SHARING GOOD PRACTICE

Description of the placement and organization

Weston Area Health Trust – Key mentors from the acute hospital setting

The learning tool we have devised is

A set of prompt questions to help formulate Action plans for students needing additional support to achieve. The questions and suggestions are all linked to the Pre Registration nursing learning outcomes for Year one.

It is particularly useful for

This is applicable for all disciplines of nursing as it forms the practical elements of the common foundation programme.

If you would like more information about this please contact

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Work Based Clinical Development Facilitator
Weston Area Health Trust

We do not wish you to adapt or use this material / ideas without consulting us first as we would like to include your use of this tool in our evaluation processes.
Action Planning Prompts for Year 1 Pre-Registration Nursing
**Rational:** For whatever reason documentary evidence of facilitating students through their assessment has been variable and sometimes students are able to contest decisions based on that documentation. We are the gatekeepers for the future workforce and as such we are keeping patient safety in the forefront of our nursing practice. If a decision is made by the mentoring team that a student is failing, the next step is to action plan the elements of the student’s practice that require attention.

**Consultation:** This Action plan prompt is the result of some work undertaken by some of the Key mentors and the Clinical Education Facilitator within Weston Area Health Trust (Draycott, Berrow, Birnbeck, Uphill, Steepholm, EAU, Cheddar, Hutton, RRU, Kewstoke, ITU, DCU and Burrington/CCU.) The resulting questions and statements detailed in the column ‘Where are concerns’ and ‘Actions’ are by no means exhaustive; they are meant with as a prompt and in some circumstances you may feel a totally different set of questions are applicable. The document is a guide and any additions are gratefully received as we will be sharing this good practice across the region.

It has been devised to assist practitioners who need to implement action plans with their Pre-Registration nursing students. It is mapped against the NMC Learning Outcomes for registration. If you require further assistance please do not hesitate to contact Kerri Thomas (Work Based Clinical Development Facilitator) X5691

**Essential information to mention throughout the action plan:**
- What is the Mechanism to share/ challenge the learning the student has experienced?
- Recognise where the student is comfortable in their care delivery before identifying where their learning will need to be challenged.
- Detail what your expectation will be for each point you have made. E.g. if a visit is required, set 5 objectives or set a time frame to demonstrate certain tasks etc.
- Ensure the actions are generated in partnership with the student; this reduces the potential for misunderstandings.
- Agree SMART (Specific Measurable Achievable Relevant and Timely) objectives so that the whole experience is actually achievable.
- Where you are stating a timeline for review; you may need a few dates if actions are achievable in stages.
- Highlight who is able to assess the actions taken- this may impact on what shift patterns a student or mentor is required to undertake.
### Learning Outcomes

**DOMAIN 1: PROFESSIONAL / ETHICAL PRACTICE NMC 1.1,1.2,1.3,1.4,1.5**

1. **Discuss in an informed manner the implications of professional regulation for nursing practice**
   - **Examples**: Demonstrate a basic knowledge of professional regulation and self-regulation; recognise and acknowledge the limitations of ones own abilities; recognise situations that require referral to a registered practitioner.

2. **Demonstrate an awareness of the NMC Code of professional conduct: standards for conduct, performance and ethics**
   - **Examples**: Commit to the principles that the primary purpose of the registered nurse is to protect and serve society; accept responsibility for ones own actions and decisions

3. **Demonstrate an awareness of, and apply ethical principles to nursing practice**
   - **Examples**: Demonstrate respect for patient and client confidentiality; identify ethical issues in day to day practice

4. **Demonstrate an awareness of legislation relevant to nursing practice**
   - **Examples**: Identify key issues in relevant legislation relating to mental health, children, data protection, manual handling and health and safety etc

5. **Demonstrate the importance of promoting equity in patient and client care by contributing to nursing care in a fair and anti discriminatory way**
   - **Examples**: Demonstrate fairness and sensitivity when responding to patients, clients and groups from diverse circumstances; recognise the needs of patients and clients whose lives are affected by disability, however manifest.

### Where are concerns

- **Is there evidence of the student identifying their limitations?**
  - **Why is this behaviour a concern?**
  - **What measures are required to improve?**
  - **If measures are already in place what success have you seen?**

- **Is there recognition by the student of respect, dignity and confidentiality?**
  - **What needs to be improved and why?**
  - **Is promoting patient choice integral to their practice?**

Does the behaviour of the student show a respectful approach to service user, showing consideration for their values, emotions and/or basic needs - state how this is seen or not and what is the baseline for your decision?

- **Are there areas of the student’s practice that limit patient choice and neglect to show sensitivity towards the effects of disability? Explain why the behaviour is not acceptable and identify what the minimum benchmark is for all staff so that the student is aware.**

Give examples of where there is evidence in the student’s practice that they are adhering to current legislation/policy/procedure etc.?

### Action

Refer to the essential information for action planning (page 1).

**Specifically for Domain 1:**

- **Refer the student to the appropriate policies and legislation- agree on what purpose this has in relation to the patient care delivery.**
- **Identify what measures need to be taken to inform the team of any limitations.**
- **Where appropriate, identify ethical issues that impact on patient care (these could be happening locally, via scenarios, seen through visits with specialist nurses etc.) Encourage the student to reflect on the role of each member of the team with regards the situation.**
- **Where student behaviour has compromised care, identify other examples as scenarios to allow the student to explore different approaches.**
- **Are there any local training requirements around dignity, confidentiality etc. that the student could access with the mentor OR an opportunity to have cascade training from the mentor**
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Where are concerns</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN 2 CARE DELIVERY: NMC 2.1, 2.2, 2.3, 2.4</strong></td>
<td>Is behaviour appropriate and at variable levels depending on the patient/client ability and contact type? – detail each concern with practice examples</td>
<td>Refer to the essential information for action planning (page 1).</td>
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<td>6. Discuss methods of, barriers to, and the boundaries of, effective communication and interpersonal relationships</td>
<td>Is there evidence of a range of effective and appropriate communication techniques in complex and diverse situations?</td>
<td>Specifically for care delivery:</td>
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<td><em>Examples</em>: Recognise the effects of one’s own values on interactions with patients and clients and their carers, families and friends; utilise appropriate communication skills with patients and clients; acknowledge the boundaries of a professional caring relationship</td>
<td>• Can you give an example and provide details of where improvements may be made/required?</td>
<td>• Wherever possible identify the reasons for inappropriate behaviour.</td>
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<td>7. Demonstrate sensitivity when interacting with and providing information to patients and clients</td>
<td>• If there are episodes of inappropriate behaviour are they isolated or recurrent? E.g.</td>
<td>• Detail what steps you have agreed for the student to change their current practice or inappropriate behaviour?</td>
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<td>8. Contribute to enhancing the health and social well-being of patients and clients by understanding how, under the supervision of a registered practitioner to: contribute to the assessment of health needs; identify opportunities for health promotion; identify networks of health and social care services</td>
<td>• Answering the phone/buzzers</td>
<td>• If changing the behaviour doesn’t appear possible- why not, is there a need to involve the Academic in Practice/University/Occupational Health Department.</td>
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<td>9. Contribute to the development and documentation of nursing assessments by participating in comprehensive and systematic nursing assessment of the physical, Psychological, social and spiritual needs of patients and clients</td>
<td>• Responding to patient’s requests for assistance</td>
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<td><em>Examples</em>: Be aware of assessment strategies to guide the collection of data for assessing patients and clients and use assessment tools under guidance; discuss the prioritisation of care needs; be aware of the need to reassess patients and clients as to their needs for nursing care</td>
<td>• Attendance on ward rounds/ accompanying staff when sharing difficult news</td>
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<td>10. Contribute to the planning of nursing care, involving patients and clients and where possible, their carers: demonstrating an understanding of helping patients and clients to make informed decisions</td>
<td>• Are they aware of the barriers to effective communication and where support is available? E.g. deaf, blind, information leaflets (including layout, language etc.) Learning disabilities etc.</td>
<td>• Discuss what changes are required (and why) to bring the clinical skills sheets to a benchmark standard. Seek out opportunities to demonstrate implementation of the skill in practice.</td>
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<td><em>Examples</em>: Identify care needs based on the assessment of a patient or client; participate in the negotiation and agreement of the care plan with the patient or client with their carer, family or friends, as appropriate under the supervision of a registered nurse; inform patients and clients about intended</td>
<td>Is there evidence of an effective communication process and an ability to develop a therapeutic relationship with patients and colleagues?</td>
<td>• Identify any barriers to completing the skills sets and put steps in place to remove barriers wherever possible.</td>
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<td>Have the skills relating to this domain been completed to a locally agreed standard?</td>
<td>• Can you give an example?</td>
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<tr>
<td>Where are concerns</td>
<td>Is there evidence of involving patient/client/family etc in the care planning and documentation?</td>
<td></td>
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<tr>
<td>Action</td>
<td>What is your expectation?</td>
<td></td>
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<td>nursing actions, respecting their right to participate in decisions about their care.</td>
<td>Is there evidence of the student using a range of assessment tools? E.g. MEWS MUST Admission etc.</td>
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| 11. Contribute to the implementation of a programme of nursing care, designed and supervised by registered practitioners. *Examples:* Undertake activities that are consistent with the care plan and within the limits of one's own abilities. | *Is there recognition of the purposes of assessment tools and the impact on patient care?*  
*Give examples of where there are gaps in the knowledge.* |
| 12. Demonstrate evidence of a developing knowledge base which underpins safe and effective nursing practice. *Examples:* Assess and discuss research and other evidence in nursing and related disciplines; identify examples of the use of evidence in planned nursing interventions. | *Give details of which elements of documentation require improvement and consider:*  
*Is it completed appropriately?*  
*Is the information gathering appropriate?*  
*Is the information passed on appropriately once collected/ collated?*  
*Is it accurate, legible and relevant?* |
| 13. Demonstrate a range of essential nursing skills, under the supervision of a registered nurse, to meet individuals’ needs. *(Refer to skills sets for further evidence)* *Examples:* Maintaining dignity, privacy and confidentiality; effective communication and observational skills, including listening and taking physiological measurements; safety and health, including moving, and handling and infection control; essential first aid and emergency procedures; administration of medicines; emotional, physical and personal care, including meeting the need for comfort, nutrition and personal hygiene. | *Is there evidence of the student identifying where their competence is limited?*  
*Why is this behaviour a concern?*  
*What measures are required to improve?*  
*If measures are already in place what success have you seen?* |
<p>| 14. Contribute to the evaluation of the appropriateness of nursing care delivered. <em>Examples:</em> Demonstrate an awareness of the need to assess regularly a patient's or clients response to nursing interventions; provide for a supervising registered practitioner evaluative commentary and information on nursing care based on personal observations and actions; contribute to the documentation of the outcomes of nursing interventions. | <em>Is there evidence of updating and discontinuing care plans where appropriate.</em> |
| 15. Recognise situations in which agreed plans of nursing care no longer appear appropriate and refer these to an appropriate accountable practitioner. <em>Examples:</em> Demonstrate the ability to discuss and accept care decisions; accurately record observations made and communicate these to the relevant members of the health and social care team. | <em>Where documentation isn’t appropriately completed, identify what steps are required to achieve the local benchmark standard.</em> |
|  | <em>Encourage use of the patient documentation as a communication tool and reference guide; reiterate the need for an open and honest culture to seek clarification when anything is unfamiliar.</em> |
|  | <em>Where can the student get more experience to develop their competence- agree ground rules as other students may want to access the same opportunities?</em> |
|  | <em>Identify an appropriate care need for the student to formulate a plan.</em> |
|  | <em>Encourage the student to evaluate existing plans of care and discuss their decisions/ rational with appropriate members of the team.</em> |</p>
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<td><strong>DOMAIN 3 : CARE MANAGEMENT 3.1, 3.2, 3.3</strong></td>
<td>Give examples of what documentation is lacking clear, accurate and legible qualities. Include all forms of documentation electronic and handwritten. State why this is your feedback.</td>
<td>Refer to the essential information for action planning (page 1).</td>
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| 16. Contribute to the identification of actual and potential risks to patients, clients and their carers, to oneself and to others, and participate in measures to promote and ensure health and safety  
*Examples:* Understand and implement health and safety principles and policies; recognise and report situations that are potentially unsafe for patients, clients, oneself and others  
17. Demonstrate an understanding of the role of others by participating in inter-professional working practice  
*Examples:* Identify the roles of the members of the health and social care team; work within the health and social care team to maintain and enhance integrated care  
18. Demonstrate literacy, numeracy and computer skills needed to record, enter, store, retrieve and organise data essential for care delivery  
19. Demonstrate responsibility for one’s own learning through the development of a portfolio of practice and recognise when further learning is required  
*Examples:* Identify specific learning needs and objectives; begin to engage with and interpret the evidence base which underpins nursing practice  
20. Acknowledge the importance of seeking supervision to develop safe and effective nursing practice                                                                                                                                                                                                                                                                                                                                                                           | Is there evidence of a completed maths test?  
- Do they need more practical experience with regards calculations prior to retaking the test?  
- Are they reluctant to undertake calculations even though they have a certificate?  
When visiting neighbouring departments/specialists is there evidence that they have achieved new learning that is appropriate for the placement learning outcomes?  
- Comment on what it looks like and why it is not up to scratch i.e. is it thorough and potentially professional in appearance?  
- Identify where there is potential for expanding on the evidence already presented.  
- What are you expecting as a minimum requirement?  
Is there engagement from the student around new learning and repetitive learning- is there evidence that they have comprehended?  
Mention:  
- Communication of concerns and possible ways to overcome  
- E.g. action plan/learning objectives/intermitting/retrieval and transferring to another university if appropriate.  
Are they seeking supervision?                                                                                                                                                                                                                                                                                                                                                                                                                       | Specifically for care management:  
Calculations test:  
- Request the evidence  
- Access all opportunities within nursing practice to undertake calculations  
State the expectation of any visits so the student can feedback each time  
- Set 5 learning objectives with each visit in partnership with the student.  
- State what the mechanism to share knowledge will be.  
- Timeline for review.  
Ensure the student knows what you are looking for.  
Recognise the students comfort zone and agree steps to further challenge their learning  
Identify the barriers to seeking out supervision.  
Identify a route to seeking supervision if the current system is problematic.  