

COMMUNICATION	HAEMOPHILIA MULTIDISCIPLINARY TEAM	LIAISON AND REFERRAL	INTERPERSONAL COMMUNICATION
	<p><b>U</b> <b>Level 1</b> - Demonstrates understanding of the role of team members and communicates appropriately. Is able to observe and report accurately</p>	<p><b>U</b> <b>Level 1</b> - Liaises with referral agencies under supervision. Demonstrates a working knowledge of the range of specialist services available</p>	<p><b>U</b> <b>Level 1</b> - Communicates effectively within familiar situations</p>
	<p><b>U</b> <b>Level 2</b> - Presents cases and raises issues within the team</p>	<p><b>U</b> <b>Level 2</b> - Makes referral within the HMDT. Supervises care provision and requirements of individuals needing multi-agency services</p>	<p><b>U</b> <b>Level 2</b> - Communicates effectively in a variety of ways and situations</p>
	<p><b>U</b> <b>Level 3</b> - Initiates and leads team discussions</p>	<p><b>U</b> <b>Level 3</b> - Represents the HMDT in multi-agency settings</p> <p><b>U</b> <b>Level 4</b> - Makes referral to services outside the HMDT. Negotiates improved service provision and resource allocation for people with bleeding disorders</p>	<p><b>U</b> <b>Level 3</b> - Can mediate and manage conflict</p> <p><b>U</b> <b>Level 4</b> - Facilitates the development of others appropriate to needs of patients and their families</p>

RESEARCH	AUDIT AND RESEARCH SKILLS	RESEARCH AND DEVELOPMENT
	<p><b>U</b> <b>Level 1</b> - Avoids wasteful use of resources. Recognises need for data collection in haemophilia management</p>	<p><b>U</b> <b>Level 1</b> - Utilises evidences based care</p>
	<p><b>U</b> <b>Level 2</b> - Audits procedures, policies and protocols</p>	<p><b>U</b> <b>Level 2</b> - Participates in research</p>
	<p><b>U</b> <b>Level 3</b> - Understands the implication of audit data and uses this to effectively manage resources</p> <p><b>U</b> <b>Level 4</b> - Develops audit procedures and uses audit data to improve service delivery</p>	<p><b>U</b> <b>Level 3</b> - Critically analyses principles of care delivery</p> <p><b>U</b> <b>Level 4</b> - Leads research projects. Publishes and presents research findings</p>

EDUCATION	EDUCATION	TRAINING FOR HOME THERAPY
	<p><b>U</b> <b>Level 1</b> - Can explain basic haemophilia care and management in a one-to-one setting</p>	<p><b>U</b> <b>Level 1</b> - Participates, under supervision, with teaching and training</p>
	<p><b>U</b> <b>Level 2</b> - Can teach and assess in clinical situations and supports other agencies</p>	<p><b>U</b> <b>Level 2</b> - Implements individual home treatment training</p>
	<p><b>U</b> <b>Level 3</b> - Plans and delivers teaching interventions</p> <p><b>U</b> <b>Level 4</b> - Strategically evaluates education needs and develops responsive programmes</p>	<p><b>U</b> <b>Level 3</b> - Manages and evaluates training programmes</p> <p><b>U</b> <b>Level 4</b> - Develops training programmes and facilitates best practice</p>

SUPPORT	ADVOCACY	CULTURAL AND SPIRITUAL	CLINICAL SUPERVISION	COUNSELLING SKILLS
	<p><b>U</b> <b>Level 1</b> - Recognises the impact that legal and ethical concerns have on the practice of nursing e.g. reproductive choices. Supports the patient and family in the decision making process</p>	<p><b>U</b> <b>Level 1</b> - Aware of the issues that underpin individual spiritual views</p>	<p><b>U</b> <b>Level 1</b> - Uses clinical supervision to critically reflect upon their developing clinical expertise</p>	<p><b>U</b> <b>Level 1</b> - Has effective listening skills, and develops therapeutic relationships</p>
	<p><b>U</b> <b>Level 2</b> - Enables patients and their family to make informed health care decisions</p>	<p><b>U</b> <b>Level 2</b> - Can assess the potential impact of illness on patient's lifestyle, cultural beliefs and support systems</p>	<p><b>U</b> <b>Level 2</b> - Uses clinical supervision skills in the development of others</p>	<p><b>U</b> <b>Level 2</b> - Manages emotionally taxing situations</p>
	<p><b>U</b> <b>Level 3</b> - Takes leadership role in patient advocacy</p> <p><b>U</b> <b>Level 4</b> - Recognises emerging ethical and legal issues and initiates discussion at a professional level</p>	<p><b>U</b> <b>Level 3</b> - Facilitates discussion in relation to spiritual and cultural issues</p> <p><b>U</b> <b>Level 4</b> - Organises appropriate support mechanisms for those involved in spiritual/cultural care</p>	<p><b>U</b> <b>Level 3</b> - Is responsive to patients coping' mechanisms</p> <p><b>U</b> <b>Level 4</b> - Is confident to challenge dysfunctional behaviour</p>	<p><b>U</b> <b>Level 3</b> - Is responsive to patients coping' mechanisms</p> <p><b>U</b> <b>Level 4</b> - Is confident to challenge dysfunctional behaviour</p>

TREATMENT	DIAGNOSTIC SKILLS	FACTOR REPLACEMENT SKILLS	CLINICAL DECISION-MAKING
	<p><b>U</b> <b>Level 1</b> - Recognises signs and symptoms of bleeding at common sites</p>	<p><b>U</b> <b>Level 1</b> - Performs venepuncture in non-problematic situations</p>	<p><b>U</b> <b>Level 1</b> - Participates, under supervision, in decision-making</p>
	<p><b>U</b> <b>Level 2</b> - Has a detailed knowledge of pathophysiology to explain presenting symptoms</p>	<p><b>U</b> <b>Level 2</b> - Performs venepuncture in more problematic situations. Administers coagulation factors</p>	<p><b>U</b> <b>Level 2</b> - Makes decisions in predictable situations</p>
	<p><b>U</b> <b>Level 3</b> - Assesses physiological functioning and develops intervention plan</p> <p><b>U</b> <b>Level 4</b> - Determines differential diagnoses, using examination and investigations</p>	<p><b>U</b> <b>Level 3</b> - Formulates a care plan in liaison with other members of the HMDT. Co-ordinates more complex clinical interventions</p> <p><b>U</b> <b>Level 4</b> - Prescribes replacement therapy</p>	<p><b>U</b> <b>Level 3</b> - Facilitates decision-making within the HMDT</p> <p><b>U</b> <b>Level 4</b> - Initiates innovative practice</p>

CHILDREN AND YOUNG PEOPLE	MONITORING HEALTH	ENABLING CHILDREN AND YOUNG PEOPLE TO UNDERSTAND HEALTH CARE NEEDS	SUPPORTING CHILDREN AND YOUNG PEOPLE IN MEDICINE/TREATMENT MANAGEMENT	SUPPORTING ADOLESCENT TRANSITION
	<p><b>U</b> <b>Level 1</b> - Communicates with children and young people in an age/developmentally appropriate manner</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Discusses children and young people's views on health and well-being</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Advises children and young people and their families about managing coagulation factors</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Provides suitable information about transition from paediatric to adult care</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 2</b> - Observes the behaviour of children and young people and records unexpected changes and concerns</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Provides evidence-based care and information to children and young people and their families</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Enables children and young people and families to monitor treatment planning and response</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Supports the young person in active decision making around transition</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 3</b> - Demonstrates listening and responds appropriately to issues raised by children and young people</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Supports children and young people and their families in a partnership based model of care</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Advises children and young people and their families about factor storage, use, transportation and disposal</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Reviews self-management skills of young people to support adult care after transition</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 4</b> - Recognises child assent/consent process and acts as children and young people advocate</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 4</b> - Enables children and young people to communicate issues of health, treatment and care</p> <p><b>P</b></p>		<p><b>U</b> <b>Level 4</b> - Ensures smooth transition from paediatric care/hospital to adult care/hospital</p> <p><b>P</b></p>

INHIBITORS	Level 1 - Recognises risk factors for inhibitor development	Level 1 - Describes screening/detection protocols	Level 1 - Demonstrates detailed knowledge of presenting symptoms and laboratory results	Level 1 - Assesses treatment response and develops treatment plans for bleed management
	<p><b>U</b> <b>Level 1</b> - Recognises risk factors for inhibitor development</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Describes screening/detection protocols</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Demonstrates detailed knowledge of presenting symptoms and laboratory results</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Assesses treatment response and develops treatment plans for bleed management</p> <p><b>P</b></p>

CLINICAL LEADERSHIP	Level 1 - Works as part of a team promoting equity in the decision-making process. Supports and motivates other team members	Level 1 - Empowers, motivates and supports others to develop their clinical skills. Takes responsibility for the actions of junior staff	Level 1 - Develops a culture of continuing development and improvement of clinical skills. Promotes autonomy while ensuring the quality and safety of patient care. Takes responsibility for the service-wide quality of care
	<p><b>U</b> <b>Level 1</b> - Works as part of a team promoting equity in the decision-making process. Supports and motivates other team members</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Empowers, motivates and supports others to develop their clinical skills. Takes responsibility for the actions of junior staff</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Develops a culture of continuing development and improvement of clinical skills. Promotes autonomy while ensuring the quality and safety of patient care. Takes responsibility for the service-wide quality of care</p> <p><b>P</b></p>

GENETICS	HISTORY TAKING	IDENTIFYING THOSE AT RISK	INTERVENTION
	<p><b>U</b> <b>Level 1</b> - Take a simple family history of common bleeding disorders and draw a family tree</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Identify patterns of inheritance in common bleeding disorders</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Recognise the impact that genetic information may have on individuals and families</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 2</b> - Take complex history of common bleeding disorders and draw a family tree</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Identify patterns of inheritance in complex bleeding disorders</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Explain basic modes of inheritance to patients and families</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 3</b> - Take history of complex bleeding disorders and draw a family tree</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Use family history to identify patients with or at risk of a bleeding disorder and refer as appropriate</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Apply detailed genetic knowledge to inform treatment in complex situations</p> <p><b>P</b></p>
			<p><b>U</b> <b>Level 4</b> - Order genetic tests and communicate results to patients and families</p> <p><b>P</b></p>

WOMEN WITH BLEEDING DISORDERS AND MENORRHAGIA	MONITORING HEALTH	EDUCATION AND MANAGEMENT NEEDS	PERI-NATAL CARE AND MANAGEMENT
	<p><b>U</b> <b>Level 1</b> - Identifies the risk factors to health for women with bleeding disorders</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Discusses individual's views and knowledge of their condition</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 1</b> - Recognizes the risk factors for women with bleeding disorders through the peri-natal period and understands which situations require urgent referral</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 2</b> - Describes the screening tools available to assess women presenting with menorrhagia</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Provides evidence-based care and information to women</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 2</b> - Describes the ante-natal care pathways for carriers of haemophilia and women with bleeding disorders</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 3</b> - Demonstrates detailed knowledge of presenting symptoms of menorrhagia in women with bleeding disorders</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Supports women to make informed choices regarding treatment and management</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 3</b> - Demonstrates detailed knowledge of the physical, psychological and emotional needs of carriers of haemophilia and women with bleeding disorders</p> <p><b>P</b></p>
	<p><b>U</b> <b>Level 4</b> - Independently assesses women with bleeding disorders, initiating appropriate screening tests and making further referrals</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 4</b> - Enables women to independently manage bleeding symptoms where appropriate and provides a pathway for when further health care is required</p> <p><b>P</b></p>	<p><b>U</b> <b>Level 4</b> - Enables women to make informed choices about peri-natal care and to communicate their needs to other healthcare professionals</p> <p><b>P</b></p>

**Key:**  
U: Understanding;  
P: Practice:

NAME: \_\_\_\_\_  
ROLE: \_\_\_\_\_