

Unit 98: Assist in Performing Situational Provocation Testing

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| Level: | 4 |
| Unit type: | Optional (Cardiac Physiology) |
| Credit value: | 7 |
| Guided learning hours: | 56 |

Unit summary

In this unit, you will gain the knowledge, understanding and skills needed to assist the healthcare science practitioner/clinical scientist/medical staff in the performance of situational provocation 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.

All procedures must be undertaken in accordance with the Standard Operating Procedures (SOPs) in own area of practice.

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

AC2.5 includes:

- coughing
- micturition
- vomiting
- swallowing
- laughing
- hyperventilation
- Valsalva manoeuvre
- drug

- cervical and head movements.

AC2.6 should include **two** methods used for provocation.

AC3.2 includes:

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

AC3.3 includes:

- 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
 - breath monitor
 - automated sphygmomanometer
 - tilt table
 - stop clock.

To include checking 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 physiological changes that occur in response to situational provocation | 1.1 | Explain the term vasovagal syncope | | | |
| | | 1.2 | Explain the physiological changes that occur during an episode of vasovagal syncope | | | |
| | | 1.3 | Explain the physiological effect of the Valsalva manoeuvre | | | |
| | | 1.4 | Explain the physiological effect of carotid sinus super sensitivity | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|---|---------------|---------------------|------|
| 2 | Understand the principles of situational provocation testing and the importance of patient-centred practice | 2.1 | Explain the indications and contraindications for undertaking situational provocation testing | | | |
| | | 2.2 | Discuss the possible symptoms experienced by a patient experiencing episodes of vasovagal syncope | | | |
| | | 2.3 | Explain how vasovagal syncope can impact on quality of life | | | |
| | | 2.4 | Explain the purpose of head-up tilt and head-down tilt | | | |
| | | 2.5 | Explain the types of provocation that may be used | | | |
| | | 2.6 | Evaluate ways to ensure and promote patient-centred care in own area of practice | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|---|---------------------|--|---------------|---------------------|------|
| 3 | Be able to assist with the planning and preparation for situational provocation testing in accordance with the Standard Operating Procedure | 3.1 | Evaluate the Standard Operating Procedure for situational provocation testing | | | |
| | | 3.2 | Explain the rationale for continuous blood pressure and heart rate monitoring during situational provocation testing | | | |
| | | 3.3 | Prepare the environment for situational provocation testing | | | |
| | | 3.4 | Measure the height and weight of the patient | | | |
| | | 3.5 | Gather information on current medication | | | |
| | | 3.6 | Assist in correct positioning of the patient | | | |
| | | 3.7 | Set up all monitoring equipment | | | |
| | | 3.8 | Maintain the highest standards of person-centred care, treating every person with compassion, dignity and respect | | | |
| 4 | Be able to assist in monitoring the patient during and post situational provocation testing | 4.1 | Monitor the patient's blood pressure, heart rate and cardiac output | | | |
| | | 4.2 | Alert senior staff to marked falls or rises in blood pressure or heart rate as part of a syncopal event | | | |
| | | 4.3 | Keep accurate records | | | |

| Learning outcomes | | Assessment criteria | | Evidence type | Portfolio reference | Date |
|-------------------|--|---------------------|---|---------------|---------------------|------|
| 5 | Be able to clean equipment, and leave the room in a suitable condition for reuse | 5.1 | Discuss the protocols for cleaning equipment used situational provocation testing | | | |
| | | 5.2 | Clean equipment as per protocol | | | |
| | | 5.3 | Arrange the room in a suitable condition for reuse | | | |

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)