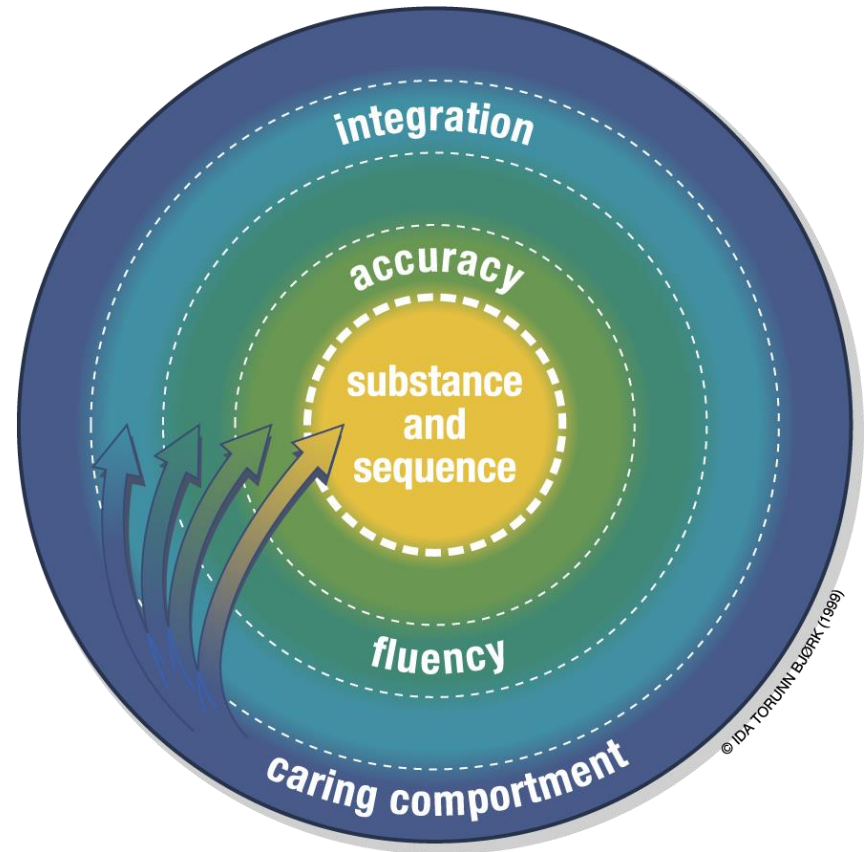
- as a normative model of practical skill performance
- as a tool for the analysis of practical skill

An instrumental supplement to the model was developed by the group Research in Nursing Skills (RiNS) in support of teaching and learning

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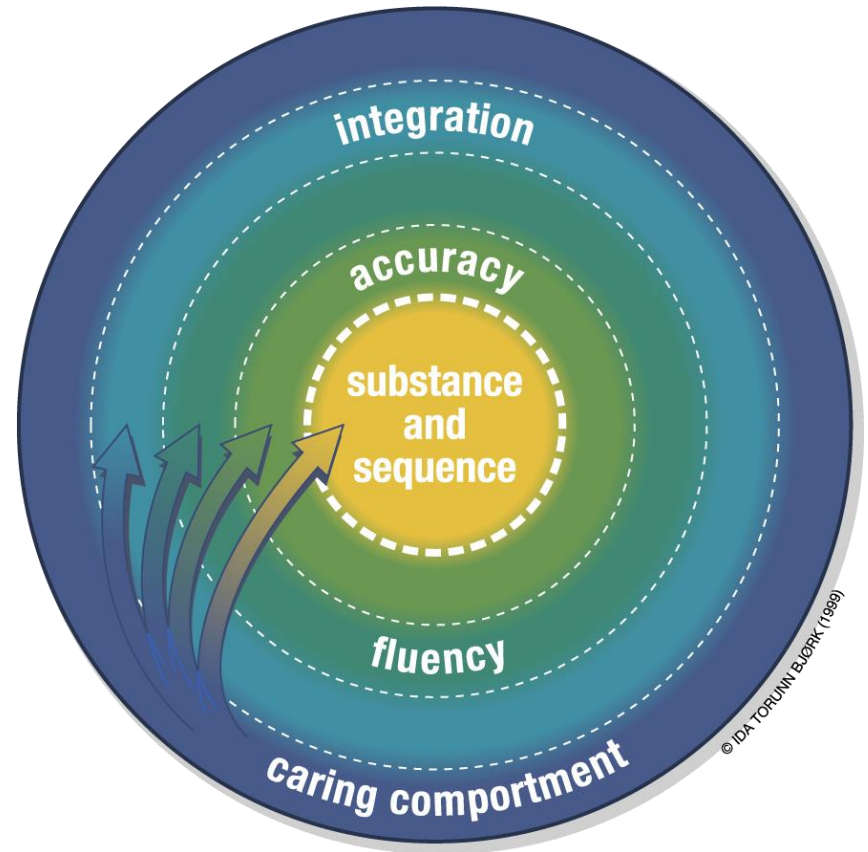
# The categories in the model

- Substance
- Sequence
- Accuracy
- Fluency
- Integration
- Caring comporment



# Characteristics of the model

- The categories are not elements in a hierarchy
- The categories are part of a whole, symbolised by the stipled lines
- The model is normative in the meaning that all categories are integrated in a good performance



# Substance and sequence

## Definition of categories in the model

*SUBSTANCE AND SEQUENCE* are the core aspects of a practical skill. It implies that necessary steps in the skill are included and performed in a logical order.

## Characteristics of quality performance

Substance and sequence are determined on the basis of content in clinical guidelines, professional standards and principles.  
Substance and sequence are adapted to the patient and the situation where the skill is being performed

# Accuracy

## Definition of categories in the model

*ACCURACY* refers to exactness of each movement step, instruction and information. Accuracy is important in order to ensure security of patient, nurse and environment

## Characteristics of quality performance

Accuracy implies to act:

- correctly
- precisely

Accuracy implies to inform and instruct:

- what is necessary and sufficient
- distinctly
- understandably

# Fluency

## Definition of categories in the model

*FLUENCY* signifies that tempo and rhythm is adjusted to both the patient and the type of practical skill being performed, and that the practical skill is performed with smoothness

## Characteristics of quality performance

Fluency implies to act, inform and instruct:

- without hesitancy
- without unnecessary breaks
- with ease



# Integration

## Definition of categories in the model

*INTEGRATION* signifies that all parallel aspects within the practical skill are harmonized  
Integration also means that the practical skill, as a whole, is adjusted to the patient's current condition and situation

## Characteristics of quality performance

Integration implies to:

- time and coordinate the elements of action

Integration related to adjustment implies to:

- be attentive
- have an overview
- be flexible

# Caring comportment

## Definition of categories in the model

*CARING COMPORIMENT* signifies to create an atmosphere where the patient's dignity is upheld, self-determination is ensured according to the patient's current condition and situation, and well-being is warranted

## Characteristics of quality performance

Caring comportment implies to:

- acknowledge
- show respect
- ensure patient participation
- be empathic
- use appropriate touch
- be engaged
- use appropriate communication
- work aesthetically

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# How can the model be used

- Tool for analysis in research
  - Pedagogical tool in teaching, supervision, reflection and formative assessment
  - Theoretical element in curriculum plans
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# In what areas should it be used

- The model is developed for practical skill performance in nursing, but is relevant for all practical skills that involve patients
  - Does not encompass other clinical skills such i.e. communication, teaching, administration or documentation
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# The model as a pedagogical tool can be used

- in supervision before, during and after learning situations
  - in formative assessment of the students practical skill performance
  - in reflection and self-assessment
  - in analysis of practical nursing situations
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# What can the model add in supervision?

- Common language
  - Highlights quality in practical nursing
  - Highlights the complexity of practical skills
  - Focus on professionalism in actions, not the person
  - Informs specific practice of single categories in skill learning
  - Supports progression in the learning process
  - Stimulates the transfer of structure in learning between different practical skills
  - Transparency in skills assessment
  - Increases professional awareness in the practice of practical skills
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# References and further elaboration

[www.rins.dk](http://www.rins.dk)

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