

## **NPL Update: Guidance for the use of Set tasks, Role play and mannequins/models:**

### ***Introduction***

During the course of a student's practical training opportunities for gaining experiences with certain clinical skills may not present themselves or, in the interests of animal welfare, it may not be appropriate to demonstrate skills on live patients. Where these situations arise, clinical coaches may consider alternative ways of teaching and/or assessing students.

### **Set Tasks:**

A set task is an opportunity for students to demonstrate clinical skills in areas that do not require a patient, for example. preparing necessary equipment and materials for administration of intravenous fluids, applying bandages. The RCVS objective structured clinical examination (OSCE) stations are set tasks and can be downloaded from the veterinary nursing page of RCVS online at [www.rcvs.org.uk](http://www.rcvs.org.uk)

### **Role Play:**

Role playing can provide powerful and significant learning opportunities in training. When implemented properly it allows for the opportunity to practise in a safe environment where mistakes have no real consequences as would be the case in "on the job" practise for example communication with clients. Role plays can demonstrate how well students apply theory to practice.

### **Mannequins/Models:**

Using a mannequin or model can provide realistic clinical experiences for students. Students can be exposed to clinical experiences they would rarely see and skills can be practised repeatedly with no risk to a patient, for example placing or assisting with the placement of naso-gastric or oesophageal tubes. The mannequins/models used should be as realistic as possible to mimic real life.

### **Simulation:**

Simulation is an event or situation that is made to resemble clinical practice as closely as possible. It has a detailed scenario, patient and/or client information and requires careful planning.

It is not possible to give an exhaustive list of all the skills within the nursing progress log, and possible clinical situations, where the above methods could be considered acceptable. Conditions across individual training practices and students are widely variable. Each case must be considered individually and a rationale for the decision to use one of the above methods must be clear.

General points to consider are:

- Is the situation as realistic as possible?
- Does the chosen method reflect requirements of nursing practise?
- Is training using real patients detrimental to animal welfare?
- Is student performance sufficient to make a decision that he/she would be competent with the skill in a real situation
- Have you recorded a clear rationale?