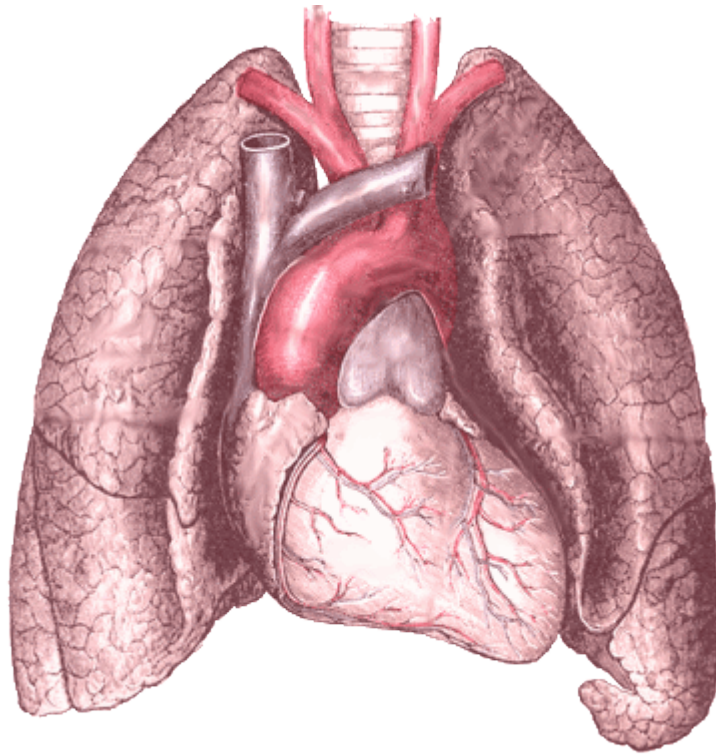


Competencies for the Advanced Clinical Skillset for Nurse Prescribers, Specialist Nurses, Nurse Practitioners & Advanced Nurse Practitioners



Name:

CONTENTS	PAGE
Aims of the Training	3
Intended Learning Outcomes	3
Programme Composition	3
Assessed Practice Components	3
Competency/Benners model	4
History-taking	5
Baseline Observations & NEWS 2 Scoring	7
General Assessment	10
Skin Assessment	12
Minor illness model	15
Thyroid Examination	18
Cardiovascular Assessment	20
Respiratory Assessment	23
Abdomen Assessment	25
Neurological Screening	28
Recommended Reading	31

Aims of Training Programme

- To empower the Practitioner to develop the relevant clinical knowledge and skills to be effective within their practice.
- Inform you of the underpinning knowledge required to perform their role effectively therefore tailoring their skillset to meet the needs of the population they care for.
- Reflect on current levels of individual performance and previous experience to enable identification of learning needs.
- Provide an opportunity to acquire new skills that support a higher level of practice.

Intended Learning Outcomes

- Demonstrate the development of new skills and competencies that are specific to their role.
- Utilise assessment tools appropriately to assess a patient's condition and act accordingly i.e. NEWS 2.
- Apply knowledge and understanding of the relevant clinical examination skills required for their role.

Programme Composition

- The programme will be 14 hours which will usually include both theoretical & practical elements. This can be delivered face to face, virtual or via our online platform.
- Skill acquisition can be assessed by way of OSCE type assessments or by mentors in practice.
- Suitably qualified clinical supervisors/mentors will be encouraged to assist with the development of clinical expertise i.e. Doctors or competent Nurses.

Assessed Practice Components

The completion of the clinical skills competencies are intended to facilitate acquisition and development of a repertoire of skills required to assess, investigate and treat patients. **Before you begin developing a competency, carry out a self-assessment of your present knowledge and skills in that area.** You are also required to chart your own progress, as you become more competent, from observation through to regular practice. Please ensure this documentation is dated. The competencies and assessments should be completed within a **3-month period** from the commencement of training and it is up to you to try and gain as much experience as possible in order to be proficient at a particular skill. **Competency should be re-affirmed or re-assessed at Annual Appraisal and/ or as part of continuing Professional Development (CPD)/Nurse Revalidation.**

Competency Framework – Benner's model

Level	Self-Interpretation	Assessor Interpretation	Benner Level
1.	I know nothing about this and require guidance in every aspect.	Has no knowledge about this and needs guidance in every aspect.	Novice
2.	I have some knowledge but no practice. I need specific direction and demonstration.	Can demonstrate an early understanding, Needs specific direction and demonstration.	Advanced Beginner
3.	I can perform / understand this area. I only need general direction to perform effectively.	Can perform / understands this area. Further clarification of ideas may be required.	Competent
4.	I can perform independently and with confidence. I can relate theory to practice.	Confident in knowledge and has shown ability to perform. Can relate theory to practice.	Proficient
5.	I could teach this skill / knowledge to another, I show initiative.	Able to teach skills and knowledge to others, shows initiative.	Expert

PRE-COURSE SELF ASSESSMENT – History-Taking

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can take a history from a patient.	1	2	3	4	5
I understand the use of different consultation styles in acquiring the salient points from patient history.	1	2	3	4	5
I understand the relevance of past medical history.	1	2	3	4	5
I understand the pharmacological treatments for a wide range of medical conditions.	1	2	3	4	5
I understand how certain occupations can affect long term health.	1	2	3	4	5
I understand the relevance of asking with regard to family history and some of the conditions which have a familial tendency.	1	2	3	4	5
I understand the relevance of foreign travel in the assessment of acute illness.	1	2	3	4	5
I understand how certain lifestyle choices can affect health i.e. smoking, alcohol, diet, illicit drug use and obesity.	1	2	3	4	5
I understand when it is appropriate to take a sexual history from a patient.	1	2	3	4	5

History Taking

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Demonstrates competence in taking a comprehensive medical history either using electronic or a paper template.	
Able to discuss different consultation types and styles so that an objective history is taken.	
Understands the drug regimes for: <ul style="list-style-type: none"> • Asthma • COPD • Ischaemic Heart Disease • Hypertension • Anaemia • Diabetes • Thyroid disease • Depression & Anxiety 	
Demonstrates a good knowledge of occupational lung disease.	
When asked is able to discuss the relevance of family history.	
Can name many of the diseases which may be acquired through foreign travel.	
Understands how lifestyle can affect health, particularly in view of alcohol, smoking, obesity, diet, illicit drug use, herbal medications and lack of exercise.	
Understands which questions to ask as part of a comprehensive sexual history where appropriate.	

CORE SKILLS FOR THE NURSE PRACTITIONER

PRE-COURSE SELF ASSESSMENT – Baseline Observations

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I understand what a normal pulse rate is and I am able to record rate, regularity and character by palpation.	1	2	3	4	5
I can record a BP using both manual and digital equipment and understands normal and abnormal readings. I understand Normotension, pre-hypertension, stages 1-4.	1	2	3	4	5
I have a good understanding of pulse oximetry and the importance of respiratory rate as a physiological parameter.	1	2	3	4	5
I can use a thermometer effectively and understand normal readings.	1	2	3	4	5
I can calculate a NEWS 2 score.	1	2	3	4	5

BASELINE OBSERVATIONS

	DATE	Candidate SIGNATURE	Clinical Supervisor SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

BASELINE OBSERVATIONS – COMPETENCIES

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Demonstrates ability to assess skin colour and can discuss its relevance.	
Able to palpate the pulse and count the rate and can ascertain whether it is regular or irregular. Can identify atrial fibrillation from this assessment.	
Demonstrates the ability to take a manual BP and describe normal readings based on the British Hypertension guidelines/World Health Organisation. Understands the term target organ damage and can explain.	
Observes patient's respiratory status and is able to measure rate. Understands relevance of oximetry, its uses and relevance.	
Demonstrates ability to take a temperature with a thermometer and understand normal readings when required to do so.	
Demonstrates the ability to calculate NEWS 2 Scores based on 10 clinical scenarios and discuss management of these situations.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT – General Assessment

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can assess a patient's colour and understand the terms pallor, plethora and jaundice.	1	2	3	4	5
I understand the terms koilonychia, leukonychia and clubbing.	1	2	3	4	5
I understand the relevance of hand temperature in disease states.	1	2	3	4	5
I can assess the patient for tremor and can describe possible causes.	1	2	3	4	5
I can assess the palms of the hands for anaemia and erythema.	1	2	3	4	5
I understand how to examine the eyes for anaemia, jaundice, hyperlipidaemia, infection and allergies.	1	2	3	4	5
I understand the reasons for loss of sense of smell (Anosmia).	1	2	3	4	5
I can examine the mouth for signs of anaemia, opportunistic infections and dehydration.	1	2	3	4	5
I can explain the acronym JACCOL.	1	2	3	4	5

General Assessment

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Demonstrates the ability to assess the hands for anaemia, liver disease, CO ₂ retention.	
Demonstrates the ability to examine the patient for finger clubbing, koilonychia and leukonychia. Can explain the reasons for them.	
Can examine hair and scalp for abnormal or sudden hair loss, seborrheic dermatitis.	
Demonstrates and describes how to recognise anaemia, hyperlipidaemia, and jaundice from the examination of the eyes.	
Demonstrates the ability to examine the nose for obvious deformity, pain, blockage and discharge.	
Examines the mouth for angular cheilosis, tongue for anaemia and the oral cavity for ulcers or candida.	

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

PRE-COURSE SELF ASSESSMENT – Skin Assessment

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can take a history from a patient who has a new or on-going skin problem.	1	2	3	4	5
I understand the importance of timeframe, location, pain and appearance when assessing skin problems.	1	2	3	4	5
I understand the difference between a localised and widespread skin eruption and can give examples of both.	1	2	3	4	5
I know how to describe the appearance of different skin presentations using recognised terminology.	1	2	3	4	5
I can describe the common locations where fungal skin infections occur.	1	2	3	4	5
I can diagnose impetigo and skin infections	1	2	3	4	5
I understand the different causes of eczema and can differentiate it from presentations of Psoriasis.	1	2	3	4	5
I can describe the different lesions associated with acne vulgaris & rosacea.	1	2	3	4	5
I can describe the different pityriasis rashes and their cause.	1	2	3	4	5
I can assess a patient for skin infestation such as scabies.	1	2	3	4	5
I can recognise an allergic rash and the appearance of Urticaria.	1	2	3	4	5
I can explain and recognise shingles (Herpes Zoster).	1	2	3	4	5

Skin Assessment

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

Skin Assessment

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Demonstrates the ability to take a history from a patient with a skin new of on-going skin issue.	
Can explain the importance of timeframe, location, presence of pain when assessing a skin issue.	
Describes different presentations of localised and widespread skin eruptions. Can explain some of the treatment modalities.	
Can describe the different locations affected by fungal infections and their treatment.	
I can diagnose and describe Impetigo and skin infections including Cellulitis.	
Can describe the different causes and presentations of Eczema & Psoriasis & how this affects the treatment modalities.	
Can differentiate between the clinical presentations of pityriasis versicolor, rosea and alba. Can explain their treatment regimes.	
Can describe the clinical presentation of scabies and its treatment.	
Can recognise and describe the clinical presentation of urticarial lesions.	
Describes the presentation of herpes zoster and its treatment depending on age group.	

PRE-COURSE SELF ASSESSMENT – Minor illness model

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can examine the eyes for infection, allergy and causes of pain. Can assess visual acuity.	1	2	3	4	5
I can examine the ear with an Otoscope and speculum.	1	2	3	4	5
I understand the possible causes of Ootalgia.	1	2	3	4	5
I understand the possible reasons for loss of hearing.	1	2	3	4	5
I can differentiate between the otitis externa, otitis media & serous otitis media.	1	2	3	4	5
I can give reasons for otorrhoea and the causes of a perforated eardrum.	1	2	3	4	5
I understand the causes of Rhinnohoea.	1	2	3	4	5
I understand the signs and symptoms of Sinusitis and the treatment modalities.	1	2	3	4	5
I can examine the mouth and oral cavity.	1	2	3	4	5
I am able to perform an examination of the throat.	1	2	3	4	5
I can calculate a CENTOR score or fever/Pain score.	1	2	3	4	5
I am able to document my findings.	1	2	3	4	5

Minor Illness Examination

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

Minor Illness

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Examines the eyes for conjunctivitis of all causes, foreign bodies, redness and pain.	
Performs an external examination of the ear noting any swelling, redness or cellulitis.	
Demonstrates competence in using an otoscope to examine the ear canal and the tympanic membrane.	
Demonstrates the ability to examine the nose. Can give reasons for rhinorrhoea.	
Demonstrates the ability to diagnose Sinusitis and able to discuss treatment options.	
Examines the mouth for cold sores, angular cheilosis.	
Examines the oral cavity for any signs of oral candida, halitosis, obvious abscess, ulceration or signs of trauma.	
Performs an examination of the pharynx using a light source. Can recognise pharyngitis, tonsillitis and exudates.	
Demonstrates the ability to perform a lymph node examination of the head and neck. Can give the reasons for lymphadenopathy.	
Explains the CENTOR score and fever/Pain score and how they help to differentiate between bacterial and viral causes of throat infection /Tonsillitis.	
Demonstrates the ability to document findings from the examination.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT – Thyroid Assessment

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I understand the signs and symptoms of hypothyroidism.	1	2	3	4	5
I understand the signs and symptoms of hyperthyroidism.	1	2	3	4	5
I can assess the patient's pulse for possible signs of thyroid disease.	1	2	3	4	5
I understand the eye and skin changes that can occur in thyroid disease.	1	2	3	4	5
I understand the term goitre and I can explain the possible causes & problems it may present.	1	2	3	4	5
I know how to palpate the thyroid gland.	1	2	3	4	5
I can perform the percussion technique when examining the thyroid gland.	1	2	3	4	5
I know how to auscultate the thyroid gland.	1	2	3	4	5

Thyroid Assessment

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

Thyroid Assessment

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Explains the signs and symptoms of hypothyroidism.	
Explains the signs and symptoms of hyperthyroidism.	
Explains the pulse changes that can occur in thyroid disease.	
Describes the eye changes which can occur in thyroid disease.	
Understands the disease states which can cause goitre and the possible signs and symptoms it may cause.	
Performs palpation, percussion and auscultation of the thyroid gland as indicated by history and the presenting signs and symptoms.	
Demonstrates ability to document findings.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT - CARDIOVASCULAR

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident) Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can take a history from a patient with cardiovascular insufficiency.	1	2	3	4	5
I can understand the structure and function of the cardiovascular system.	1	2	3	4	5
I understand the relevance of heart sounds and can explain how the valves contribute to the heart sounds.	1	2	3	4	5
I understand the causes of a raised Jugular Venous Pressure and I understand how to perform the examination.	1	2	3	4	5
I understand the causes of left ventricular hypertrophy.	1	2	3	4	5
I understand and can perform precordial palpitation (location of the apex).	1	2	3	4	5
I can perform cardiac auscultation.	1	2	3	4	5
I am able to document my findings.	1	2	3	4	5

CARDIOVASCULAR EXAMINATION -ASSESSMENT

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

CARDIOVASCULAR EXAMINATION

COMPETENCY – FINAL ASSESSMENT	ACHIEVED/ NOT ACHIEVED
Precordial Inspection:	
Demonstrates ability to observe thoracic configuration. Understands relevance of scars i.e. pacemakers, ICDS etc.	
Observes patient's respiratory status.	
Demonstrates ability to identify lines of reference & intercostal spaces.	
Able to visually locate the following areas: Aortic, pulmonary, Erb's point, tricuspid & Mitral.	
Precordial Palpitation:	
Able to locate apical beat effectively and understands normal position and reasons for deviation.	

COMPETENCY – FINAL ASSESSMENT	ACHIEVED/ NOT ACHIEVED
Demonstrates correct positioning of patient in order to facilitate location of apex beat.	
Able to measure the jugular venous pressure and give reasons for a raised JVP or low JVP.	
Cardiac Auscultation:	
Able to auscultate apical area.	
Demonstrates identification of first & second heart sounds (S1 & S2).	
Able to identify heart rhythm for 1 minute establishing regular or irregular rhythm.	
Using stethoscope, able to identify differing sounds from Aortic, Pulmonary, Erbs point, Tricuspid and Mitral areas with both the diaphragm and bell of the stethoscope. Can differentiate between a systolic & diastolic murmur and give 2 examples of each type.	
Demonstrates the ability to document findings from examination.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT – RESPIRATORY

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident). Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can take a history from a patient with respiratory insufficiency.	1	2	3	4	5
I am able to assess for exercise tolerance and functional ability in determining aerobic fitness.	1	2	3	4	5
I have a good knowledge of respiratory diseases and their clinical symptoms and signs.	1	2	3	4	5
I understand the anatomy of the respiratory system.	1	2	3	4	5
I understand the structure and function of the respiratory system.	1	2	3	4	5
I can perform a full respiratory examination.	1	2	3	4	5
I can document my findings.	1	2	3	4	5

RESPIRATORY EXAMINATION - ASSESSMENT

	DATE	CANDIDATE SIGNATURE	MENTOR SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

RESPIRATORY EXAMINATION

COMPETENCY – FINAL ASSESSMENT	ACHIEVED/ NOT ACHIEVED
Demonstrates inspection of general patient appearance: position, skin, nutritional state & use of accessory muscles.	
Inspects for skeletal deformities and can name them.	
Demonstrates assessment of respiratory rate and pattern.	
Demonstrates confidence in palpation of chest: Check symmetry of expansion.	
Able to examine position of trachea & discuss reasons for any deviation which may present at assessment.	
Demonstrates the skill of percussion in the different zones and give reasons for dullness, stony dullness and hyperresonance.	
Demonstrates correct technique in auscultation - describes breath sounds appropriately, compares length of inspiration with expiration. Can explain the terms vesicular and bronchial breathing. When questioned can explain the significance of added sounds i.e. Wheeze, Rhonchi, Crepitation's, Rubs.	
Demonstrates the ability to document findings from examination.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT – ABDOMINAL

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident) Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can diagnose a urinary tract infection.	1	2	3	4	5
I can take a history of the gastrointestinal system.	1	2	3	4	5
I can understand the structure and function of the gastrointestinal system.	1	2	3	4	5
I can examine the abdomen for retention of urine & faecal impaction.	1	2	3	4	5
I can identify the quadrants of the abdomen and the organs located in each quadrant.	1	2	3	4	5
I understand how and where to auscultate for bowel sounds.	1	2	3	4	5
I can identify bowel sounds.	1	2	3	4	5
I am familiar with percussion and light palpation of the abdomen.	1	2	3	4	5
I understand the basic principles of nutrition.	1	2	3	4	5
I can assess bowel elimination.	1	2	3	4	5
I can document my findings.	1	2	3	4	5

ABDOMINAL EXAMINATION -ASSESSMENT

	DATE	Candidate SIGNATURE	Clinical Supervisor SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

ABDOMINAL EXAMINATION

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Demonstrates positioning patient in the correct position for examination.	
Demonstrates inspection of abdominal contour, symmetry, skin, umbilicus & movements (peristalsis/pulsations).	
Demonstrates ability to listen for bowel sounds and describes the problems that may be present.	
Demonstrates percussion of abdomen and how to assess for a bladder in retention of urine.	
Demonstrates palpation of abdomen, identifying muscular tension, enlarged organs, masses, abdominal distension.	
Describes correct positioning for PR examination and describes how to assess for faecal impaction.	
Demonstrates the ability to diagnose a urinary tract infection.	
Demonstrates the ability to document findings from examination.	
COMMENTS:	

PRE-COURSE SELF ASSESSMENT – NEUROLOGICAL ASSESSMENT

Please complete this form to assess your present knowledge and skills. For each objective decide how confident you currently feel about them. Circle an appropriate number 1 (not confident at all) to 5 (completely confident) Please complete in **RED** pen. You can repeat this test again post course, if you like and circle in **BLACK** pen to see if progress has been made.

Date of completion.....

I can take a history from a patient with a neurological problem.	1	2	3	4	5
I have a basic understanding of the structure and function of the neurological system.	1	2	3	4	5
I can assess general function, posture and gait.	1	2	3	4	5
I can assess general cerebral functions.	1	2	3	4	5
I can examine the 12 cranial nerves.	1	2	3	4	5
I can assess for deep reflexes and abnormal reflexes.	1	2	3	4	5
I can assess motor function.	1	2	3	4	5
I can assess basic sensory function.	1	2	3	4	5
I can calculate a Glasgow coma scale.	1	2	3	4	5
I can document my findings.	1	2	3	4	5

NEUROLOGICAL EXAMINATION - ASSESSMENT

	DATE	Candidate SIGNATURE	Clinical Supervisor SIGNATURE
Observed another clinician performing the examination.			
Performed the examination under direct supervision.			
Observed performing the examination by clinical mentor.			

NEUROLOGICAL EXAMINATION

COMPETENCY	ACHIEVED/ NOT ACHIEVED	
Observed performing the examination by clinical mentor.		
Demonstrates positioning patient in the correct position for examination.		
Demonstrates ability to assess general function, posture & gait.		
Tests visual field with hand movements.		
Assesses pupils for direct and consensual response.		
Able to assess facial sensation with light touch.		
Assesses facial movement, mouth & shoulder.		
Demonstrates ability to test neck flexion.		
Demonstrates the ability to describe the 12 cranial nerves.		
Using a patellar hammer can demonstrate deep reflexes and can explain pathology associated with abnormal reflexes including Babinskis.		
Demonstrates the ability to assess the motor system in terms of tone, spasticity and strength. Can describe the MRC classification of muscle power 0-5.		

COMPETENCY	ACHIEVED/ NOT ACHIEVED
Able to check for basic sensory impairment using light touch or pinprick.	
Demonstrates the ability to test co-ordination.	
Demonstrates the ability to document findings from examination.	
COMMENTS:	

RECOMMENDED READING

Chantal Simon, Hazel Everitt, Francoise van Dorp & Matt Burkes (2020). Oxford Handbook of General Practice. Oxford University Press. ISBN 978-0198808183

Epstein O, Perkin GD, DE Bono DP, Cookson J. 3rd Ed. (2003) Clinical Examination. Mosby: London. ISBN 0-7234-3229-5

Fuller G. 3rd Ed. (2004) Neurological Examination Made Easy. Churchill Livingstone: London. ISBN 0-443-07420-8

Human Anatomy and Physiology Elaine N Marieb

NMC- the code, January 2015

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