

Report: Using 'transversal' skills in person-centred care

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Transversal (cross-cutting) skills in person-centred care – how are they used in practice?

Skills for Health asked Nurses and Senior Healthcare Support Workers to say how they used transversal skills in their work, using a survey. Healthcare practice teachers, mentors and tutors in Universities were also asked to contribute.

- We took some short 'competence statements' from two Apprenticeship Standards - for Registered Nurse and Senior Healthcare Support Worker.
- We asked for brief examples to show how a Student Nurse or Senior Healthcare Support Worker might use transversal skills to demonstrate these competences in practice.
- And to identify all the transversal skills (from a list) that they thought would be used in their practice examples.

What do we plan to do with the results?

Begin to show how transversal skills are used and cut across healthcare occupations. We believe this will help in developing better skills frameworks (and teaching and learning) for person-centred care.

What are transversal skills?

Skills are 'transversal' when they 'cut across' work roles, and (in healthcare, for example) are used alongside specific clinical or technical skills in different health occupations, at all levels. For example, '*gathering evidence to assist in obtaining a client history*' could involve reading, writing and data analysis, as well as different forms of communication with a patient and carers. A whole range of transversal skills are needed for successful person-centred care:

Communication



Better
Skills

Better
Jobs

Better
Health



Shared decision making

Reading

Writing

Numeracy

ICT use (digital literacy)

Problem solving

Task discretion

Learning at work skills

Influencing skills

Co-operative skills

Self-organising skills

Registered Nurse - Adult

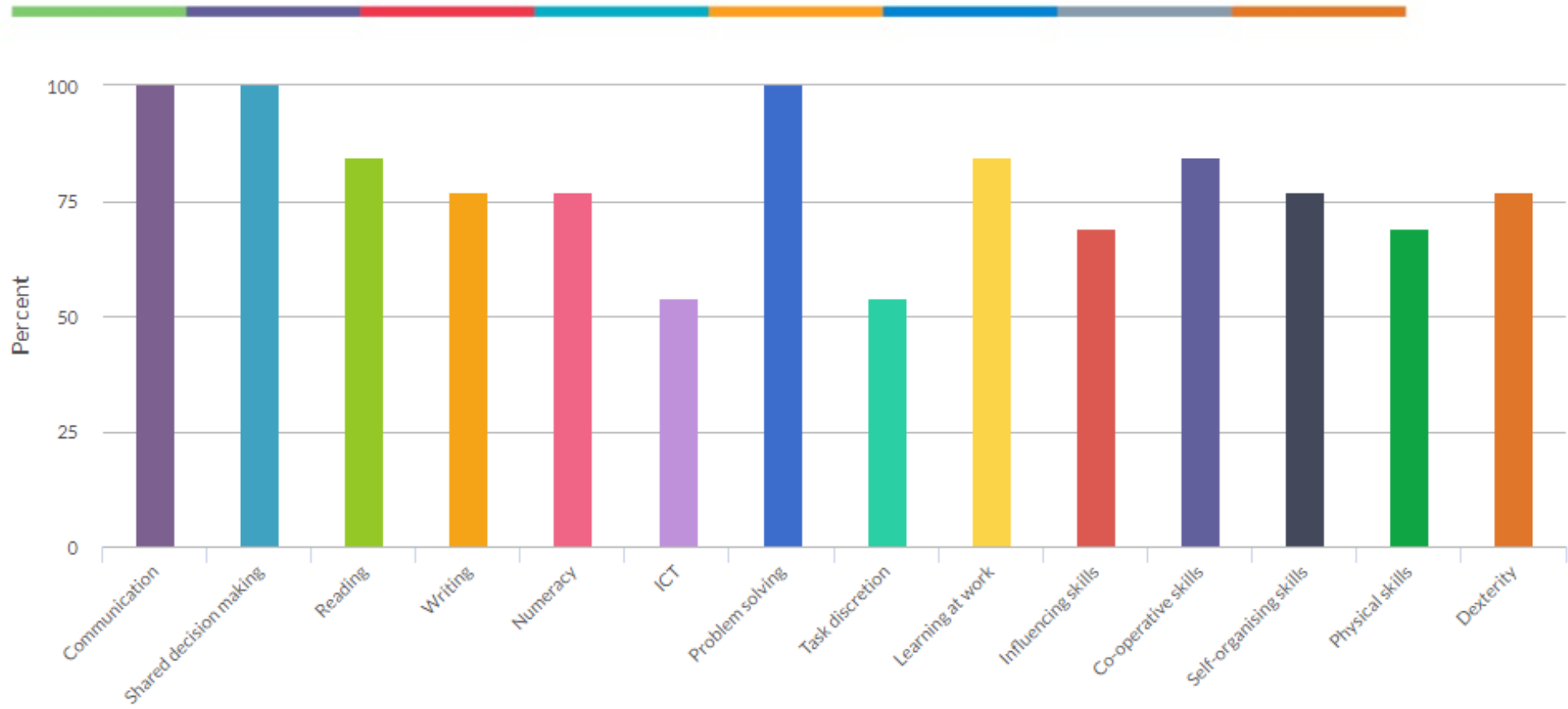
Nursing practice and decision making "Make shared decisions with service users."

Organisation type	Response
NHS Trust	We would look to see if the student nurse is competent in, or at least aware of, the following Patient interactions / record keeping documentation: care planning / the Trusts admission process / using the document "This is Me" for our Patients living with Dementia / Completing Patient assessments / being aware of Duty of Candour / Making Every Contact Count
University	- good active listening and responding skills- minimal prompts, reflection of content and feeling, establishing rapport, clarification, summarising and paraphrasing skills - ability to clarify the benefits and risks of different options - ability to assess
University	SN would be sat with the patient and having a conversation about what the patient wants e.g. toilet - where and when, bedpan, bottle, privacy
University	Student nurses working in the community where it is identified that the client would benefit from additional help, but the client is reluctant to 'allow strangers' into their home on a regular basis. Discussion has taken place with the client acknowledging their concerns and feelings and exploring what help they feel they would benefit from and their preferences as to who they feel comfortable with entering their home to provide this. The discussion also covered what the client did not want and allowed time for the client to think about this at their own speed to avoid pressuring the client. In the meantime, the student and mentor explored equipment options that might contribute to the maintenance of quality and safety if the client wished to remain independent, so they could share that at the next visit.
NHS Foundation Trust	Discuss pain management with patient as to whether it has been effective and they are pain free. Check that medication has been prescribed and that the dose is correct for the patient's body mass. observe or participate in giving the medication either by oral/ intravenous/ intramuscular method. Monitor the effects and report accordingly to seniors.
Health and Social Care Trust	Following admission, the medical and nursing teams discuss a plan of action with the patient and their relatives and pathways would be followed according to their needs and wishes. The decisions can be complex as many of our patients are elderly and they would have several conditions that would have a knock-on effect. The unit offers students copious opportunities to engage.
Health and Social Care Trust	A Student nurse under supervision can admit a patient using a person- centered pathway booklet and would link in with the medical team and plan a care of action with the patient and their relatives. The team will gain consent and co-operation from the patient and will use pathways according to the patient's needs.



	Observe Nurse interaction with patient and/or carer, check for open questions, ensuring understanding of patient/carer point of view/wishes, discussing possible plan of care and checking with patient/carer, requesting consent for all proposed care. Read written account of any decisions and care plan, and check for clear reference to above Do subsequent notes reflect care plan, and regular review to check if patient/carer still agree with the care plan, and any changes made are clear, and discussed as above. Patient access to all notes/care plans essential.
HEE	Listening skills - detect "leading questions" which would open other hidden problems, sometimes this information falls outside of the diagnosis they come in with. Family history, social life, hobbies all lead to a picture emerging of lifestyle and causality of symptoms or how to address in care plan for when they go home. avoid abbreviations - use patient language no matter how small - sometimes this information will be the key to unlock another sequence of information
Hospice Care	As a multi-disciplinary palliative care unit, all decisions are made with the patient and family involvement (where possible), and are viewed holistically. A student nurse would be involved in admissions, care planning and delivery, discharges, and care after death, including pre-bereavement and supporting families following death.
University Hospital	Counselling pt. on procedure (colposcopy). Discussing results with pt. Consenting for examination/procedure. Reading notes and results on computer. helping pt. during procedure performing procedure Writing up findings/notes and informing pt of next steps Writing to GP

Nursing practice and decision making Please tick all the transversal skills you think would be used in your practice example.



Registered Nurse – Adult

Communication and interpersonal skills "Work with service users and others to obtain information needed to make reasonable adjustments that promote optimum health and enable equal access to services."

Organisation type	Response
University	Working with a patient living with Dementia or learning disability: - confidence and imagination in identifying barriers to communication and ability to select alternative approaches e.g. sign language, use of symbols, knowledge and use of communication adjuncts etc, ability to be calm and slow down the pace of information giving, talk to the person themselves not above or over them - knowledge of legal and professional requirements related to reasonable adjustments, and equity (rather than equality) of access - insight into behavioural cues e.g. distressed behaviour and patient communication - awareness of specialist or expert resources or services which could support/ advocate for the service user or support the student in gaining and assessing information e.g. mentor/ Liaison nurse etc
University	Conversations with patient and significant others. Finding information- leaflets and websites
University	This is evident in the previous example the student worked with the mentor to understand the client request and preferences and what motivated those views. They also negotiated with others to obtain additional equipment that might make the client's situation safer and more efficient, should she refuse additional support from another person. This would allow the client to remain in control of her own situation and self-manage her own care.
NHS Foundation Trust	Elderly patient on the ward ready to go home with some assistance at home. Discuss with patient and family what aids / assistance would be needed within the home. Contact the appropriate agencies to ensure this happened alongside senior staff. Involve family in promoting a healthy lifestyle.
Health and Social Care Trust	Admitting a patient to our unit. Work within the multidisciplinary team. The use of assessment tools and pathways so that decision is made and communicated according to their findings. Communicate with the service user to assess if the treatment is successful or not and if necessary review the treatment. Results would be examined on a regular basis and acted upon with the permission of the client.
	Show ability to think broadly about patient's situation and discuss possible things that could be done; e.g. patient suffering financially due to condition, suggest CAB involvement for benefit check, poor nutritional state, discuss referral to dietician. Observation a key skill, working in the community, noticing physical environment, relationships within home, daily living abilities to inform suggested adjustments Written records of all observations, to support decisions made



Better
Skills

Better
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Health

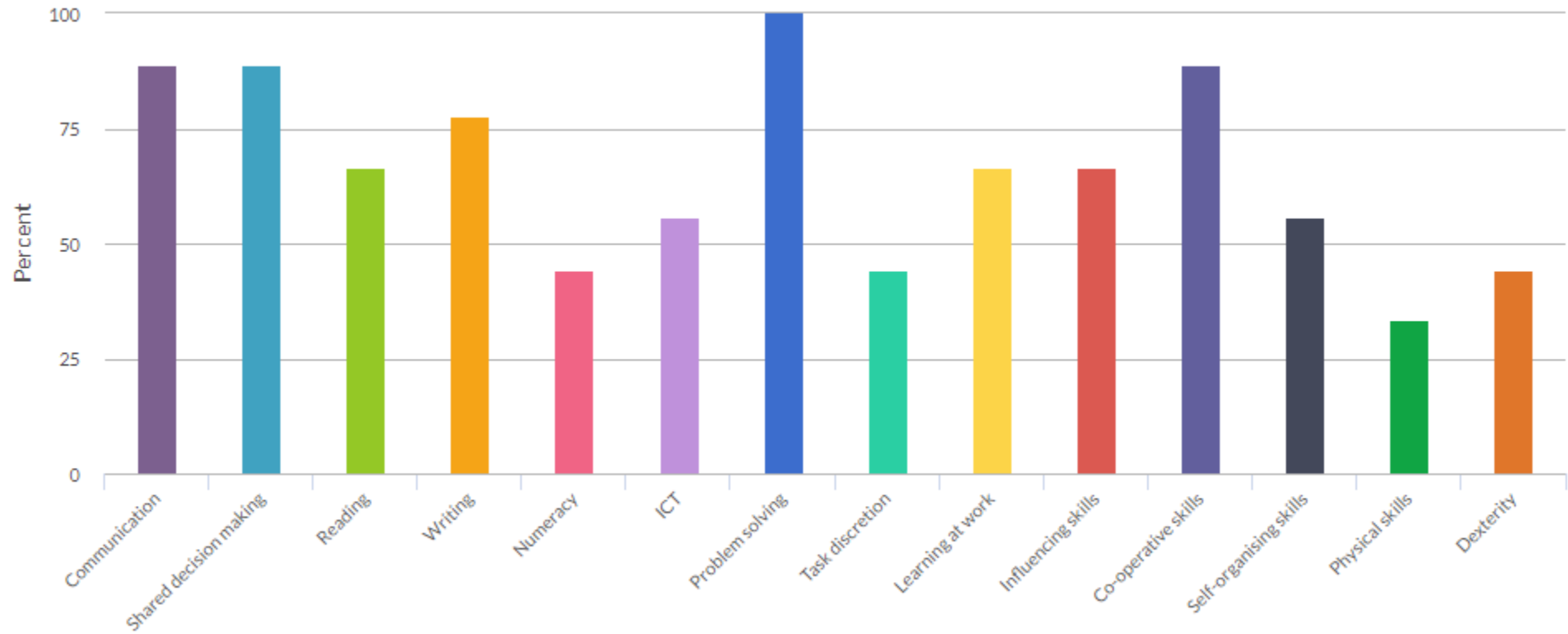


Hospice Care

We encourage all patients to live as independently as possible for as long as able, with forward care planning for either discharge/deterioration.



Communication and interpersonal skills Please tick all the transversal skills you think would be used in your practice example.



Registered Nurse - Adult

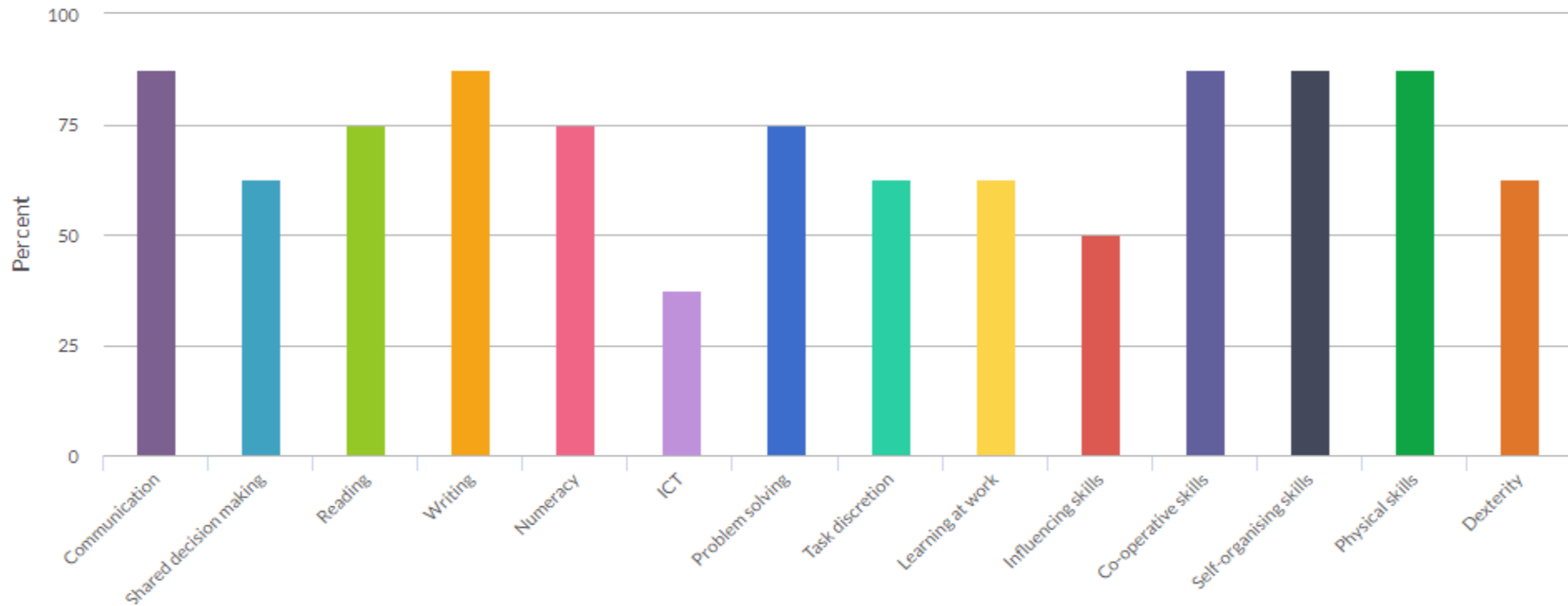
Nursing practice and decision making "Make accurate assessments and start appropriate and timely management of those that are acutely ill, at risk of clinical deterioration, or require emergency care."

Organisation type	Response
University	- Use appropriate assessment skills BP, T, P, R etc and can gain accurate readings, also to record these accurately - understand and use appropriate tools e.g. Glasgow Coma Scale - prompt and accurate reporting, or referral to enable effective and
University	Looking after an acutely ill patient. Observation and measurements including fluid management
University	As an adult field lecturer, we are engaged in the use of simulation, as it is recognised that not all students will be exposed to these situations during practice placement, but nevertheless must learn how to respond appropriately should this happen in their future practice. As part of our current programme all students are taught about A-E assessment and engage in a simulation using a programmable sim-patient to practice the skills required in the recognition of a deteriorating patient. As well as addressing the knowledge and skills required it also focuses on the affective skills required and student's self-management of their emotion in a difficult situation. This is followed up later in the programme in a broader simulation which replicates a shift in which a deteriorating patient is embedded. This simulation involves student nurses across fields demonstrating the shared learning and skills gained throughout the programme.
NHS Foundation Trust	Patient just back from theatre following major surgery. Performing regular observations of this patient, 1/2, 1, 2 hourly, observing operation site for any oozing from wound and monitoring this. Monitoring urine output hourly. monitoring pain relief and the effectiveness. Reporting immediately to seniors any change in patient condition either colour, respiratory or vital signs.
Health and Social Care Trust	As before
Health and Social Care Trust	Patients admitted to our Acute Medical Unit are acutely ill and if staff do not react to the patient's needs promptly and appropriately their condition could deteriorate rapidly and possibly lead to emergency care. Again the admission assessment of a patient is so important and the information, patient history, data from the patient plays a key role in the assessments e.g NEWS, Bloods, Investigation scans, blood glucometer readings, weights, etc.
	Show an understanding of priorities of care in this situation, awareness of previous decisions made, e.g. Advance Care plan, Do Not Resuscitate order, self assessment of needs Ability to make decisions quickly, but ensure



	discussion and consent, Written record of all actions, discussion and decisions made, as contemporaneous as possible. Reference to other health professional if required
Hospice Care	Continual assessment is required as patients in our care have advanced disease and therefore can change condition very quickly or have palliative care emergency situations.

Nursing practice and decision making Please tick all the transversal skills you think would be used in your practice example.



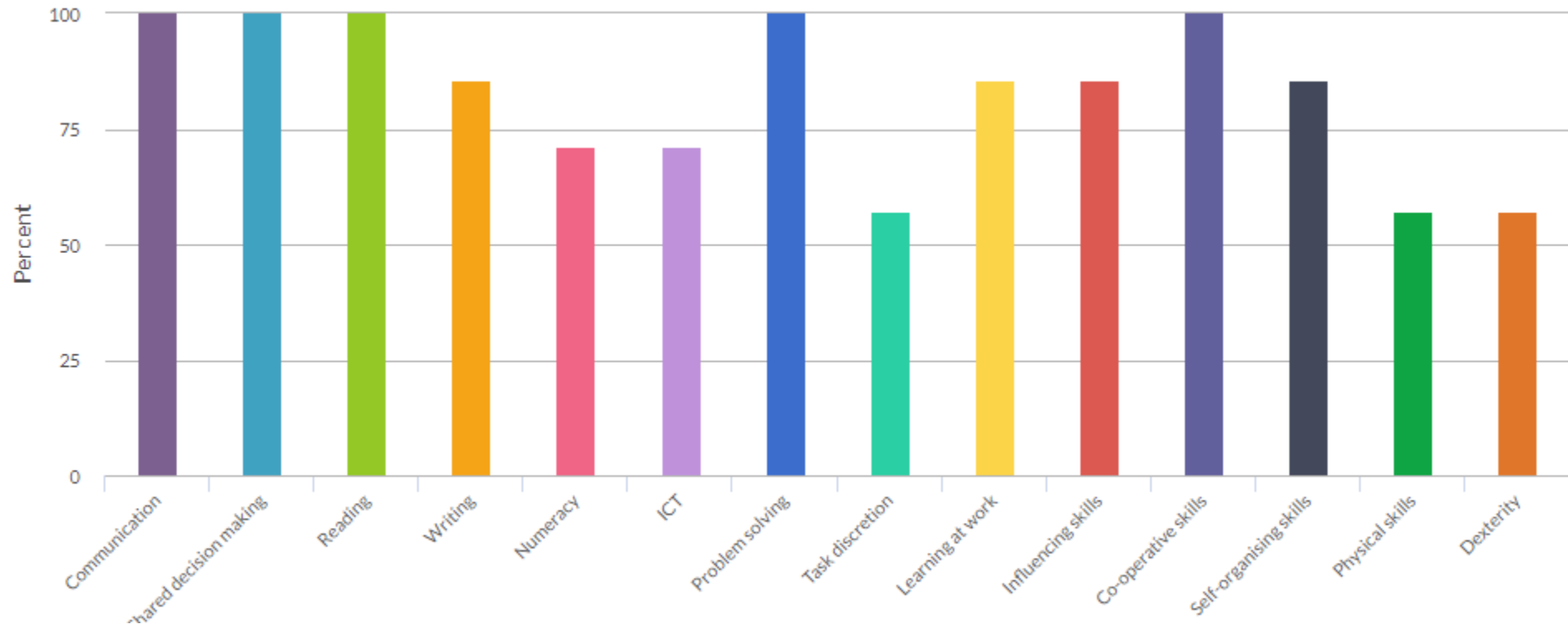
Registered Nurse - Adult

Communication and interpersonal skills "Promote the concept, knowledge and practice of self-care with people with acute and long term conditions using a range of communication skills and strategies."

Organisation type	Response
University	Promoting self care with a patient living with a long term respiratory disorder: - assess patient knowledge and as appropriate offer patient education drawing on evidence based resources including apps, Internet, information leaflets etc - explore patient perspective, beliefs and preferences using effective listening and responding skills, MECC and motivational interviewing skills - negotiate and where appropriate agree a plan with the patient. This could include emergency escalation plan, self management techniques - draw on the skills and expertise of specialists, recognise the need for referral or signposting of the patient to other resources/ agencies
University	All adult student nurses undertake a module related to long term conditions and the policies relating to this. This is linked to a wider understanding of public health and health priorities, locally and nationally. Within this student explore strategies for the promotion of self-management including understanding people's wants, preferences and capabilities; understanding a proactive system of care, as opposed to reacting to crisis; motivational interviewing; teaching and supporting people through collaboration and partnership over the long term; developing problem-solving skills; interagency knowledge and working. Students also explore the effectiveness of self-management as a concept
NHS Foundation Trust	Running a diabetic clinic. Using verbal instructions on diet, exercise, and monitoring to empower the patient to take control of their condition. Show the patients how to cook or buy the raw ingredients for their meals. Demonstrate some exercise regimes to fit all personal body types. Observe the patient's body language to ensure no-one feels threatened.
Health and Social Care Trust	All procedures are explained to the clients and consent is obtained. Literature is given to the client and questions are answered. Afterward rounds and ward meetings the nursing staff speak with the clients and relatives and they are updated and questions answered. Clients are updated as to how their care is progressing. Care is written on the appropriate documentation. Translators are requested when needed. Different specialists are contacted as needed to attend to the client's needs.
	Evidence of discussion and ongoing review of patients wishes and abilities in relation to self-care Understanding all aids and technology available to help self-care, and how to access it Evidence of work with patient to promote confidence and abilities, provide customised written or graphic instruction if required Evaluation of how self-care is working, and how patient feels about it, patient centred, not service entered. Documentation of all the above
Hospice Care	Encouraging patients and families to forward plan and write down issues/things of importance. Communication given to patients and families is backed by written information where possible to act as a resource.



Communication and interpersonal skills Please tick all the transversal skills you think would be used in your practice example.



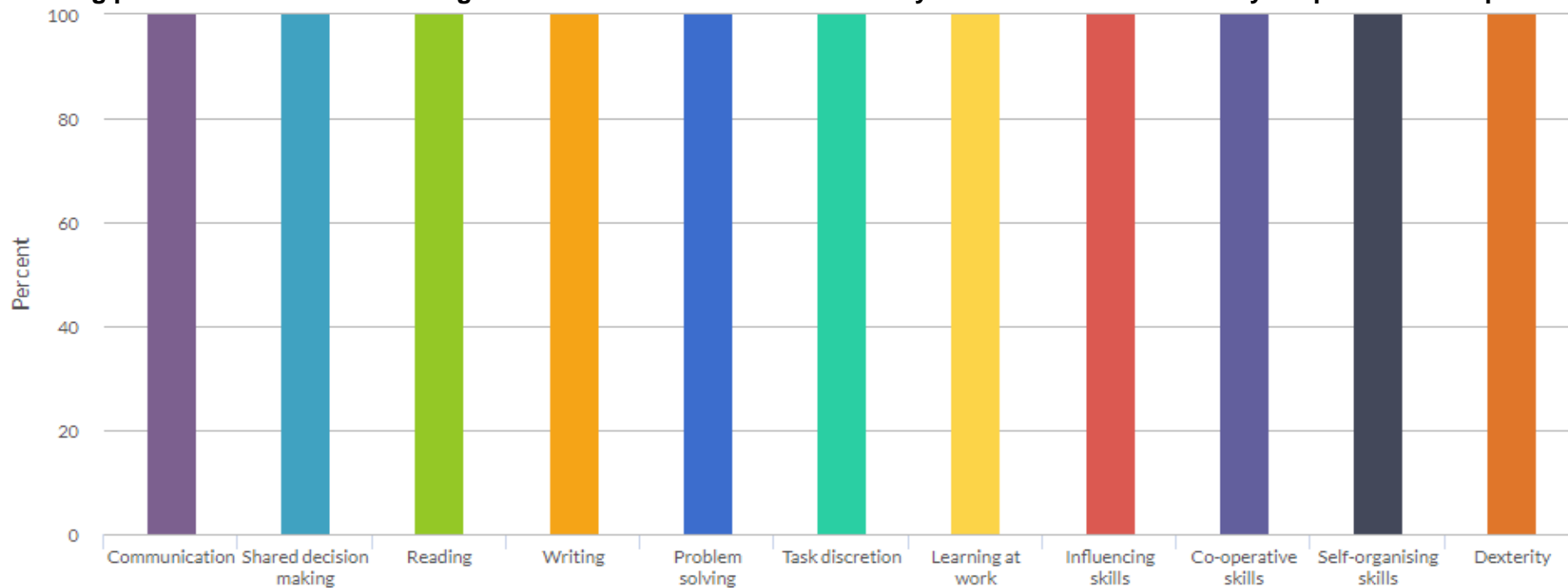


Registered Nurse – Children

Nursing practice and decision making "Make shared decisions with service users."

Organisation type	Response
University Hospital NHS Foundation Trust	Supported by mentor to work directly with patients and their families. Working with different health professionals during each placement to give them exposure to different techniques/approaches that can be used for patients of different ages/needs.

Nursing practice and decision making Please tick all the transversal skills you think would be used in your practice example.



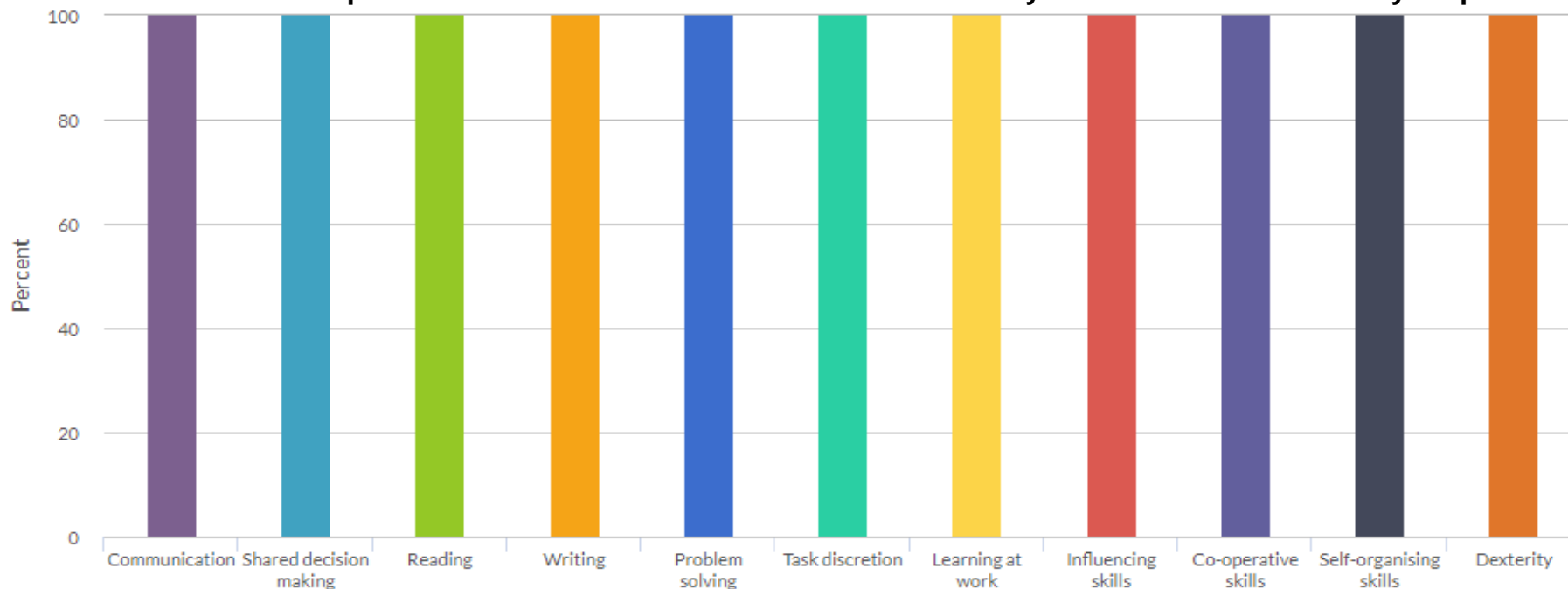


Registered Nurse – Children

Communication and interpersonal skills "Work with service users and others to obtain information needed to make reasonable adjustments that promote optimum health and enable equal access to services."

Organisation type	Response
University Hospital NHS Foundation Trust	Patient assessments alongside mentor/buddy who guide student nurse to identify changing or new needs General encouragement for student nurses to talk to patient and family; especially during nursing assessments/tasks to ascertain ascent/consent. Working with different health professionals to gain insight in to identifying different needs

Communication and interpersonal skills Please tick all the transversal skills you think would be used in your practice example.



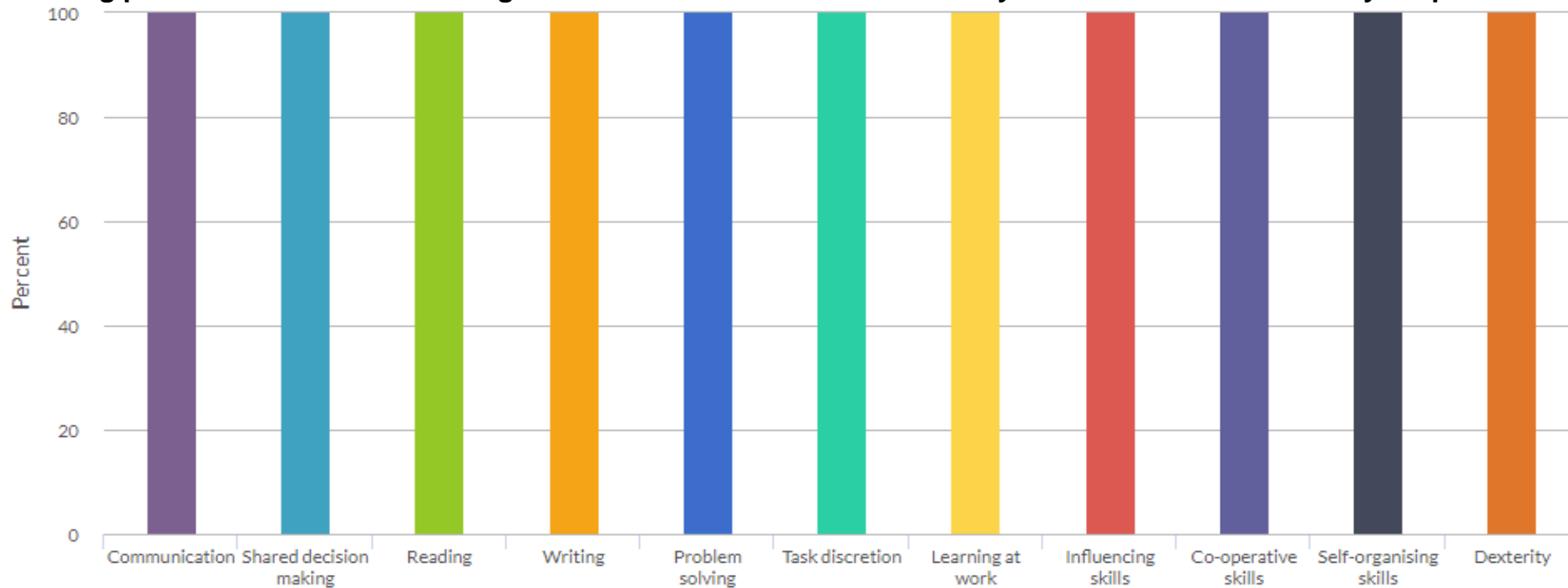


Registered Nurse – Children

Nursing practice and decision making "Use numeracy skills for medicines management, assessment, measuring, monitoring and recording which recognise the particular vulnerability of infants and young people in relation to accurate medicines calculation."

Organisation type	Response
University Hospital NHS Foundation Trust	Involvement in assessing, preparing and delivering patient medicines under direct supervision with mentor/buddy for all allocated patients - including support with drug calculations and using different information to determine suitability of medicine prescribed

Nursing practice and decision making Please tick all the transversal skills you think would be used in your practice example.





Registered Nurse - Children

Communication and interpersonal skills "Ensure that where possible children and young people understand their healthcare needs and can make or contribute to informed choices about aspects of their care."

Organisation type	Response
University Hospital NHS Foundation Trust	Encouragement of students to work directly with patients and undertake admission assessments; questions in admission paperwork ensures student asks understanding of parent and patient has of admission which provides opportunity to determine where additional information/support might be needed

Communication and interpersonal skills Please tick all the transversal skills you think would be used in your practice example.

