

## COPD Units of Learning

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| <p>Title of overarching NOS:<br/> <b>CHS60 Assess individuals with long term conditions</b><br/> <b>CHS 39 Assess an individual with a suspected health condition</b></p> | <p>Unit of learning to demonstrate competence:<br/>           Undertake quality of life impact measurements</p>   |
| <p>Details of the relationship between the unit to demonstrate competence and relevant national occupational standards (if appropriate)</p>                               | <p>Users will be able to demonstrate competence in undertaking quality of life impact measurements to assess the impact of the patient's symptoms on their quality of life using a variety of screening tools available e.g. quality of life questionnaires and tools to identify function/mood/exercise tolerance</p> <p>The assessor will be able to take into account the individuals interpretation of the impact of symptoms on their quality of life alongside objective measures of their stage of disease</p> |
| <p>Outcomes:<br/>           The individual will know and understand:</p>  | <p>Assessment criteria<br/>           To be competent the individual will be able to :</p>  |
| <p>Indicative Level</p>   | <p>Level 1 (Expert/specialist)<br/>           Level 2 (Experienced practitioner)</p>  |
| <p>The range of specific assessment tools and outcome measures used to assess quality of life</p>   | <p>Evaluate the availability, application and use of the range of specific assessment tools and outcome measures to assess quality of life for individuals with COPD, and be able to describe their evidence base</p>   |
| <p>The protocols for using quality of life impact measurements</p>  | <p>Describe when quality of life assessments should be conducted to identify the individual's perspective, objective measures for the stage of COPD and other respiratory disease</p>   |

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| How to identify any needs or issues that may hinder individuals with COPD and/or other respiratory disease in improving their daily functioning, quality of life and coping strategies | Show the ability to identify any needs and/or issues that may have implications on the patient's ability to benefit from treatment/education aimed at improving quality of life   |
| How to recognise the appropriate time to conduct an assessment   | Assess at the appropriate time and be able to use quality of life tools (such as questionnaires) and questioning/interview techniques to gain the patients perspective alongside objective information that has been gained |
| How to use assessment tools to explore the clinical presentation and further assess the individual's quality of life   | Discuss the benefits/limitations of the different QoL tools on the overall information gathering process which informs treatment  |
| The range of information required from the individual/carer to determine the impact of symptoms on quality of life   | Obtain detailed information about the patient's experience of their symptoms, daily functioning, coping strategies and social support networks  |
| How to demonstrate the importance of focusing on people as individuals   | Focus on the person as an individual through effective listening, feeding back, getting agreement from the patient, and keeping them engaged to maximise compliance   |
| The importance of an awareness of the impact of relationships and environment on the health and well-being of the individual   | Assess the impact of the individual's social and home environment on their quality of life  |
| The range of assessment tools required to conduct a comprehensive quality of life impact measurement   | Undertake the assessment and feedback what is understood from the assessment so the individual and/or carer and relevant staff members can confirm their understanding  |
| The importance of monitoring the individual for any deterioration of symptoms during the assessment process  | Monitor the individual during the assessment and take prompt and appropriate action where indicated   |
| Handle information and maintain records related to the assessment  | Document key points of the assessment and clearly identify factors influencing quality of life  |
| The range and types of risk assessment required for quality of life impact measurements  | Explain the quality assurance and risk management mechanisms applicable<br>Undertake a risk assessment  |

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| Demonstrate ability to communicate in an effective manner with the individual/care, professional colleagues and other agencies, maintaining confidentiality, dignity and respect | Communicate in a manner that respects the individual's needs dignity, confidentiality and values their contribution and demonstrates a collaborative approach to intervention   |
| How to interpret data and draw conclusions from the assessment   | <p>Accurately interpret the information obtained and identify key problem areas.</p> <p>Agree the findings from the interpretation with the individual with COPD and/or other respiratory diseases and relevant stakeholders to agree a treatment plan or future actions e.g. referral to other services</p> <p>Draw conclusions which identify the quality of life impact from the individual's perspective and from objective data obtained</p> |
| The importance of liaising appropriately and in a timely manner with individuals/carers and colleagues   | <p>Present and discuss the outcomes of the quality of life assessment with key stakeholders, individuals/carers in a timely manner and in a format that achieves understanding</p> <p>Consult with appropriate health professionals on the best options available to meet the individuals current and future needs</p>  |
| Endorsement of the unit by a sector or other appropriate body (if required)  | COPD Strategy Group/DH England; respiratory education providers   |