

Student Name:		Medical School:	Year:			
Record Peak Expiratory Flow Rate Please obtain and record this patients Peak Expiratory Flow Rate			Self	Peer	Peer/ Tutor	Tutor
Understands clinical indications	<ul style="list-style-type: none"> Used in the diagnosis and assessment of asthma Of limited value in the diagnosis of other lung diseases but useful for monitoring Has been superseded by spirometry as a diagnostic tool 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Understands timing of PEFR	<ul style="list-style-type: none"> Should be recorded morning and evening Can be used in the acute setting to assess effectiveness of reliever medications, but only once patient's condition has been stabilised 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anatomical and physiological principles	<ul style="list-style-type: none"> Assesses the function of the larger airways by reflecting the diameter of the bronchial tree and represents the high volume and speed of airflow in the first 10 milliseconds of forced expiration. Measured in L's per minute 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cautions and contraindications	<ul style="list-style-type: none"> Aware that patient cooperation and ability can affect results Need for correct position of head, teeth and tongue as this can affect results 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Washes hands	<ul style="list-style-type: none"> Hand wash with water and soap using the Ayliff technique 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Obtains informed consent	<ul style="list-style-type: none"> Introduces themselves Gains informed consent Checks patient identity; armband and verbal ID 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explanation to patient	<ul style="list-style-type: none"> Explains to the patient what the procedure involves; "I need you to blow into this peak flow meter as fast as you can so that we can assess your lung function" Warns patient that this could make them cough 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication Skills	<ul style="list-style-type: none"> Establishes patients expectations or concerns Assessment throughout the procedure and encourages patient to ask questions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Equipment selection	<ul style="list-style-type: none"> Obtains peak flow meter and disposable mouth piece Ensures a table of values for PEFR is available 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Procedure	<ul style="list-style-type: none"> Asks patient to stand or sit upright with feet flat on floor & legs uncrossed if sitting. Uses a new disposable mouthpiece per patient Checks arrow is set to zero Asks patient to hold the peak flow meter horizontally without restricting the movement of the arrow 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	<ul style="list-style-type: none"> ● Asks the patient to breathe in deeply, seal lips around the mouthpiece and breathe out as hard and fast as possible ● Makes note of reading ● Returns marker to zero and asks patient to repeat twice more if able ● Records the best reading of the 3 on a peak flow chart and in the patient health care records ● Asks patient to dispose of the mouthpiece in yellow bag or wears gloves to dispose of mouthpiece. ● washes hands ● Interprets data and discusses with Senior as appropriate 				
Post-procedure management	<ul style="list-style-type: none"> ● Waste disposal in accordance with Trust guidelines ● Washes hands ● Discusses results and implications for care with the patient ● Thanks patient ● Seeks help if needed. 	<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 to perform Peak Expiratory Flow Rate.. 	<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