

## COPD Units of Learning

<b>Title of overarching NOS: CHS 72 Help individuals to use oxygen safely and effectively</b>	Unit of learning to demonstrate competence: Help individuals to use oxygen safely and effectively
Details of the relationship between the unit to demonstrate competence and relevant national occupational standards (if appropriate)	<p>Users will be able to demonstrate competence to help individuals use oxygen safely and effectively.</p> <p>It is applicable for ambulatory, short term and/or long-term oxygen therapy</p> <p>This unit can be used in a variety of care settings including hospitals, nursing and residential homes, hospices and community settings, the individuals home and primary health centres</p>
Outcomes: The individual will know and understand:	Assessment criteria To be competent the individual will be able to:
Indicative Level	<p>Level 1 (Expert/specialist)</p> <p>Level 2 (Experienced practitioner)</p> <p>Level 3 (Novice new to respiratory disease management (including COPD))</p>
The regulatory requirements, policies and protocols for ambulatory, short burst and long term oxygen therapy assessments	<p>Describe the regulatory requirements, local policies and protocols for the range of oxygen therapies in your organisation</p> <p>Describe the symptoms and indicators for oxygen therapy and their application in the range of settings /environments to meet the needs and preferences of individuals with COPD and other respiratory diseases</p> <p>Understand the required assessments prior to authorisation/prescription of oxygen therapy for the range of environments and/or settings</p>

Oxygen consent form and the drivers for oxygen therapy assessments i.e. ambulatory, short term and long-term oxygen therapy	<p>Check the individual's identity and that the required consent form has been accurately completed</p> <p>Describe the drivers for oxygen therapy assessments, their effectiveness and implications within the management of COPD and other respiratory diseases, including the rationale for ambulatory; palliative oxygen therapy (POT); short burst oxygen therapy (SBOT) and Long term oxygen therapy (LTOT) to professional colleagues</p> <p>Clearly explain the benefits of using oxygen therapy safely and effectively to the individual with COPD and other respiratory diseases and check their understanding</p>
The range of information which should be made available to the individual to help them use oxygen therapy safely and effectively	Work collaboratively with individuals and professional colleagues to obtain the range of information to help the individual and/or carer use oxygen safely and effectively
Contra- indications and potential adverse effects of oxygen therapy	<p>Outline the contra-indications and potential adverse effects from the range of oxygen therapies available to the individual/carers</p> <p>Ensure the individual/carers is aware of the potential adverse effects arising from adverse behaviours such as smoking, changing flow rates or moving equipment</p> <p>Where applicable, clearly explain to the individual the requirements for transporting portable oxygen</p> <p>Explain to the individual how adverse effects can be minimised or prevented and check their understanding</p>
The risks and hazards of oxygen therapy pertinent to the individuals environment ; the national guidelines for risk management	<p>Work collaboratively with the individual to undertake a risk assessment for the individuals environment to identify and minimise or remove any risks and hazards</p> <p>Work with professional colleagues to help the individual/carers apply the risk assessment measures</p>
The requirements of health and safety measures for oxygen use	<p>Help the individual apply the relevant health and safety measures that need to be considered for oxygen therapy</p> <p>Confirm the individual /carers understands their requirements and practices to maintain a healthy and safe environment and monitor their compliance</p>

<p>The range of oxygen therapy available within your area/ organisation</p>	<p>Briefly outline the use of concentrators, conservers, cylinders, portable oxygen, liquid oxygen available to the individual</p> <p>Clearly explain the reason, benefits and limitations of the type of oxygen therapy prescribed to the individual/carer and check their understanding</p> <p>Clearly explain to the individual how their oxygen will be supplied/delivered</p>
<p>The impact of oxygen therapy on the individuals life style, social relationships and environment</p>	<p>Clearly explain how oxygen therapy may impact on the individual's life style and social relationships and ways to minimise barriers and check their understanding</p>
<p>Equipment maintenance</p>	<p>Clearly explain the supplier's responsibilities for the maintenance schedule of the oxygen equipment</p> <p>Check the individual/carers understands their role and instructions and has the required resources and instructions to undertake cleaning of the equipment in a safe manner</p>
<p>Oxygen therapy</p>	<p>Explain the oxygen therapy procedure to the individual and demonstrate administering oxygen through a face mask or nasal cannulae</p> <p>Assist the individual to find a comfortable position for the delivery of oxygen within the constraints of the treatment, their physical abilities and environment</p>
<p>Observe and evaluate oxygen use</p>	<p>Observe the individual/carer using the oxygen therapy equipment safely in their environment</p> <p>Correct any misconceptions and errors in use</p>

Patient education	<p>Confirm the individual and/or carer has written instructions for the effective use and supply of oxygen in their environment and if/when travelling</p> <p>Confirm the individual/carer has participated in the education programme and understands how to use oxygen safely and effectively</p> <p>Check the individual/carer understands the information and instructions provided</p> <p>Answer any queries raised in a professional manner in a style and format that aids their understanding</p> <p>Ensure the individual/carer has details of who to contact should they be concerned about their condition and/or the equipment performance</p>
Individuals assessment of equipment performance	<p>Work with the individual/carer to ensure they can assess whether the equipment is working correctly in accordance with the manufacturer's instructions</p> <p>Inform the individual/carer of whom to contact in the event of equipment breakdown or any problems that arise from their use of the equipment</p>
The importance of reviewing the oxygen therapy data for safe compliance and to detect any deterioration in the individual	<p>Inform the individual and those involved in their care the rationale for the review process to check safe compliance and agree a programme for the review</p> <p>Work collaboratively with the individual and those involved in their care to review the individual's:</p> <ul style="list-style-type: none"> <li>a) compliance with the oxygen therapy prescription</li> <li>b) to check they follow the recommended correct and safe practices</li> <li>d) to detect any deterioration in the individual</li> </ul>
Handle information and maintain records	<p>Record information regarding oxygen therapy, risk assessments, reviews and support clearly and accurately in line with local protocols in a timely manner</p>
How to communicate effectively	<p>Communicate with the individual and professional colleagues in a manner that meets the needs of the individual and respects dignity, confidentiality and values their contribution</p>

Liaise with individuals/carers and key stakeholders	Present and discuss the outcomes of the oxygen therapy with key stakeholders, individuals/carers in a timely manner
<p>The referral processes within your area of work</p> <p>The importance of working within your sphere of competence</p>	Seek advice and support from competent individuals when concerns, issues or information sources are outside your level of competence or scope of practice
Endorsement of the unit by a sector or other appropriate body (if required)	COPD Strategy Group/DH England; respiratory education providers