STUDENT PLACEMENT ENHANCEMENT PROJECT

NATASHA WRAGG AND GINA WILLIAMS
RATIONALE

Qualitative meta-synthesis has shown that most students experience nurturing, caring clinical environments but **negative experiences** endure through time and can **impact on attrition**.

*(Thomas et al., 2012)*
AIMS

Peer learning partnerships support first year students during their transition to practice whilst preparing more experienced students for preceptorship, registered practice and eventually mentorship by improving self-confidence.

(Christiansen & Bell, 2010)

Improve nursing preparation, address concerns about practice placements students had identified, maximise learning opportunities and signpost individuals to available sources of support in a group context.

(Sprengel & Job, 2004).
AUDIENCE

Students new to Manchester or with no previous clinical experience are our key audience; helping students realise what to expect and what is expected of them. Field specific and general information ensure the resources are relevant to all students.

‘Most students see the clinical aspects of their degree as “challenges and opportunities” rather than threats or stressors.’

(Oermann and Standfest, 1997).
METHODS

A working group of students representing Adult, Mental Health and Child fields provide a source of peer support to succeeding cohorts.

(Dennison, 2010)

Theories of flow-learning were defined by participation levels and intrinsic learning by analytical management of content of the site.

(Bandura, 1996)
Support on Placement:

If you have a problem on placement it’s important that you know who to contact for support, this flowchart will help you identify points of contact within placement and university to speak to about any placement issues you’re having.

It’s always best to keep in touch with your AA, whether it’s an issue with your own learning experience or regarding any incident you’ve observed. If you are not sure where to go with an issue your AA will be able to point you in the right direction.

If you’re concerned about meeting your placement outcomes or have queries about your learning in...
<table>
<thead>
<tr>
<th>Location</th>
<th>Address</th>
<th>Directions</th>
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<tbody>
<tr>
<td>Wythenshawe</td>
<td>[<a href="http://www.uhsm.nhs.uk/Pages/gettingtouhs">http://www.uhsm.nhs.uk/Pages/gettingtouhs</a> m.aspx](<a href="http://www.uhsm.nhs.uk/Pages/gettingtouhs">http://www.uhsm.nhs.uk/Pages/gettingtouhs</a> m.aspx)</td>
<td>Direct services include 109, 105, 104. The 101 bus stops close to the A&amp;E entrance but not at the main hospital bus stop and is often the fastest bus. These routes begin at Piccadilly and go along princess parkway. The 43 bus to the airport stops at the main hospital bus station and connecting to the airport. The nearest metrolink station is also close by. Adult and MH placements are allocated by different zones within this area; visit the link below for field specific allocation maps.</td>
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Map of the locations of the main hospitals around Greater Manchester that you may be allocated to. Any buses with the number 117, 179, 179 buses all stop on the main hospital entrance (147, 142, 143, 150, 152 buses all stop on the main hospital entrance).
Support on placement, student’s role on placement, mentors, trusts & PEFs, travel information, learning objectives, spokes, whistleblowing...
THE BLOG

**Personal** accounts and **reflective** anecdotes about student experiences on placement.
PEFs: An Underestimated Force of Nature

JULY 7, 2015 / NATASHAWRAGG / LEAVE A COMMENT / EDIT

Practice Education Facilitators (or PEFs as they’re commonly known) are the bridge between University and Placement and are there to help YOU.

Too many times I’ve heard students complain about really valid issues in placement such as not having an identified mentor or struggling with their allocated working hours only for them to say “Oh no I haven’t mentioned it to the PEF”

Each practice area has a designated PEF who’s details will be available to you.
A very important part of our nursing uniform is our shoes. Nursing is as much a physical sport as it is a caring vocation so you need comfortable, durable and sturdy footwear to withstand your days spent pacing a ward. Not to mention the elements they are exposed to… (Let’s just say there are things worse than mud that can end up dripping onto your unsuspecting foot) as the Uni has put it:

Appropriate shoes must be worn. These must be black, flat soled, full shoes not boots, which cover the entire foot, have a non slip rubber sole, and be plain (not suede or canvas). It is not acceptable to wear any other type of shoe.
RECENT DEVELOPMENTS

• Increased social media presence and student events

• Australian clinical educator guest blog

• Involvement of student midwives

• Coordination with SQAs and PEFs

• Poster abstract submitted for review for RCN conference

• Nomination for Student Nursing Times award
EVALUATION

Student satisfaction and retention is enhanced by developing self-support and peer involvement, assisting the implementation of leadership skills.

Staff are able to gain insight into the student experience of placement and how students can enhance their learning by peer exchange of information.
EVALUATION

74% of respondents felt there was a dearth of information about specific placement areas and learning opportunities. Respondents were also asked methods they used to access more information to prepare for practice, topic requests and qualitative feedback on the project.

“Knowing what to expect is a huge relief of stress and anxiety related to placement”
WHAT’S NEXT...

Thanks to a generous contribution from Health Education North West, we are now moving to have the project formally evaluated; Providing unbiased feedback to improve the project.

It will also enable printing an updated version of the survival pack for new students in the 2016 Cohort.
REFERENCES & RESOURCES

• uomstudentnurseplacementenhancement.wordpress.com


