

# Unit 95: Assist in Performing Tilt Testing

<b>Level:</b>	<b>4</b>
<b>Unit type:</b>	<b>Optional (Cardiac Physiology)</b>
<b>Credit value:</b>	<b>6</b>
<b>Guided learning hours:</b>	<b>48</b>

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## Unit summary

In this unit, you will develop the knowledge, understanding and skills needed to assist the healthcare science practitioner/clinical scientist/medical staff in the performance of tilt testing. You will be expected to build your patient-centred professional practice and practise safely in the workplace.

## Unit assessment requirements

There are no specific assessment requirements for this unit. Please refer to the assessment strategy in *Annexe B*.

## Additional information

**It is suggested that learners will have completed the following units:**

- **Level 2 Unit 72: Measuring Blood Pressure using an Automatic Machine**
- **Level 2 Unit 75: Setting up a Cardiac Monitor**

**or have appropriate experience before completing this unit.**

The responsibility for the conduct of the test and gaining informed consent will lie with the healthcare science practitioner/clinical scientist/medical staff.

AC2.2 includes:

- how essential it is to catch the transient, short-lived, or rapid cardiovascular changes underlying these events.

AC2.4 includes:

- pre-test instructions in relation to stopping medication prior to testing
- only having water for four hours prior to the test
- seeking advice from a senior colleague, if needed, if the individual is an insulin-dependent diabetic.

AC2.9 includes:

- coughing
- micturition
- vomiting
- swallowing

- laughing
- hyperventilation
- Valsalva
- drug
- cervical and head movements.

AC2.3 and AC2.8 include:

- ensuring all of the equipment is available in the room and working, spanning:
  - data measurement/capture system to record beat-to-beat blood pressure and heart rate, 3-lead ECG and derived continuous heart rate and respiration
  - ECG electrodes
  - respiratory monitor
  - automated sphygmomanometer
  - tilt table
  - stop clock.

To include checking the resuscitation equipment.

## Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the principles of tilt testing in the assessment of autonomic disorders and the importance of patient-centred practice	1.1	Explain the physiological changes that occur in response to tilting			
		1.2	Explain the indications and contraindications for undertaking tilt testing to assess autonomic disorders			
		1.3	Evaluate ways to ensure and promote patient-centred care in own area of practice			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
2	Be able to assist with the planning, preparation and performance of tilt testing	2.1	Evaluate the Standard Operating Procedure for tilt testing			
		2.2	Explain the rationale for continuous blood pressure and heart rate monitoring during tilt testing			
		2.3	Prepare the environment for tilt testing			
		2.4	Assist with the patient's preparation for tilt testing			
		2.5	Measure the height and weight of the patient			
		2.6	Gather information on current medication			
		2.7	Assist in correct positioning of the patient			
		2.8	Set up all monitoring equipment			
		2.9	Maintain the highest standards of person-centred care, treating every person with compassion, dignity and respect			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to assist in monitoring the patient during and post tilt testing	3.1	Monitor the patient's blood pressure and heart rate			
		3.2	Alert senior staff to marked falls or rises in blood pressure or heart rate			
		3.3	Alert senior staff to any discolouration of the feet or hands when upright is documented			
		3.4	Keep accurate records following local policies			
4	Be able to clean equipment, and leave the room in a suitable condition for reuse	4.1	Discuss the protocols for cleaning equipment used			
		4.2	Clean equipment as per protocol			
		4.3	Arrange the room in a suitable condition for reuse			

Learner name: \_\_\_\_\_

Date: \_\_\_\_\_

Learner signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_

Date: \_\_\_\_\_

Internal verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

*(if sampled)*