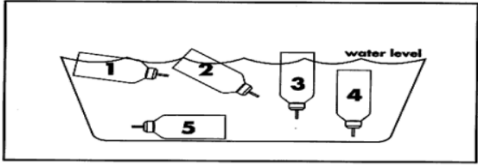


Student Name:		Medical School:	Year:			
Delivering a pressurised metered dose inhaler Please answer the following questions about inhalers and then explain to your patient how to use a pressurised metered dose inhaler (pMDI)?		Self	Peer	Peer/ Tutor	Tutor	
Understands clinical indications	<ul style="list-style-type: none"> For regular administration of treatment in Asthma/ COPD/ other bronchial conditions exhibiting bronchial wheeze 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands timing of inhaler therapy	<ul style="list-style-type: none"> When taking both preventer and reliever patient should take reliever first for bronchodilation followed by preventer If taking more than one dose or 'puff' patient should wait 30 – 60 seconds in between doses to ensure time for propellant and drug to mix adequately Understands preventer medication should be taken daily to reduce inflammation even when patient is not symptomatic Reliever medication should be taken when patient is symptomatic/ wheezy and will benefit from bronchodilation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cautions and contraindications and complications	<ul style="list-style-type: none"> Side effects of preventer medications – some patients experience a sore tongue, a sore throat, hoarse voice, occasionally oral thrush / candida infection, for children- a very small chance of reduction in adult height Recommendations to avoid side effects – rinse mouth out or gargle with water after using preventer inhaler to remove residue from tongue and throat. Use of spacer. Side effects of reliever medications – some patients experience a tachycardia and / or slight tremor – usually only lasts for a few minutes Recommendations to avoid side effects – regular visits to asthma nurse or GP to ensure asthma is being managed avoiding need for relievers. Check patients technique whenever patient is reviewed routinely and during acute episodes where appropriate to ensure effective use Able to explain the use of a 'spacer' device Check dose counter or Float test 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explains when patient's inhaler technique should be reviewed	<p>Can explain how to check how full the inhaler is</p>  <p><i>The Float Test: 1. empty; 2. 1/4 full; 3. 1/2 full; 4. 3/4 full; 5. full.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Names different types of inhalers and can discuss benefits and drawbacks of two of them		<ul style="list-style-type: none"> Metered dose inhaler Breath activated inhaler Dry powder inhaler (Accuhaler & Turbuhaler) <p>MDI = cheap, co-ordination needed Breath activated inhaler = no co-ordination needed, more expensive DPI= no coordination, may cause cough</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> Wash hands with soap and water using Ayliffe technique 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Patient and Medicine checks	<ul style="list-style-type: none"> Chooses the correct inhaler to ensure the correct delivery of the prescribed drug Checks the inhaler dose against the prescription chart 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<ul style="list-style-type: none"> ● Checks expiry date. ● Checks patient identity by checking arm band against prescription sheet and verbally confirming patients ID ● Checks correct time 				
Demonstrates how to teach a patient to use a metered dose inhaler (MDI)	<ul style="list-style-type: none"> ● Introduces themselves ● Explains to the patient "I am going to show you how to use a pressurized metered dose inhaler or MDI – may also be called a 'puffer', if it is used correctly it should help with your breathing" ● Explains to the patient what the procedure involves, including any risks and benefits ● Gains informed consent 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	<ul style="list-style-type: none"> ● Assessment throughout the procedure and encourages patient to ask questions ● Establishes patients expectations or concerns 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedure	<ul style="list-style-type: none"> ● Hold your inhaler upright and take the cap off ● Check that there is nothing inside the inhaler mouthpiece ● Shake the inhaler well ● Sit or stand up straight and slightly tilt your chin up, as it helps the medicine reach your lungs. ● The next steps all happen smoothly in one action. ● Breathe out gently and slowly away from the inhaler until your lungs feel empty and you feel ready to breathe in. ● Put your lips around the mouthpiece of the inhaler to make a tight seal. Start to breathe in slowly and steadily and at the same time, press the canister on the inhaler once. Continue to breathe in slowly until your lungs feel full. ● Take the inhaler out of your mouth and with your lips closed, hold your breath for up to 10 seconds, or for as long as you comfortably can. Then breathe out gently, away from your inhaler. If you've been prescribed a second puff, wait 30 seconds to a minute and shake the inhaler again. Then repeat the steps. When you have finished, replace the cap on the inhaler. If you've used an inhaler that contains steroids, rinse your mouth with water and spit it out to reduce the chance of side effects. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Post-procedure management	<ul style="list-style-type: none"> ● Records inhaler has been given on prescription chart ● Thanks the patient 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<ul style="list-style-type: none"> ● Communicates to team members & thanks staff 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall ability to perform procedure	<ul style="list-style-type: none"> ● Assess globally, would you be happy for this student to be supervised showing a patient how to use a p MDI? 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-assessed as at least borderline:	Signature: _____ Date: _____				
Peer-assessed ready for tutor assessment:	Signature: _____ Date: _____				
Tutor assessed as satisfactory:	Signature: _____ Date: _____				
Notes:					
F = Fail B = Borderline S = Satisfactory G = Good E= Excellent					