OXFORD BROOKES UNIVERSITY

Oxford Health NHS
NHS Foundation Trust

The school health nurse's guide to facilitating the learning of student nurses (Update for the new Nursing Programme 2016)

This guide suggests opportunities and objectives for children's nursing students when they are placed with you for a Hub (Allocated placement where their Practice Assessor/ Practice Supervisor is based) experience. These should be considered in collaboration with their Practice Assessor/ Practice Supervisor in order to facilitate their learning during their placements with school health nurses.

It also suggests key learning for nursing students (who may be from other fields of nursing) if they are with you for a Spoke Experience which may help them to meet their Essential Care Need requirements.

None of these activities are compulsory and as a Practice Assessor/ Practice Supervisor it as at your discretion to establish whether these activities are appropriate for individual students. Equally this is not an exhaustive list, but serves as examples of learning opportunities.

It is hoped that these opportunities will enhance the students' engagement and maximise learning opportunities that they can gain from their placements.

Additional links to information are referenced within the document.

If you have any questions about this guide or the learning opportunities available to students please contact your link lecturer.

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INTRODUCTION

The aim of this document is to provide Practice Assessors and Practice Supervisors with an overview of the Nursing Students' development across the three years of the programme and to offer ideas for activities that a student may be involved in.

This is not a prescriptive document and should not be used in a tick list fashion. It offers guidance for facilitating students to set goals and consider resources available to enhance their learning.

The level of student involvement will vary depending on their prior experience, the stage in their course and their personal objectives. They will move from observer, to participant- observer towards independent practitioner.

Their learning opportunities will include observation, participation, reflection, and critical analysis through discussion of the rationale and evidence base underpinning practice.

OVERVIEW OF THE 2016 NURSING PROGRAMME

The aim of the Nursing pre-registration programme is to graduate confident, compassionate, resilient and self-aware nurses who:

- Are competent nurses, fit for purpose and award, with a portfolio of widely transferable graduate attributes.
- Work effectively with others demonstrating the ability to educate, inform, supervise, manage and lead in order to promote best outcomes of care
- Will contribute significantly to high quality individual and family centred care, maintaining the safety of those in their care, across the lifespan.
- Will use evidence and reflection to inform practice and manage their own continuing professional development
- Appreciate the contribution to society that the nurse makes through their role

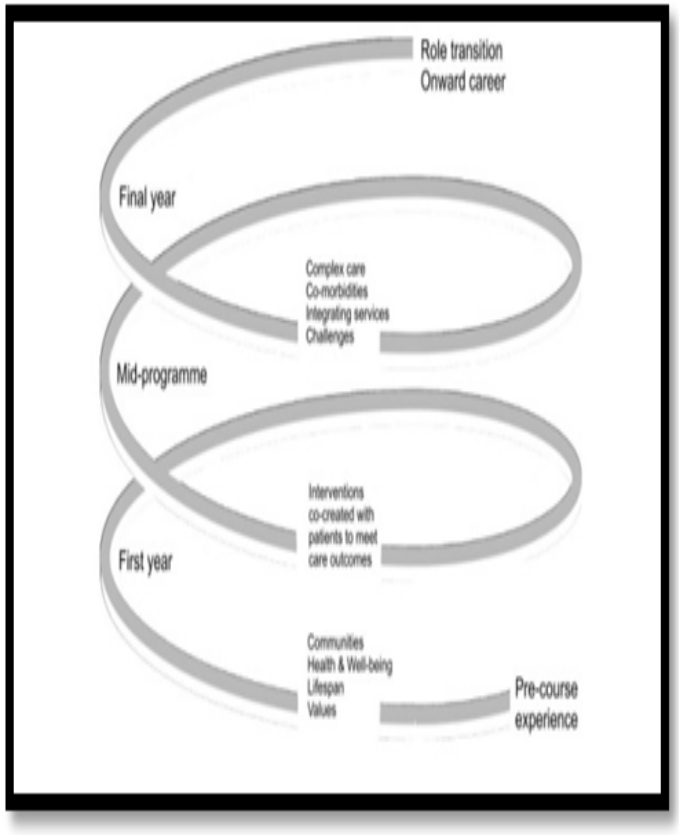
Year	Spiral Curriculum Design	Year focus	Progression	Throughout the course	Course themes
3		Complex care of people with multiple co-morbidities and the need for health and social care services to be integrated	Increasingly complex Increasing field - specific (Child, Adult, Mental health) Increasingly independent and supportive of others	Self-care Well-being Confidence Resilience	• Nursing Practice • Professional values, ethics & law • Communication & interpersonal skills • Public Health: • Leadership, management & collaborative practice • Decision making: • Evidence based practice: • Health Informatics & digital technologies:
2		Specific nursing interventions, co-created with patients to meet care outcomes.			
1		Communities (local and national), health and well-being, lifespan and values			

Figure 1 Spiral Curriculum **This model was developed with placement partners as a result of an extensive consultation process and the incorporation of key drivers and policy for nursing and healthcare including Shape of Caring Review (Willis 2015)**

Level of the students' performance at each stage of the programme:

Progression point 1 (this will usually be at the end of Year 1) – NOVICE Level

Although students often have, a range of prior experiences Benner contends that student nurses are beginners. By the end of this NOVICE year, the student will be able to identify, describe, explain and discuss fundamental knowledge, and will have the skills to contribute to and participate in a range of activities and experiences to enhance and develop those fundamental skills for practice. The student will need to be guided and supported in applying those fundamental rules, which can gradually be applied to different situations and activities. Teaching and learning should focus on objective details such as fundamental personal and psychological care, and rudimentary patient assessments. For example, by the end of the first year students should have the ability to accurately perform a heart rate assessment, understand the underlying physiology and the normal parameters. This along with a range of fundamental knowledge and skills can be applied to the objective assessment of an individual, irrespective of the clinical environment. The student nurse is generally in need of supervision during this year but has the potential to become increasingly independent in fundamental care delivery. Therefore, it is possible for a student to achieve the highest mark if their performance is judged independent within the context of the NOVICE practitioner.

Progression point 2 (this will usually be at the end of Year 2) – ADVANCED BEGINNER Level

Having acquired the necessary knowledge and skill at progression point one, the student proceeds to the level of ADVANCED BEGINNER. At the start of this year, the student utilises the previously acquired knowledge to guide their actions in practice. The student's knowledge at the start of this year enables them to focus on an individual's needs but they will still require support and guidance to support people with more

complex care needs, whereby experience will begin to inform knowledge and decision making. By the end of this level, the student nurse's increasing knowledge and skill enables them to take greater responsibility for the assessment, planning, implementation and evaluation of care. This is done with increasing collaboration with patients and other practitioners.

Progression point 3 (this will usually be at the end of Year 3 at entry to register point) – COMPETENT Level

The student is able to practice independently. They are able to conduct a holistic assessment, incorporating a whole range of objective and subjective data. The student is able to effectively plan short and long term goals with the patient/family, and can efficiently prioritise care for a group of people in a range of settings. The student consistently demonstrates competent practice required to gain entry to the register.

REFLECTION

Students are encouraged to write reflections on their practice experiences throughout their placements. There are guidelines for this within the BePAD.

Students should be writing reflections to support their ongoing development and achievement. Your role as a Practice Assessor / Practice Supervisor is not to 'mark' the reflections but you may find reading them helpful to gain an insight into how the student is developing, and

potentially students may present a reflection as evidence of competency achievement. The link lecturer's role is to guide development in relation to writing reflectively about practice.

Essential Care Needs Requirements

The NMC (2010) require all students to develop the skills of caring for the essential physical and mental health needs of all people, as well as managing the essential and complex needs within their own field of nursing. By the end of their course students must have written reflections about how they have been involved with the essential care skills of all groups of patients. Therefore, students should take opportunities to become involved in the essential needs of the following groups:

Essential Care Need Group	Adult Nursing	Children's Nursing	Mental Health Nursing	Adult and Mental Health Nursing	Mental Health and Child Nursing
Pregnant women	✔	✔	✔	✔	✔
Postnatal women	✔	✔	✔	✔	✔
Babies	✔	✔	✔	✔	✔
Children	✔		✔	✔	

Young People	✔		✔	✔	
People with learning disabilities	✔	✔	✔	✔	✔
People with mental health needs	✔	✔			
Adults		✔			✔
Older People	✔		✔	✔	✔
People with physical disabilities	✔	✔	✔	✔	✔
People with physical health problems			✔		
People with long term conditions	✔	✔	✔	✔	✔

These opportunities may arise during any practice experience and therefore at the start of each placement students and Practice Asessors / Practice Supervisors should ensure that during the initial meeting learning opportunities are identified and built into the student's initial action plan.

LIST OF COMPETENCIES MAPPED AGAINST THE LEARNING OPPORTUNITIES IN HEALTH VISITING ENVIRONMENTS

The following list of learning opportunities is not an exhaustive list, but gives examples of how competencies link to the learning opportunities available in this placement.

Domain 1: Professional Values	
1a (core): Professional Attitude	● Identify a young person that makes you reflect on your own values, this may be accompanied by uncomfortable feelings – how do you cope? ● Examine your approach to the working day and reflect upon individuals and situations: do your feelings differ when working with different members of the team or different clients? ● Consider how you would manage a situation when a young person's or nurse's values are in opposition to your own. ● Reflect upon how you demonstrate initiative when caring for people and working within a Primary Health Care team (PHCT). ● Participate in, and reflect on, a variety of experiences where compassion and sensitivity are required. ● Recognise & appreciate policies & attitudes which may contribute to discrimination that is related to, for example, age, mental health, learning disability, gender, physical ability. ● Consider how not wearing uniform impacts on your professional relationships.
1b (core): Professional Behaviour	● Negotiate your own learning needs and develop effective means of communication with staff. ● Identify funding streams and drivers for providing services for young people in the locality.

	● Reflect on and evaluate your own practice by: identifying your own strengths and limitations and negotiating strategies for your on-going development. ● Utilise feedback from Practice Assessors and Practice Supervisors to further develop your practice. ● Provide constructive feedback to Practice Assessors and Practice Supervisors. ● Develop sensitivity, compassion & confidence. ● Consider how your working practice affects the wider team.
1c: Confidentiality and Data Protection	● Consider how you might utilise the placement area policies and NMC rules when sharing of information about people in your care. ● Consider how you respond to telephone enquiries. ● Reflect upon how you ascertain the identity of those you share information with e.g. professionals, young people and those important to them. ● Critically reflect on the challenges in maintaining confidentiality within the care setting. ● Consider how to maintain professional boundaries when living and working in the same locality. ● Consider how being in the young person's school environment may impact on information sharing, within the school and externally with agencies.
1d: Legal Frameworks	● Understand how vulnerable people are identified ● Critically reflect upon how consent is obtained from people who are vulnerable or lack legal capacity to consent ● Critically reflect upon how legal frameworks guide everyday practice ● Observe how professionals manage issues of power within therapeutic relationships ● Explore how government policy and law is interpreted through the NMC code (2015) and health and social care provider policy ● Consider the relevance of the Children's Act (1989) to practice – e.g. how do nurses ascertain who has parental responsibility for a young person and therefore who can consent on behalf of a young person? ● Consider the role of the nurse if the actions / decisions of parents are not in line with what is considered by health care professionals to be in the young person's best interests

	● Consider the concepts of Gillick competence and Fraser Guidelines and their application to practice
Domain 2: Communication and Interpersonal Skills	
2a (core): Communication	● Observe, participate and explore communication with young people and reflect on the underpinning strategies used. ● Explore with a known young person how they may interact differently with different health care professionals and in different settings. ● Using a range of young people as examples, reflect on the effectiveness of your own communication, as well as the health care professionals you have observed. ● Observe and develop skills to communicate effectively with young people. ● Develop effective interpersonal communication recognising potential communication difficulties (hearing, sight, speech, touch) ensuring that the young person is utilising aids effectively. ● Use effective communication skills including negotiation & collaboration. ● Observe and participate in interactions between practitioners and young people. ● Identify a range of young people to illustrate different aspects of non-verbal behaviour. ● Develop skills in communicating with people with communication difficulties. ● Reflect on your personal effectiveness in picking up cues and appropriately interpreting them. ● Develop sensitivity & empathy to actual & potential challenges in communication. ● Negotiate your own learning needs and develop effective means of communication with staff. ● Observe how nurses use communication techniques in different settings to manage complex and routine situations. ● Consider the effectiveness of your communication skills when speaking to young people and their families over the phone.
2b (core): Therapeutic Relationships	● Gain experience and understanding of therapeutic skills in caring environments.

	● Participate in, and reflect on, a variety of activities where a flexible approach is required of the Health Care Professional. ● Develop an understanding of how the therapeutic relationship between the Health Care Professional and an adult within a family can impact on the outcomes for the young person. ● Discuss with members of the team what constitutes a therapeutic relationship. ● Consider how a therapeutic relationship is developed and maintained in the community setting.
2c: Professional Communication and Record Keeping	● Identify the systems of communication within the practice area and consider their effectiveness (time management, organisation etc.). ● Participate in a variety of methods of documentation within the multi-professional and inter-professional teams, observing their principles of professionalism. Recognise the implications of poor record keeping and its impact on care delivery. ● Consider The Code's references to record keeping guidelines (NMC, 2015) and how these are reflected and used in a range of documentation / policies / tools. ● Recognise the challenges of co-ordinating care with a wide variety of individuals, professionals & carers possibly on different sites & different perspectives. ● Have an understanding of the electronic records system and access and Practice Assessor/ Practice Supervisor accountability. ● Ensure you observe and where appropriate become involved in MDT meetings within the PHCT. Reflect upon the nurses' role.
2d: Challenging Situations, Conflict and Aggression	● In the first week of your placement consider roles and responsibilities in preventing challenging situations. Explore how to ensure you have a safe exit point should challenging situations escalate. ● Observe, participate in and reflect on occasions where non-verbal and verbal behaviour can be used to de-escalate potentially aggressive situations. ● Reflect on the impact of these situations on self and others.

	● Discuss the importance of seeking support clinical supervision and opportunities for critical incident analysis. ● Examine with your Practice Assessor / Practice Supervisor the development of coping strategies and professional resilience. ● Consider the safety of the professional working independently within the community setting (e.g. Lone worker policy) and how this is achieved. ● Consider the school health nurse role when working alongside other agencies such as police and social workers.
Domain 3: Nursing Practice and Decision Making	
3a (core): Person Centred Care	● Compare and contrast the issues involved in long-term clinical relationships with other shorter term clinical relationships. ● Discuss issues around diversity and inclusion with a range of practitioners. ● Appreciate the significance of person-centred / family-centred care for young people ● Consider issues of trust, partnership, intimacy & reciprocity. ● Identify how care is delivered in a range of settings and how young people and families access a variety of health care professionals to meet their individual needs. ● Identify the life-enhancing activities professionals engage in and how young people are helped to access these activities. ● Appreciate the complexity of care.
3b (core): Safety and Risk Management	● Consider individual preference, resources available & evidence base when making decisions ● Identify actual and potential risks to young people, their families and staff. ● Observe the wider team who might be involved in managing the risks. ● Identify the policies that guide decision-making in risk management. ● Discuss how identified risks, 'near misses' and clinical incidents are managed. ● Through discussion with staff, discuss how to recognise, challenge and report unsafe practice.

	● Recognise and define the core principles of safe moving and handling. Observe and practice safe moving & handling techniques with the use of equipment. Identify the factors that influence how the wider team undertake moving and handling within the environment. How does it differ from other areas? ● Explore how to ensure you have a safe exit point should challenging situations escalate. Consider the safety of the professional working independently within the community (e.g. Lone worker policy) and how this is achieved.
3c: Safeguarding Children and Vulnerable Adults	● Explore with your Practice Assessor/ Practice Supervisor placement policies around safeguarding. ● Consider the nurse's role in escalating and raising concerns (whistleblowing) within the placement organisation linking this to NMC and local placement policy as well as Oxford Brookes University policies. ● Develop an understanding and contribute to effective multi agency working in the support of a vulnerable person. ● Develop the skills required to identify and support people that are vulnerable. ● Explore your professional responsibility in relation to confidential sharing of information and the duty to safeguard. ● Examine with your Practice Assessor/ Practice Supervisor the development of coping strategies and professional resilience.
3d: Assessment of Client Needs and Planning Care	● Observe and participate in the assessment of new clients and how other professionals influence this. ● Explore the difference in the approach and content of assessments conducted by a range of health, social care and other professionals. ● Observe and participate in on-going assessments. ● Reflect on assessments that you have been involved in and, considering contributory factors, appraise the extent to which they were holistic. ● Identify and reflect on the potential for delegation / collaboration. ● Understand the role of health care professionals undertaking these assessments in a variety of settings and acting upon changes in physiological or

	psychological status. ● Document your assessment and create individual an careplan. ● Utilise assessment tools as appropriate and understand the pros and cons of each (e.g.Becks scale of in relation to self-harm).
3e: Evaluation of Care	● Identify and utilise a range of strategies of evaluation. ● Through discussion, reflect on and evaluate the care you have given in light of current evidence. ● Judge the therapeutic effect of interventions & respond & plan for change ● Ensure involvement of person & carers. ● Utilise principles of monitoring and evaluation child and adolescent development.
3f: Emergency First Aid and Immediate Care	● Read the policy on emergency care. ● Identify the emergency equipment available. ● Know the procedures for accessing emergency help in the community setting.
3g: Prevention and Control of Infection	● Observe and participate in principles of safe hand washing and decontamination of hands using alcohol gel. ● Consider the nurse's role in preventing complications & infections. ● Awareness of the collection of clinical waste within primary care settings. ● Develop awareness of relevant Public Health and infection control issues specific to the primary care setting.
3h: Nutrition, Fluids and Elimination	● Recognise and discuss the importance of nutrition, hydration and elimination to the young person's well-being; how is this assessed? ● Consider the attitudes towards food of young people where there may be a danger of malnutrition due to psychological issues ● Consider health promotion and education related to: reach for health programme, national childhood measurement programme and obesity in children, developing health attitudes towards food, smoking cessation. ● Develop an awareness of factors influencing the ability to meet adequate nutritional needs & assess reasons for difficulties. ● Recognise, participate in and reflect on opportunities to promote healthy eating.

	● Discuss and reflect on the nurse's role in managing the care of young people with eating and drinking difficulties. ● Discuss and reflect on the nurses' role in caring for young people with elimination problems. ● Promotion of continence & appropriate care and support taking into consideration the needs of the whole family. ● Recognition, assessment, prevention & management of constipation.
3i: Medicines Management	● Consider how medicines are administered and/or safely managed in the school environment according to the NMC Standards for Medicines Management (NMC 2008) ● Identify similarities and differences of medicine management between primary care and the acute sector. ● Observe and participate in the safe administration of medicines with an awareness of families and carers regarding concordance and partnership – in particular consider this with relation to opting out of immunisations and the effect that this may have on children and young people. ● Develop an understanding of ethical & legal issues (concordance, adherence and consent). ● Consider how young people manage their medication in relation to chronic illness (such as diabetes) within the school environment and how the School Health Nurse can support them with this. ● Understand patient group directions (PGD) and the role of the nurse (student nurses must not administer a PGD). ● Have an awareness of the childhood immunisation programme and the school based programme.
3j: Health Promotion & Empowerment	● Recognise and reflect on the difficulties experienced by healthcare professionals when promoting healthy lifestyles within this setting. ● Recognise opportunities for offering choice and the implications of this. ● Reflect on all the health promotion opportunities you observe in this setting.
3k: Wound Care and Management	● Consider how the school nurse collaborates with the nominated first aider. ● Consider how appropriate referrals are made to other health care professionals.

Domain 4: Leadership, Management & Team Working	
4a (core): Self- Awareness	● Reflect on the impact your own values and attitudes have on care delivery. ● Identify your own learning needs and engage in developing your action plan for the area/s and seeking appropriate resources and experiences to successfully meet your learning needs. ● Develop understanding of how young people perceive the care you give. ● Reflect on your attitudes and behaviour in this setting and compare this with your previous experiences. ● Explore if you have modified your values, principles and assumptions of practice For example, you could write down the assumptions you have made about a client, get to know them and then later reflect on earlier assumptions, see if you can follow up there care . Where did further care get delivered?
4b (core): Teamwork, Leadership and Collaborative Practice	● Observe and contribute to the positive contribution of good team working. ● Attend and contribute to MDT meetings reflecting on your influence and contribution. ● Observe the work of other professionals (School counsellor, First aider, Social worker, educational psychologist, speech therapist, teachers in relation to vulnerable / at risk children) ● Observe the importance of teachers' relations with school nurses in effectively identifying and helping vulnerable children. ● Observe the role of leaders within the teams and reflect on the skills they utilise. ● Seek opportunities to take responsibility for an aspect of health promotion (depending on level of experience) and within this consider learning related to leadership e.g. prioritisation, decision making, management of others, time management.
4c: Time & Care Management & Prioritisation	● Discuss the impact of time management and communication on effective team working. ● Consider your own contribution to time management, prioritisation and reflect upon your adaptability. ● Recognise, participate in and reflect on problem-solving and clinical decision-making. ● Become involved in creating and implementing a person centred care plan liaising with others for the benefit of the young people.

4d: Manage Own Development	● Identify your learning needs and update these as the placement progresses. ● Identify areas within your knowledge where the evidence base requires development e.g. 'what do you avoid doing because either you don't know how or you don't like doing it?' (gap analysis) ● Consider methods to pictorially depict your learning and development during this placement e.g. mind map, time line.

POTENTIAL PLACEMENT LEARNING OBJECTIVES: HUB EXPERIENCE

You should be mindful that some activities are more suited to particular year groups and the student's personal development. Previous Practice Assessor/ Practice Supervisor feedback will also guide you when developing objectives at the initial interview.

- Throughout the student's placement the student should be involved with documentation of care provision. By the end of a placement the student should be able to document an episode of care for a young person that is seen on a regular basis. This will allow them to engage with documentation and also to plan future sessions with that child over a period of time. (If the student has access to the electronic system this should be validated by the student's Practice Assessor/ Practice Supervisor, if the student does not have access to the electronic system please ensure they are booked on to the relevant training, contact the Learning Environment Lead for guidance as necessary).

- Throughout the student's placement the student should observe health promotion sessions given by the school nurse. Students should consider the transferable elements of health promotion. In collaboration with their Practice Assessor/ Practice Supervisor the student should identify a particular aspect of health promotion and, having researched this topic and discussed the evidence with their Practice Assessor/ Practice Supervisor, should contribute to the delivery of a health promotion session by the end of their placement. Examples of topics to deliver are sexual health, puberty, hygiene, smoking and or drugs awareness, healthy eating, bullying, managing exam stress.

- Throughout the student's placement the student should engage with the evidence base underpinning school health nurse interventions and health promotion. By the end of placement the student should create a poster about a particular topic that they have researched during their placement.

- Within the first half of their placement the student should consider the specific needs of the community that the team serve and develop awareness of what resources are available within this community. Students' should engage with these resources and could spend time with other members of the health and social care team to develop this awareness (this links to the first year neighbourhood assignment).

- Throughout the student's placement the student should be involved with weighing and measuring children / young people and plotting taking part in the NCMP. By midway the student should be competent in weighing and measuring children / young people and documenting these weights and heights (this must be done under supervision).

- Throughout the student's placement the student should communicate with young people and children. The students could write a reflection of their interactions with children and young people, and the school health nurse should provide feedback to the student about their interaction.

- Throughout the student's placement the student should be proactively developing their communication skills. They should consider all aspects of communication (verbal and non-verbal) with a range of people (young people, other professionals etc) and should obtain feedback about this (from the school health nurse and potentially from service users if appropriate - there are feedback forms in the PAD for this – it is the Practice Assessor/ Practice Supervisor's role to ask for this feedback).

- Throughout the student's placement the student should consider all of the assessments that are carried out within the community (formal and informal). They should be engaged with formal assessment documentation and should be able to articulate the full assessments that are carried out for young people

- Students should consider the referral process for services such as PCAMHS during this placement, and should be able to articulate the provision and processes for such referrals.

POTENTIAL PLACEMENT LEARNING OBJECTIVES: SPOKE EXPERIENCES

Key learning opportunities for a spoke placement	Adult	Children's	Mental health	Dual C&M	Dual A&M
Experience of Essential Care Need groups (See page 9) - experience and reflective discussion	✔	✔	✔	✔	✔
Overview of the SHN role – discussion and observation	✔	✔	✔	✔	✔
Discussion: case overview re safeguarding issue See competency 3c	✔	✔	✔	✔	✔
Discussion: health promotion observation and involvement See competency 3j	✔	✔	✔	✔	✔

There are various other useful resources on the PEU website.