



South Western Sydney
Local Health District



Circulating and Instrument Nurse: **Competent** Professional Development Pathway

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Introduction

- The Professional Development Pathway for Instrument and Circulating Nurse Competent (the Pathway) encompasses skill and knowledge development activities to support current, acting or aspiring Instrument or Circulating Nurse Competent.
- The Pathway has been designed to support and provide a structured development plan, agreed upon between staff and their manager. It can be used as a resource to promote regular conversations as the staff member progresses through the Pathway and develops their knowledge, skills and capabilities. The Pathway can form part of the Performance Development Review cycle.
- The Pathway also supports Succession Planning initiatives which may contribute to Recognition Prior Learning (RPL) for some elements.
- The Pathway begins with an undertaking between the line manager and the staff member to set goals, agree on timeframes and to ensure that the staff member has the operational support to succeed.
- The Pathway then moves on to a suite of overarching professional development activities related to the Instrument and Circulating Nurse Competent. This then progresses to the specific activities designed to guide the staff members development in Instrument and Circulating Nurse Competent specific areas of their role.

Transforming Your Experience

The Pathway supports Focus Area 4. Effective Leadership and Empowered Staff in the Transforming Your Experience (TYE) Implementation plan 2017-2023 and provides a framework for staff members to develop skills and achieve their full potential.

Target audience

Current, acting, or aspiring Instrument and Circulating Nurses (12-24 months).

Purpose

The purpose of the Pathway is to support career progression and succession planning as well as serve as a resource to guide professional development.

Learning outcomes

It is expected that by working through the Pathway that the staff member will be able to

- perform the requirements of the position identified as part of the professional learning pathway.
- act as a mentor for others.
- contribute to the development of their service or specialty.
- advocate for nursing and or midwifery.
- contribute to the body of knowledge for their service or specialty.
- show evidence of professional development in career pathway.

References

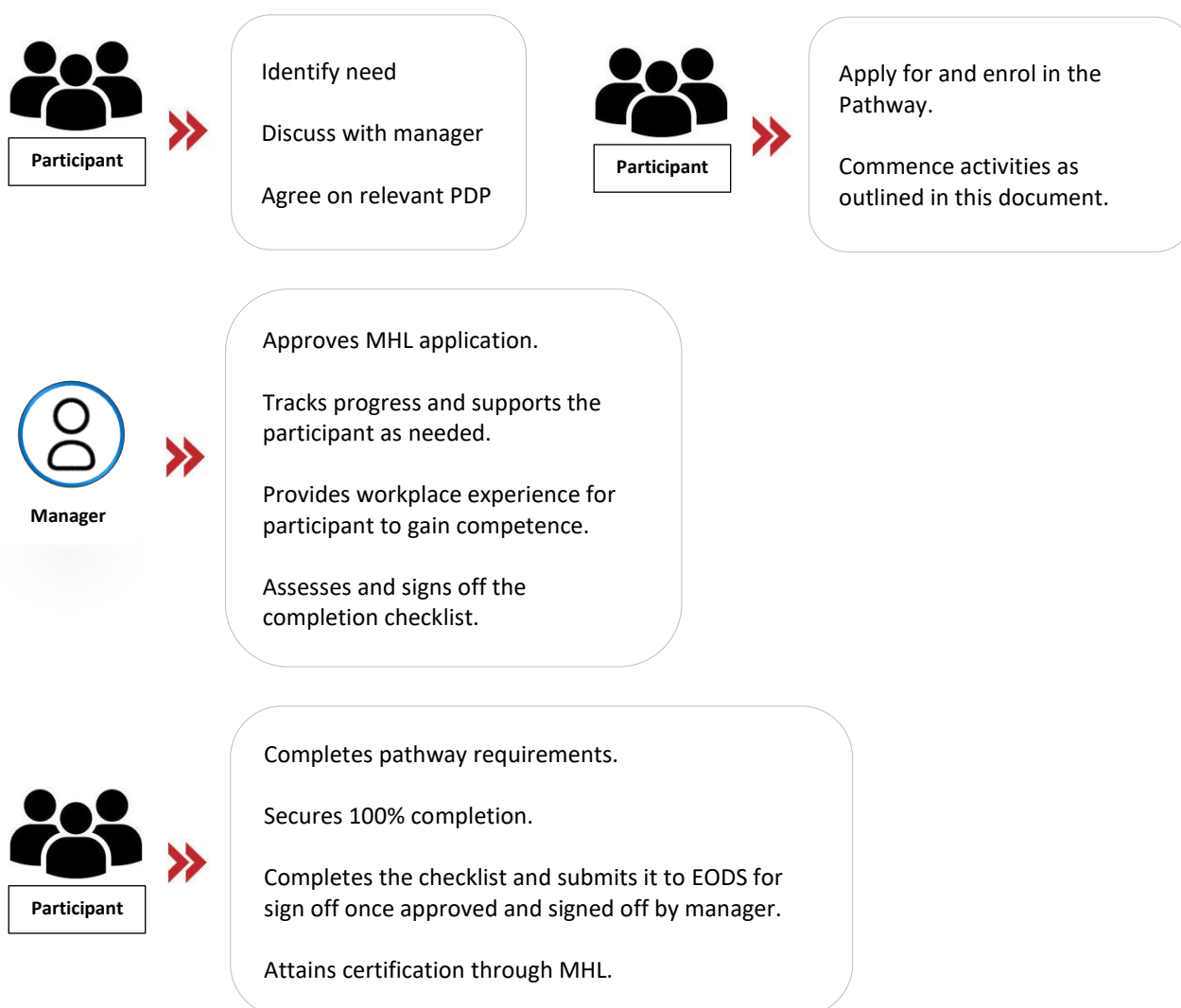
- SWSLHD Workforce Plan 2022-2028 (in DRAFT)
- SWSLHD Nursing and Midwifery Succession Planning Framework 2021

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Application, Enrolment and Completion processes

1. Staff member or manager identify need, discuss and come to an agreement about the Pathway that would best suit professional development needs.
2. Staff member applies for the pathway through MHL. Manager approves. Staff member is enrolled.
3. Staff member progresses through the pathway.
4. At the end of each section, the manager reviews progress within the section with the staff member and ensures all activities are completed before the participant progresses to the next section within the pathway.
5. The Assignment Completion Checklist is completed and submitted to the Education and Organisational Development Service for sign off.
6. 100% completion is required within the pathway.
7. Upon 100% completion, the pathway will automatically generate a certificate of completion which will be visible and accessible through the staff member's transcript.

The above steps are also demonstrated through the following workflow diagram.



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My Health Learning

The Pathway has been compiled in My Health Learning (MHL) for participants to easily access all requirements and track their own progress.

Managers and their delegates can track participants' progress in the pathway through MHL.

Each section includes online modules, classroom courses, external learning activities, operational assessments and assignments. A complete list of items is provided in following pages.

Each section of the pathway is listed separately to make it easy for participants to understand the requirements for each section and the number of activities that are required to be completed.

Managers, their delegates and/or the Preceptors are required to mark off the Operational Assessments.

Online modules automatically record completion once the modules are completed successfully by the participant.

Classroom courses will be marked off as completed by the Education and Training Administration team once the participant attended relevant classroom training.

Please refer to the Professional Development Pathways Guidelines document that is available on the website for detailed information on the various terms used in this document.

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Section 1: Anaphylaxis

Learning Outcomes

- Discuss the pathophysiology of Anaphylaxis.
- Identify the main cause of Anaphylaxis in the Perioperative setting.
- Discuss risk mitigation strategies for patients with known or suspected hypersensitivities.
- Understanding of the Anaphylaxis management guidelines.
- Identify the role the instrument and circulating nurse plays in the management of anaphylaxis

External Learning Activities

Enrol: ASCIA *Anaphylaxis Training for Healthcare Professionals* [Anaphylaxis Training for Healthcare Professionals](#)

Read [Anaphylaxis During the Perioperative Period](#)

Read [Acute Anaphylaxis in Clinical Care Standard](#)

Read [ANZCA Perioperative Anaphylaxis Management Guideline](#)

Read [Anaphylaxis During Anaesthesia Adult Immediate Management Card](#)

Read [Anaphylaxis Post Management Card](#)

Section 2: Malignant Hyperthermia (MH)

Learning Outcomes

- Discuss a Malignant Hyperthermia crisis.
- Discuss the triggering agents and susceptible causes of MH.
- Identify early recognition signs of MH.
- Discuss the management of a suspected MH case within the perioperative period.
- Identify precautions used for patients with suspected MH.
- Identify testing for susceptibility to MH.
- Discuss the effects of Dantrolene.
- Identify the steps of managing MH.
- Understand the role of an instrument and circulating nurse in the management of MH

External Learning Activities

Read: [Malignant Hyperthermia Information](#)

Read [Malignant Hyperthermia Resource Kit](#)

Read [Malignant Hyperthermia Task Cards](#)

Read [Preparation of Modern Anaesthesia Workstations for Malignant Hyperthermia](#)

Watch [Malignant Hyperthermia Crisis Simulation](#)

Read [Dantrolene](#)

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Section 3: Local Anaesthetic Toxicity

Learning Outcomes

- Describe the pathophysiology of Local Anaesthetic Toxicity
- Identify the causes and signs of Local Anaesthetic Toxicity
- Summarise the treatment options available for Local Anaesthetic Toxicity
- Understand the role of Intralipid in treating Local Anaesthetic Toxicity

External Learning Activities

Read: [Local Anaesthetic Toxicity](#)

Read [Management of Severe Local Anaesthetic Toxicity Guidelines](#)

Read [Intralipid-Myth or Miracle](#)

Read and watch [Teach me Surgery: Infiltration of Local Anaesthetic](#)

Section 4: ENT

Learning Outcomes

Perform roles of the instrument and circulating nurse in the ENT theatre

- Describe the anatomy of the ear, nose and throat.
- Discuss the diagnosis and treatment of head and neck disease.
- Become familiar with head and neck anatomy in relation to disease.
- Describe endoscopic surgery for ENT related conditions.
- Identify complications as they arise in ENT surgery.
- Discusses the airway risk in ENT surgery.
- Identify a range of instrumentation and equipment used within ENT surgery and their functions

External Learning Activities

Read: [Teach Me Anatomy: Mandible](#)

Read [Teach Me Anatomy: The Nasal Skeleton](#)

Read [Teach Me Anatomy: The nose and sinuses](#)

Read [Teach Me Surgery: Chronic Rhinosinusitis](#)

Read [Teach Me Anatomy: The Tonsils](#)

Read [Teach Me Surgery: Tonsillitis](#)

Read [Teach Me Anatomy: The Tongue](#)

Read [Teach Me Surgery: Salivary Gland Tumours](#)

Read [Teach Me Surgery: Head and Neck Cancer](#)

Read [Teach Me Anatomy: The Ear](#)

Read [World Federation of Societies of Anaesthesiologists: Airway Fire](#)

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Section 5: Colorectal and Upper GI

Learning Outcomes

Perform the roles of instrument and circulating nurse within the Colorectal and Upper GI theatres

- Describe the anatomy of the digestive system
- Discuss the diagnosis and treatment of conditions of the digestive tract.
- Become familiar with digestive tract anatomy in related to disease
- Describe the risk and benefits of minimally invasive surgery.
- Identify complications as they arise in colorectal and upper GI surgery.
- Identify a range of instrumentation and equipment used within colorectal and upper GI surgery and their functions

External Learning Activities

Read: [Teach Me Anatomy: The stomach](#)
Read [Teach Me Anatomy: The Small intestine](#)
Read [Teach Me Anatomy: The colon](#)
Read [Teach Me Anatomy: The oesophagus](#)
Read [Teach Me Surgery: Hiatus Hernia](#)
Read [Teach Me Anatomy: The pancreas](#)
Read [Teach Me Surgery: Pancreatic Cancer](#)
Read [Teach Me Surgery: Gastric Cancer](#)
Read [Teach Me Surgery: Small Bowel Tumours](#)
Read [Teach Me Surgery: Colorectal Cancer](#)
Read [Teach Me Anatomy: The anal canal](#)
Read [Teach Me Surgery: Anal Cancer](#)

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Section 6: Breast and Endocrine

Learning Outcomes

Perform the roles of instrument and circulating nurse within the Breast/Endocrine theatre.

- Develop an understanding of the lymphatic system.
- Discuss the anatomy of the breast.
- Discuss the anatomy of the thyroid.
- Discuss the diagnosis and treatment of conditions involving the breast and thyroid.
- Develop an understanding of the anatomy of the breast and thyroid and how it relates to disease.
- Identify a range of surgical methods used to treat and prevent the spread of breast cancer.
- Develop an understanding of hormonal imbalances caused by thyroid disease

External Learning Activities

Read [teach Me Anatomy: The Lymphatic System](#)

Read [Teach Me Anatomy: the Adrenal Glands](#)

Watch [Adrenal Surgery Animation](#)

Read [Teach Me Anatomy: The Thyroid Gland](#)

Read [Teach Me Surgery: The Parathyroid Glands](#)

Read [Teach Me Anatomy: The Breasts](#)

Read [Teach Me Surgery: Treatments for Breast Cancer](#)

Read [Teach Me Surgery: Thyroid Cancer](#)

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Section 7: Orthopaedics Major

Learning Outcomes

- Discuss evidence-based practice surrounding time to surgery for fracture management.
- Identify relevant policies, procedures, and guidelines for the management of fractures.
- Discuss the anatomy of the joints and the pathophysiology of related fractures.
- Develop an understanding on the instruments and equipment used for joint replacement surgery.
- Discuss the complications that may arise from surgical intervention of the joint

External Learning Activities

Read [Teach Me Surgery: Fracture Management](#) and [Open fractures](#)

Read [Teach Me Surgery: Distal Radius Fractures](#)

Read [Teach Me Surgery: Compartment Syndrome](#)

Read [Teach Me Surgery: Septic Arthritis](#)

Read [Teach Me Surgery: Clavicle Fracture](#)

Read [Teach Me Surgery: Shoulder Fracture](#)

Read [Teach Me Surgery: Humeral Shaft Fracture](#)

Read [Teach Me Surgery: Supracondylar Fracture](#)

Read [Teach Me Surgery: Olecranon Fractures](#)

Read [Teach Me Surgery: Neck of Femur Fracture](#)

Read [Teach Me Surgery: Femoral Shaft Fracture](#)

Read [Teach Me Surgery: Distal Femur Fracture](#)

Read [Teach Me Surgery: Patella Fracture](#)

Read [Teach Me Surgery: Tibial Shaft Fracture](#)

Read [Teach Me Surgery: Tibial Plateau Fracture](#)

Read [Teach Me Surgery: Ankle Fracture](#)

Read [Total Joint Replacement](#)

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Section 8: Ophthalmology

Learning Outcomes

Perform the roles of instrument and circulating nurse within the ophthalmic theatre.

- Describe the anatomy and structures surrounding the eyeball
- Discuss the diagnosis and treatment of conditions involving the eye and its surrounding structures.
- Develop an understanding of the anatomy of the eye and how it relates to disease.
- Identify a range of surgical methods used to treat conditions involving the eyeball and its surrounding structures.
- Discuss the complications that may arise from ophthalmologic surgery
- Develop an understanding of the instruments, medication and equipment used in ophthalmology

External Learning Activities

- Read [Teach Me Anatomy: The Eyeball](#)
- Read [Teach Me Anatomy: Extraocular Muscles](#)
- Read [Teach me Anatomy: Lacrimal Gland](#)
- Read [teach Me Anatomy: The eye lid](#)
- Read [Teach Me Anatomy: The Bony Orbit](#)
- Read and Watch [Cataract Surgery](#)
- Read [Understanding and managing pterygium](#)
- Read [Strabismus surgery](#)

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Section 9: Emergency Surgery

Learning Outcomes

Perform the roles of instrument and circulating nurse within the emergency theatre

- Discuss the indications for emergency surgery
- Prepare and respond in a timely manner to developing and emergency situations
- Utilise critical thinking skills.
- Defines critical bleeding and massive transfusion
- Recognise changes in haemostasis and identify approaches to control critical bleeding.
- Identify the key elements in MTP.
- Develop effective communication skills in high performing teams and apply this knowledge to working in emergency surgery.

Online Modules

#	Code	Title
1	93882195	BloodSafe: Acute Care and Surgical-Critical Bleeding
2	42063568	BloodSafe: Postpartum Haemorrhage (PPH)
3	399033793	Ordering Blood and Blood Products in the eMR (This is a learning pathway in itself. It cannot be included in the PDP. The participant has to search for and complete the pathway separately.)
4	396871673	Documenting Administration of Blood and Blood Products in the eMR (This is a learning pathway in itself. It cannot be included in the PDP. The participant has to search for and complete the pathway separately.)

External Learning Activities

- Read [Teach Me Surgery: Gastrointestinal Perforation](#)
Read [Teach Me Anatomy: The spleen](#)
Read [Teach Me Surgery: Splenic Rupture](#)
Read [Teach Me Surgery: Anastomotic Leak](#)
Read [Teach Me Surgery: Necrotising Fasciitis](#)
Read [Globe Rupture](#)
Watch [Just a Routine Operation](#)

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Section 10: Paediatric Surgery

Learning Outcomes

Perform the roles of instrument and circulating nurse within the Paediatric theatre.

- Actively involve parents/carers in the care of the Perioperative Paediatric patient by appropriate sharing of information
- Demonstrates understanding of why young people experience mental health issues.
- Understand and respond to aggressive behaviour.
- Identify and take appropriate steps in identifying young people at risk of self-harm.
- Develop a variety of communication techniques when caring for a Paediatric patient and how it varies from adults
- Discuss implications of anatomical and physiological differences between paediatrics and adults.
- Minimise stress and anxiety to the Perioperative Paediatric patient by utilising communication techniques pre-operatively.
- Discuss methods on the prevention of hypothermia in the perioperative paediatric patient.
- Identify and evaluate early and late warning signs of deterioration.
- Respond and escalate to deterioration

Online Modules

#	Code	Title
1	108353292	Family centred care
2	151931482	Caring for Young People with Mental Health Issues in Paediatric Inpatient Settings
3	132261490	eMR: Managing Deterioration (BTF)-Paediatric

Classroom Courses

#	Code	Title
1	91007672	Between the Flags - Tier 2 workshop (ADULT - DETECT) - Nursing and Medical

External Learning Activities

- Read [Communicating Procedures to Children](#)
- Read [Autism and Developmental Disability: Management of Distress/Agitation](#)
- Read [Teach Me Paediatrics: Hypospadias](#)
- Read [Teach Me Paediatrics: Inguinal hernia](#)
- Read [Teach Me Paediatrics: Hydrocele](#)
- Read [Temperature Management](#)

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Section 11: Death and Organ Retrieval

Learning Outcomes

- Develop and overview of the Perioperative nurse's role in organ donation.
- Discuss the variables between a Neurological death and a Circulatory death.
- Discuss the process of organ donation after circulatory and neurological death.
- Discuss the perioperative nurse's role and responsibilities associated with organ donation.
- Describe the overall process of identifying death.
- Recognises cases that are reportable to the coroner.
- Discuss the appropriate documentation required to be completed after death verification

Online Modules

#	Code	Title
1	98564783	Verification of Death

Classroom Courses

#	Code	Title
1		Donate Life <i>Perioperative Workshop</i> . Register through the following link https://www.donatelife.gov.au/for-healthcare-workers/professional-training/perioperative-workshop

External Learning Activities

Read [ANZICS The Statement on Death and Organ Donation](#)
Read [Neurological Death](#)
Read [Organ and Tissue Authority: Best practice guideline for offering organ and tissue donation](#)
Read SWSLHD_Proc2022_033 *Organ and Tissue Donation After Death*
Read [NSW Coroners Court: For healthcare professionals](#)
Read [Teach Me Surgery: Organ Retrieval](#)
Watch [Donate Life: The organ donation process in Australia](#)

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Assignments

Each section has a sub-section on Assignments. These assignments include activities that the participant is required to complete in collaboration with their manager. These activities are often actions that need to be completed outside of My Health Learning.

Once all actions are completed, the participant and their manager are required to complete the checklist that is provided at the end of this document. This checklist acts as a 'final sign off' by the manager confirming that the participant has met all requirements listed within this document and pathway.

The signed checklist has to be scanned and emailed to the Education and Organisational Development Service (EODS) via email at SWLHD-EducationOD@health.nsw.gov.au.

The EODS team will mark off the final assignment in My Health Learning. An automatic certificate of completion will be generated for the Pathway once this assignment is marked off.

Assignments for each section are provided below.

Section 1: Anaphylaxis
<p>Reflective Practice Module: Anaphylaxis</p> <p>The manager should mark this assignment as completed after they:</p> <ul style="list-style-type: none">• meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and• the participant successfully completes the following activities:<ul style="list-style-type: none">– Discuss With your CNE participating in an Anaphylactic simulation.– Discuss With your CNE/Manager your departments process of logging products which contain latex and chlorhexidine.– Review The contents of your anaphylaxis kit.– Observe What your perioperative unit does to mitigate the risk of anaphylaxis occurring. <p>The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.</p>

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Section 2: Malignant Hyperthermia (MH)

Reflective Practice Module: Malignant Hyperthermia

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** Organise with your CNE to re-constitute any expired Dantrolene within your department.
 - **Discuss** With your CNE participating in a Malignant Hyperthermia simulation session.
 - **Review** Malignant Hyperthermia task cards and consider what role you would play in a MH crisis.
 - **Review** the contents of your MH trolley by conducting daily checks

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 3: Local Anaesthetic Toxicity

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** With your CNE participating in a Local Anaesthetic Toxicity simulation.
 - **Observe** and Discuss The calculations for local anaesthetic dosages.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 4: ENT

ENT Logbook

Reflective Practice Module: ENT

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Activity** Complete set up for ENT list.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 5: Colorectal and Upper GI

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Colorectal and Upper GI Logbook
Reflective Practice Module: Colorectal and Upper GI

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Activity** Complete a set up for a Colorectal and Upper GI list.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 6: Breast and Endocrine

Breast and Endocrine Logbook
Reflective Practice Module: Breast and Endocrine

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - Activity** Complete set up for breast and endocrine surgery.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 7: Orthopaedics Major

Orthopaedics Major Logbook
Reflective Practice Module: Orthopaedics Major

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** With your manager/CNE 1:1 session with medical reps to discuss contents of loan equipment trays and their functions.
 - **Activity** Complete a set-up for major orthopaedic cases.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

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Section 8: Ophthalmology

Ophthalmic Surgery Logbook

Reflective Practice Module Ophthalmic Surgery

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** With your manager/CNE to organise 1:1 education with ophthalmic medical reps to discuss intra-ocular lenses and various machines used for ophthalmic surgery i.e. Phaco.
 - **Activity** Complete a set up for the ophthalmic theatre.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 9: Emergency Surgery

Emergency Surgery Logbook

Reflective Practice Module Emergency Surgery

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** Activity Schedule a patient on SurgiNet for their emergency procedure
 - **Locate:** your facilities flow chart on MTP activation and familiarise yourself with its contents.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

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Section 10: Paediatric Surgery

Paediatric Surgery Logbook

Reflective Practice Module Paediatric Surgery

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** with your manager study day attendance for Between the Flags-Tier 2- DETECT/DETECT Junior Workshop (Mixed face-to-face education)-Nursing and Medical course and enrol through My Health Learning.
 - **Observe** Methods of preventing hypothermia in the perioperative area for paediatric patients within your facility.
 - **Observe** The communication styles and techniques used with the Paediatric Perioperative Patient and their parent/carer within your facility at various stages of their Perioperative journey.
 - **Activity** Complete a set up for paediatric surgery.

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

Section 11: Death and Organ Retrieval

Reflective Practice Module Death and Organ Donation

Death and Organ Donation: Reflection

The manager should mark this assignment as completed after they:

- meet with the participant to confirm learning and knowledge gained from all external activities listed in this section; and
- the participant successfully completes the following activities:
 - **Discuss** With your manager attending a Donate Life workshop and apply for study leave.
 - **Locate** Your departments Coroners folder

The manager/preceptor must ensure they provide sufficient opportunities for the participant to practice the skills and support the participant in attaining an appropriate level of competence in this section before signing the participant off as having completed this assignment.

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Circulating and Instrument Nurse Competent Professional Development Pathway Completion Form

This form confirms that the participant has completed all requirements of the Professional Development Pathway and can be issued a certificate of completion in My Health Learning (MHL).

Participant Name		Employee Number	
Department		Facility/Service	
Date		Participant Signature	
Line Manager Confirmation			
<input type="checkbox"/> I confirm that the participant has completed all requirement of the Pathway including additional workplace experiential activities that are required as part of this pathway.			
Manager Name		Manager Role	
Date		Manager Signature	

Assignments

The Pathway includes assignments in the following sections that have been completed by the participants.

Course Name	Completed? ✓ or X
Section 1: Anaphylaxis	
Section 2: Malignant Hyperthermia (MH)	
Section 3: Local Anaesthetic Toxicity	
Section 4: ENT	
Section 5: Colorectal and Upper GI	
Section 6: Breast and Endocrine	
Section 7: Orthopaedics Major	
Section 8: Ophthalmology	
Section 9: Emergency Surgery	
Section 10: Paediatric Surgery	
Section 11: Death and Organ Retrieval	

Submit the completed and signed form to the Education and Organisational Development Service (EODS) via email at SWSLHD-EducationOD@health.nsw.gov.au for sign off in My Health Learning.