

Principles and guidance for supporting students during service reconfiguration and departmental moves (Nursing and Midwifery)

How to make relocation a learning experience

N.B. For ALL placement changes due to service reconfiguration and departmental moves, please apply the Risk Assessment Process due to Covid-19 available on the following links:

Risk Assessment Process due to Covid-19

- [Checklist for establishing Covid-19 risk level with Placement Partner](#)
- [Covid-19 risk assessment process for continuing students - for PEU and Placement leads](#)
- [Covid-19 placement area induction checklist](#)
- [Covid-19 risk assessment process for students at OBU](#)
- [Covid-19 supernumerary placement - capacity, allocation, change in Covid level during placement](#)
- [Covid-19 Student vulnerability levels and considerations](#)

Introduction:

This document aims to provide practical suggestions to maintain quality learning environments which support students during:

- service reconfigurations (due to service changes including Covid 19)
- organisation transfers and moves into new facilities

The guidance is based upon the principle that these changes can be a valuable learning experience for students which might include:

- students contributing to and learning from the process planning and actions.
- observing how you deal with challenging situations
- how you prioritise and manage your time with competing demands.

The following guide identifies various solutions to maintaining the learning environment during and following reconfiguration/moves into the new facilities in terms of them as potential learning opportunities.

Principles for student support during reconfiguration/departmental moves:

- Safety of all staff and students is paramount
- The students learning and contribution should be considered within all stages of the reconfiguration/move
- Consider the learning opportunities in conjunction with the students practice assessment requirements
- The principles of supervision and assessment will continue to be required during the reconfiguration/move
- The student should be provided with information about the rationale, timing and their involvement at each stage of the reconfiguration/move
- Consider the need for reassigning the swipe cards (and PPE as required) for students into and out of departments/placement areas
- The student and their practice assessor/supervisor should plan the students learning objectives taking into consideration the reconfiguration/move
- Where possible the student's practice assessor should remain the same and if necessary long arm support should be considered if the practice assessor is changing environment but the student is not.
- At the earliest opportunity the student should be informed of any change to the allocated practice assessor.
- If the practice assessor needs to change, clear documentation of the student's progress to date with examples/evidence should be completed prior to the change in practice assessor (it is best practice for there to be a virtual or face to face meeting between the student, outgoing practice assessor and incoming practice assessor).

In the event of not being able to support a student during any service reconfiguration please request additional support from your LELs¹ to review the situation.

¹ Learning Environment Lead or equivalent

Guidelines for support of learning opportunities for nursing and midwifery students:

Moving Patients.

The transfer of any patient between hospitals and wards is a complex situation, which can be an outstanding learning experience.

Try to involve the student in all aspects of preparing patients for transfer including providing the patient and relatives with information regarding the planned move.

1. Are patients and relatives experiencing anxiety about the move? Involve the student in your efforts to allay this anxiety. Give the student time to talk with the patients and relatives. Making sure that they have the correct information to give them.
2. Do they have a medical condition that may be affected by an ambulance or manual transfer? Ask the student to assess how this patient can be safely transferred. What PPE equipment is required? What type of monitoring might be necessary? Ask the student to prepare patients and equipment according to local policy.
3. Ask the student about transferring patients either by ambulance or porters, what are the risks? What equipment will be available in the ambulance and what do you need to take with you? Allow the student to accompany you during the transfers, when it is safe and appropriate to do so. Involve them in the monitoring and reassurance of the patient during the transfer.
4. Managing patient's property. Ask the student to organise the documentation and storage of patient's property. Can the student liaise with the relatives to ensure that this is managed appropriately and safely?

The new environment

1. Try to involve the student in any formal risk assessments. When commencing work in the new environment, ask the student to; orientate themselves and the patients/relatives to the new area. Locate the fire exits/extinguishers to familiarise themselves with the fire procedure.

2. Ask the student to consider where the oxygen/suction points are, where the bathroom facilities are. Which bed areas are most visible from the nurses' station? With this information, consider where would be the most appropriate place to care for specific patients?
3. Ask the student to consider how infection control can be managed in this new environment.

Moving equipment

1. Ask the student to find and review the moving and handling policy for guidance on moving a load.
2. Get the student to use the opportunity to become more familiar with pieces of equipment within the clinical area. Have the opportunity to look at unfamiliar equipment whilst it is not attached to a patient? How should the equipment be cleaned? Are user manuals available, within the ward or online?
3. The Medicines and Healthcare products Regulatory Agency (MHRA). Ask the student to find out, what does this organisation do? What powers does it have with regard to patient safety and medical devices?

Packing/unpacking supplies/stores

1. Ask the student to consider the most appropriate place to store ward/department supplies, so that they are easy to locate. Whilst unpacking equipment/supplies, consider student involvement in this? Ask them questions related to the equipment, e.g. are they familiar with all the wound dressings? Blood bottles?
2. If possible, encourage the student to spend time talking to the procurement staff when they visit. Encourage the student to discover how stock levels are determined? Consider the costs of basic supplies such as cannulae/dressings. What mechanisms are in place to ensure that ward/departments have adequate supplies for patient care? 3rd year students may wish to consider budgeting and finding out how this is managed (? Attend finance meetings with ward manager).
3. Pharmacy supplies: when possible allow the student to liaise with the ward/department pharmacist. How should drugs be stored safely? What factors are considered when

storing drugs to reduce administration error? Whilst unpacking drugs, ask the student questions about the usage. Ask the student to consult the BNF and discover how much stock drugs such as antibiotics cost. IV fluids how should they be stored safely to prevent injury to staff? What range of IV fluids does the ward/department stock and when are each of the fluid used?

Temporary reduction in patient numbers, activities that the student can undertake

Wherever possible it is generally more beneficial for students to work alongside their practice assessor/coach during the changes.

However there may be occasions when patient numbers are small, when you have other responsibilities and students do not feel that they are learning anything.

It may then be appropriate for you to direct a spoke activity such as:

1. Patient journey days;- the student chooses one patient, builds a rapport and gains verbal consent from the patient. The student then follows that patient for the whole shift, sitting with them on the ward/department, visiting other departments with them, supporting them through any clinical procedures.

The student should consider and report back to you the following:

- A detailed case study of the patient, from initial symptoms, diagnosis to current admission/visit to hospital.
- How are the patient and relatives coping with illness/admission to hospital?
- The student should try to consider the service from the patient's perspective.
- How efficient was their care during the day?
- How could it have been improved?
- What was the impact of your profession on this patient's experience?
- What was the impact of other professions on the patient experience?
- Consider the patient's opportunities to interact with professionals and the information given. Was it acceptable?
- Consider the patient's fatigue levels, were these taken into account throughout the day?
- What evidence was there of discharge planning during the patient's day?

2. Consider arranging a spoke visit for the student, to other services/departments, remember they too will have students and may have just moved.
Please ensure that the student, with your support, develops some specific learning objectives to take with them. This can be documented on the short placement form in the student Practice Assessment Document.

E.g. X-ray, clinical nurse specialists, patient pathway co-ordinator, other members of the MDT i.e. pharmacy, dietician, physiotherapy, occupational therapy, SALT etc

On return from the experience, ensure that the student feeds back and documents evidence of reflective practice in their portfolio.

Reduced practice assessor/practice supervisor /student time due to clinical/operational responsibilities

Self directed learning

Students can be set tasks or activities that they can do independently or as a group, which can help them to achieve their specific proficiencies. However, this should always be under supervision and the task should be directly related to their practice learning. It should also be remembered that reflection is important after any period of self directed learning

Teamwork

Ensure that you consider all team members in the support of student learning.