

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

(Sprenkel & 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.

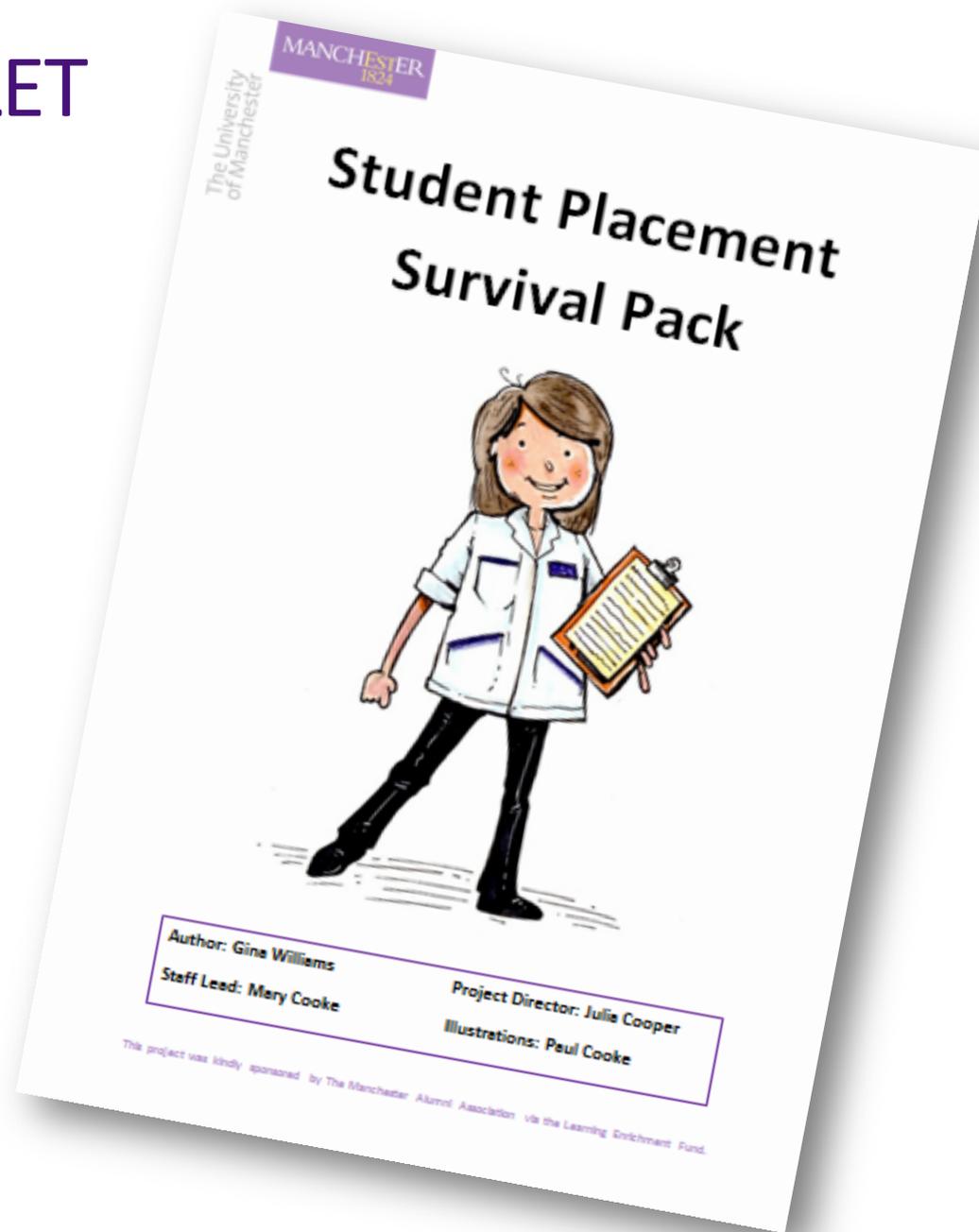
(Dennison, 2010)

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

(Bandura, 1996)

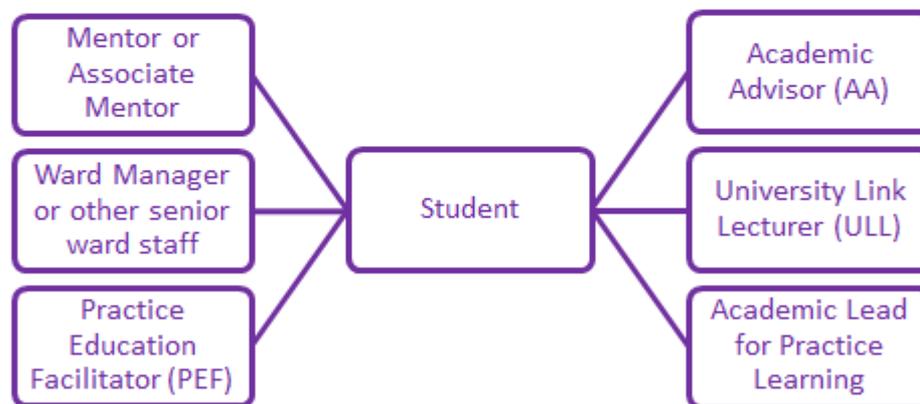


THE BOOKLET



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

Spokes:

A spoke is an opportunity for you to spend a few hours or a full day with another department, linked to your current placement. Most placements should have information of relevant spokes in the student file available on site, feel free to arrange your own outside of this list but be aware that your mentor may ask you to justify the link between the spoke and your hub placement.

Specialist nurses are great to arrange spokes with and are generally really keen to have students to learn more about their specialist role. Working with other health professionals also helps you gain a wider experience of how a multi-disciplinary team work together. Occupational Therapy, Podiatry, Physiotherapy, Radiology, Pharmacy, Speech & Language Therapists (SALT) etc... are all great departments to arrange a spoke with. Spokes are also a handy way for you to meet cross-field learning outcomes for your portfolio; patients of any age can experience mental health problems, MH services users may also have physical co-morbidities, some practice areas such as health visiting look at the both health of mother and baby and other units may deal with a wide age range of patients (like the Palliative ward at the Christie which has both adult and paediatric nurses). Think about which areas of your current placement cross over into other fields and arrange a spoke to explore these areas in more depth. You can also arrange to 'shadow' senior staff and managers by prior arrangement. This gives insight into how the NHS is run, decisions made and funded (or not).

You should ring and arrange the spoke at a suitable time (within usual placement hours) for you and your mentor. Ideally if your mentor is not on shift or on holiday so it doesn't cut into your time working with your main mentor, if you've booked your spoke far in advance it's useful to reconfirm with them the day prior to ensure everything is still ok as planned. This is also advisable if you've made the arrangements with someone at the spoke who isn't the person you'll be working with on the day to let them know they'll have a student that day. Some spokes are very high demand or only have a small capacity for students so it's good to plan which spokes you'd really like to do early on to ensure you get chance to visit those during your placement.

Take your PAD with you to your spokes as they will need to fill in the spoke page to say you have attended and may also need to sign your hours for that day, it's a good idea to write up a reflection of your spoke for your portfolio if suitable.

Your trust will also have seminars and workshops available for students you should be told about these at your trust induction, you may also notice them advertised on noticeboards or conversations around the hospital or you can contact the PEF who will be happy to give you the dates and how to sign up to these events. For most trusts, students should now receive emails directly about events like this during their time at that trust.



This project was kindly sponsored by The Manchester Alumni Association via the Learning Enrichment Fund.

Whistleblowing:

Whistleblowing is the raising of concerns about a risk, danger or malpractice which affects others. This could be an issue that affects patients, the public, your colleagues or the organisation that you work for. (NMC, 2019)

The 'Support on Placement' section gives some situations when you may want to contact people regarding placement issues such as mentorship issues and the general learning environment. If you are worried about raising concerns, or want to talk through what is involved in the whistleblowing process, you can call the NMC contact centre on 020 7637 7181 who can advise you or there are some other useful numbers listed below. Even if you feel something is only a minor concern it's best to talk things over with your AA about anything that is worrying you on placement and they can help guide you if you need to take things further.

However, there are some instances when you must contact somebody, such as preserving safety. You must always...

- Make sure that patient and public safety is protected.
- Work within the limits of your competence, observing your professional 'duty of Candour' and raising concerns immediately whenever you come across situations that put patients or public safety at risk.
- Act without delay if you believe that there is a risk to patient safety or public protection. Raise concerns immediately if you believe a person is vulnerable or at risk and needs extra support and protection.

A part of the code of conduct and your fitness to practice, it's really important that you report any bad practice you witness in placement. There is a wealth of support and guidance for whistleblowing from both within the university and from various professional regulatory bodies. If you are a member of a union, you may also find they have advice and support for members involved in whistleblowing.



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Contact numbers:

- NHS Whistleblowers helpline - 08000 724 725
www.whistleblowers.nhs.uk
- NMC Council - 020 7637 7181 www.nmc-uk.org
- Care Quality Commission - 08000 618161
www.cqc.org.uk
- National Patient Safety Agency - 020 7927 2900
www.npsa.nhs.uk
- Professional Standards Authority for Health and Social Care - 020 7588 8000
www.professionalstandards.org.uk
- The NMC Raising Concerns document can be found at www.nmc.org.uk/globalassets/0-9/documents/nmc-publications/nmc-raising-and-escalating-concerns.pdf

Other useful Information:

Placement Change Requests and the Allocations Process:

There is a placement change request process; however this is only open to you for five working days following the release of your placement allocation. Placement change requests are to be submitted online via the Practice Learning Community Gateway in Blackboard. Please note that placement change requests are to be submitted for exceptional circumstances only - guidance is available via the Practice Learning Community Gateway, on BB.

Finances:

We just wanted to remind you that if you are facing financial difficulty during the extended semester, you may want to consider applying to the Manchester Hardship Fund. More information regarding the Manchester Hardship Fund and the eligibility can be found at: <http://manchesterstudentunion.com/emergency-loans-and-hardship-grants> as well as information on the Students Union's emergency loan.

If you have any questions regarding the Manchester Hardship Fund, you can contact the student support team on aa.intern@manchester.ac.uk or email the Manchester Hardship Fund team directly on mhf@manchester.ac.uk

Interrupting:

It's important to understand that sometimes we can have such overwhelming personal difficulties that cause absence or inability to work; it can affect our health and perspectives. Your AA and others in the Nurses Course team will become aware of such issues and you could be asked to meet up for a discussion, please go to this. Your case may be discussed with you at Progress Panel meetings too - if you have not managed to pass a series of assignments or specific placement learning objectives.

You should always be aware that your AA is there to support you, and not to make judgements if you are open and honest about the possible or probable reasons for your difficulties. You will be asked for evidence of these reasons so that mitigation can be considered. Often assistance is granted before Progress Committee, so you can extend your placement for making up hours, or have planned re-take dates.

In the event that your circumstances are such that it may be advisable to interrupt study on the course for a year, this is agreed with you by your AA and the Cohort Lead. You will have a planned return which balances your needs. The Course Team want you to have a successful outcome, and not lose you to illness or other catastrophe.



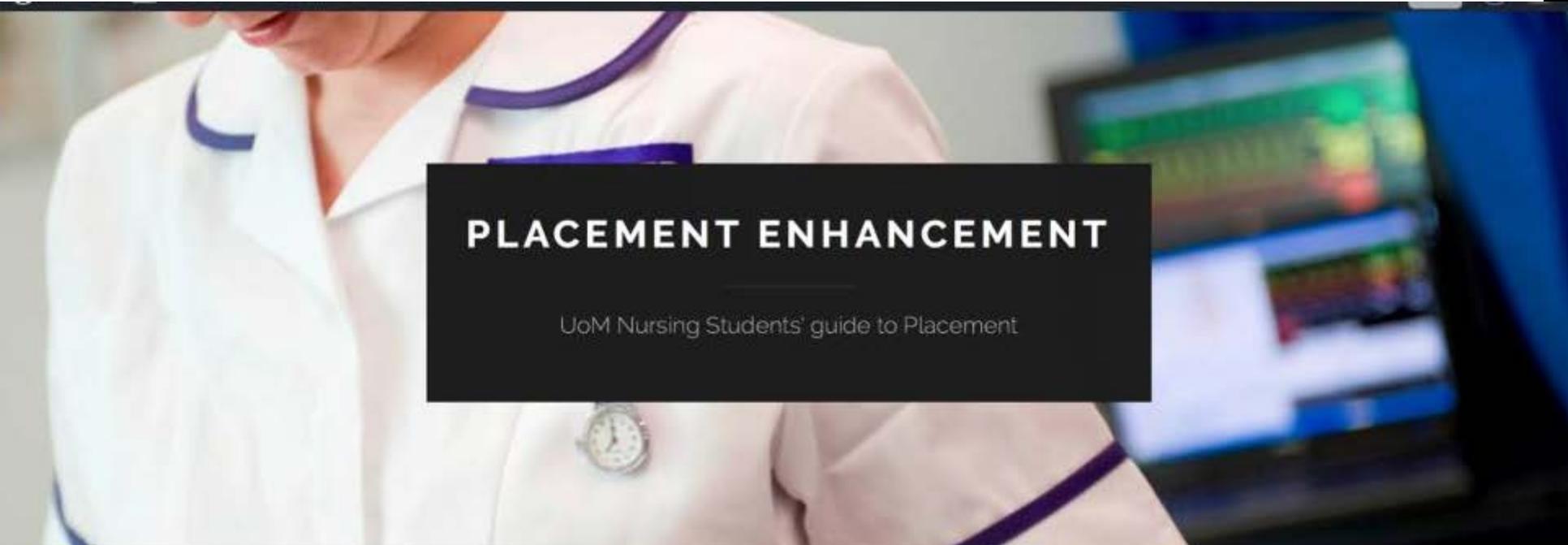
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Support on placement, student's role on placement, mentors, trusts & PEFs, travel information, learning objectives, spokes, whistleblowing...



THE BLOG

Personal accounts and **reflective** anecdotes about student **experiences** on placement.



PLACEMENT ENHANCEMENT

UoM Nursing Students' guide to Placement

[ABOUT THE SITE](#) / [ABOUT US](#) / [GENERAL POSTS](#) / [ADULT NURSING](#) / [CHILD NURSING](#) / [MENTAL HEALTH NURSING](#) /

[MIDWIFERY](#) / [PLACEMENT SURVIVAL PACK](#)



PEF

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 on

TAGS

acronyms Aids airway management allocation autonomy

awareness **block placement** Blue

Monday Blues Cardio care **CARERS** Childcare

children **clinical skills**

communication community

competence **confidence** continence

COURAGE creative dementia Depression different

extended semester Family feelings **first year**

GP surgery gynae HIV infection intermediate care IPL

journey knowledge and skills learning MDT mental

health mentor Motivation **nursing** off

duty **organisation patient care** patient

experience patient history PEF Placement poor practice

Portfolio Practice practice assessment document proactive

professional development RCN **reflections** scrubs

second year sexual health shoes socialising **spokes**

surgery Talk Testing third year time management trust

CHRONIC CLOWN FOOT

JUNE 12, 2015 / NATASHAWRAGG / LEAVE A COMMENT / EDIT



Anti-Vom is the New Chic

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

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