BRIDGNORTH HEALTH VISITORS

STUDENT INDUCTION PACK

This pack has been put together to assist you. We would welcome any suggestions that you may have to improve the pack for future students.
Contents

Page No.

3. Introduction/Welcome
4. Philosophy of Care
5. Orientation to the care/learning environment
6/7. Learning Opportunities
8. Learning Outcomes
9. Your responsibilities as a student
10. The responsibilities of your mentor
11. The responsibilities of the Clinical Placement Facilitator
12. Placement Induction checklist
13. Discussion week 1
14. Discussion week 2
15. Discussion week 3
16. Discussion week 4
17. Discussion week 5
18. Discussion week 6
19. General Information
**Introduction**

The overall aim of the community/ community hospital placement is to assist students in learning about multiple aspects of home nursing, public health/health promotion and multidisciplinary care in the community/community hospitals.

Students will be facilitated by a named mentor(s) throughout their placement, in accordance with professional standards.

This induction pack provides background information that may assist you in your placement; it is not exhaustive and should you require further information please do not hesitate to ask a member of your team or mentor(s).

Should you require information or policies these may be accessed via the Trust website: www.shropshirecommunityhealth.nhs.uk

**Welcome.**

We hope that you enjoy your time on placement, this pack has been put together to help provide you with a rewarding and productive clinical learning experience. You are encouraged during your time on placement to fully integrate with your team and actively engage in the learning opportunities provided.

The focus of your time should be on development of your clinical skills, and the knowledge to underpin those skills. Your supernumerary status is assured. Your team recognise your learning needs and will help you to identify learning opportunities.

Your team will also encourage you to develop in relation to the **6 C’s**

- Care
- Compassion
- Competence
- Communication
- Courage
- Commitment

You are expected to participate in all aspects of clinical care during your time on placement, developing your clinical skills, whilst maintaining and enhancing the high standards of care your team strive to deliver.

Care is delivered within a care co-ordination/clinical governance framework. Care co-ordination provides for a systematic assessment, which is needs-led, and provides a comprehensive approach to care planning and risk management.

For Shropshire Community Health NHS Trust, clinical governance is about focusing on the service user and developing excellent services that ensure that what we do is right, timely and based on best evidence.

Clinical Governance is at the heart of delivering effective services, with everyone in the organisation taking responsibility for helping to develop and deliver high quality services for patients and carers.
Philosophy of Care

Working collaboratively with partner agencies, the Bridgnorth Health Visiting team aim to provide a high quality tailored service to children 5 years and under together with their families in order to achieve optimum health gain. Underpinned by evidence based practice and delivery of the Healthy Child Programme (DOH, 2009).
Orientation to the care/learning environment

It is important that you are familiar with the following:

- Location of Trust policies.
- Structure of the multi-disciplinary team, and team members.
- Learning resources available within the placement area.
- Staffordshire University Placement Handbook.
- How to access the Practice Education Facilitator / Personal Tutor.
- N.M.C. Guidelines for the Administration of Medicines.
- N.M.C. Guidelines for Records and Record Keeping.
- N.M.C. Guide for students of nursing and midwifery.
- N.M.C. Standards for Pre-Registration Nursing Education.
- These are all available on the N.M.C. website at: http://www.nmc-uk.org/

Information relating to clinical governance and care co-ordination along with Trust policies and other useful information is accessible via the Trust Web site. Your mentor will assist you to access these.
Learning opportunities

The aim of this section is to outline opportunities available to you whilst on placement that will help you to achieve your learning objectives. The following list is not exhaustive but will hopefully give you an insight into what is available and what is appropriate to the area you are placed in.

The responsibility for identifying and achieving your learning needs lies mainly with you. Your mentor/team will support you with this.

We suggest that, together with your mentor, you highlight appropriate learning opportunities as soon as possible to maximise your learning within this team.

1. Please supply and complete your Learning Contract, in negotiation with your mentor
2. During your induction you should undertake SWOT Analysis this should highlight your learning requirements
3. Should the need arise please complete an Action Plan along with your mentor to help you address your learning needs
4. The above will contribute to your pre-registration Portfolio of evidence

Clinical Learning Opportunities in placement

List Learning Opportunities available to student

Communication skills

Observe core contacts of the health child program

- Antenatal contact 28/40 onwards (maternal mental health)
- New birth visit 10-14 days (newborn hearing screen, Health promotion immunisation info
- 6-8 week contact
- 12 month development review
- 2 yr. development review

Observe targeted intervention

- Sleep support
- Listening visits (if appropriate)
- Behaviour support
- Feeding support (both bottle and breast)

Well baby clinics
Development clinics
Observe multi agency working/ attend meetings with GP’s
Exposure to child protection, team around the child (TAC), child in need (CIN) and common assessment framework (CAF) process.
Health promotion

**Special Interests of clinical Staff**

List specialist interests of individual team members that will enhance student learning

Jayne Ley Practice Teacher
Jayne Ley Health Visitor  Coordinator South Shropshire
Lavinia King Health Visitor, Breast Feeding Champion
Amanda Moss, Link Health Visitor Infection Control
Amanda Jones Vulnerable Families Health Visitor
Helen Bache, Amanda Moss, Amanda Jones, Diane Kennedy and Lisa Potts Facilitators Solihull
Antenatal Programme
Diane Kennedy Facilitator Solihull Parenting Programme
Diane Kennedy Health Visitor and Janette Connolly Nursery Nurse Millpond Sleep facilitators
Helen Craddock and Amanda Jones Health Visitors Perinatal Mental Health Leads
Helen Craddock Health Visitor Safeguarding supervisor
Jayne Ley Helen Bache Restorative Supervisors
Jayne Ley Promotional Interview train the trainer
**Alternative Experiences Examples**

- 6-8 week medical with GP
- Immunisations with Practice Nurse
- Midwife clinic/home visits
- SALT (Speech and Language Development)
- Quit Smoking clinic

**Supportive Learning Opportunities**

- Mentorship
- Maintaining links with the clinical placement facilitator/personal tutor available to student as required
- Clinical supervision
- Team meetings
Role of the Health Visitor

Health Visitors are qualified nurses/midwives who have undertaken additional training and are experienced in child health, health promotion and education. We can provide support and advice in a variety of situations and signpost to other more relevant agencies within the community.

As health visitors working for the community trust within Shropshire, we have a continuing responsibility to manage a defined corporate caseload. We work within a skill mix team which includes staff nurse, nursery nurse and clerical staff.

Our range of work involves working with families on such areas as nutrition, safety, physical social and emotional development, disability and other aspects of child and family health.

We work with a diverse range of families and cultures within the community setting, i.e. the home, clinics, surgeries, children’s centres and community centres. Health visitors are one of the most accessible health care professionals within the primary health care team.

Since the introduction of the green paper “every child matters “ (HM government 2004), we work with other agencies targeting vulnerable families to help them realise 5 identified goals ; be health , stay safe , enjoy and achieve , achieve economic wellbeing and make a positive contribution .

Over the years the role of the health visitor has adapted to meet the health needs of the community, more recently our practise has been influenced by delivering the Healthy Child Programme (DOH, 2009) which identified three levels of need
- Universal
- Universal plus
- Universal partnership plus

As a result of the Health Visitor Implementation Plan (DOH, 2011) in order to deliver the Healthy Child Programme over 5000 additional health visitors have been trained to deliver this service. This is underpinned by the principles of health visiting (Cowley and Frost, 2006) the search for health needs, stimulation of and awareness of health needs, the influence on policies affecting health and the facilitation of health enhancing activities.
Your responsibilities as a student whilst on placement.

- Punctual attendance and adhering to clinical placement strategy regarding experience of 24 hour cycle of care.
- Informing an identified person in your team and your University if you are unable to attend.
- Exchange of contact details.
- Informing your mentor(s), at the earliest opportunity, of any concerns or problems.
- If you have any specific learning difficulties, or disability, which requires adjustments to be made in practice you must disclose these as soon as possible.
- Provide your mentor(s) with your Assessment of Practice Learning Record.
- Consider sharing your EU Directive portfolio with your mentor as this could help to support the provision of “other evidence”.
- Complete Learning Contract in conjunction with your mentor(s).
- Complete S.W.O.T. (strengths, weaknesses, opportunities, threats) analysis.
- Complete developmental Action Plans as necessary.
- Facilitate your own reflective practice.
- Complete the placement evaluation at the end of each placement.
- Adhering at all times to Trust/University policies.
- Dress/Appearance appropriate to the placement in line with Trust and University policies.
The responsibilities of your mentor(s)

You will be allocated a mentor (or mentors). You should work them as often as possible, although it is important for you to work with other staff members. **N:B You may have two mentors when in practice, this is usual particularly if your mentors only work part-time. This is to ensure you are adequately supported in practice.**

Your mentor is responsible for:-

**Summative Assessed Placements.**
- Ensuring that they are on the Trust held Mentor Register and have attended mandatory annual Mentor Briefing, and are in date.

**Mentors are required to attend an Annual Update (Standards to Support Learning and Assessment in Practice, London, NMC 2008)**
- Ensuring that they will work alongside you a minimum of 40%, on all summatively assessed placements

**All placements**
- Either direct or indirect supervision( 40% minimum)
- Your mentor(s) will facilitate feedback from other members of the team regarding your performance/progression, and provide constructive feedback to you based on this
- Your mentor(s) will communicate issues of concern, to you, and where necessary inform your Personal Tutor / Clinical Placement Facilitator
- Your mentor(s) will inform the University of all sickness/absence from practice.

**Education - Facilitation of learning**
- Your mentor(s) will ensure that they have an awareness of your curriculum and individual learning needs
- Your mentor(s) will help you to identify learning opportunities

**Assessment - To promote fitness for practice**
- Your mentor(s) will ensure that they utilise the assessment tools supplied, and provide a rigorous and fair assessment
- Your mentor(s) will provide you with constructive feedback, and engage the support of your personal tutor as necessary
- Your mentor(s) will help you to identify your learning needs and formulate a learning contract
- Your mentor(s) will provide you with constructive feedback regarding your performance and SWOT analysis
- Your mentor will assist you in developing an action plan (in conjunction with your personal tutor/clinical placement facilitator) to meet required learning outcomes should the need arise
The responsibilities of the Clinical Placement Facilitator.
The role of the Practice Education Facilitator (P.E.F) is to provide support to Trust mentors and students whilst on placement within Shropshire Community Health NHS Trust.

Your P.E.F. is Sarah Yewbrey Tel no: 01743 277684
or e-mail: sarahyewbrey@shropcom.nhs.uk

The aim of the facilitator is ‘to provide practical and accessible support to practice/team managers, staff and students on placement for all matters regarding the quality of the learning environment, mentorship, supervision and assessment’
‘This will be achieved through effective liaison and communication between the placement provider (mentors), our Trust and the sponsoring University’
## Placement Induction Checklist

**Name of student nurse**: ………………………………………………………………………………………………………………………

**Team Name**: ………………………………………………………………………………………………………………………

**Placement dates**: From: ……………………………………To: ……………………………………………

<table>
<thead>
<tr>
<th>HAVE YOU COVERED THE FOLLOWING ON COMMENCEMENT OF PLACEMENT?</th>
<th>DATE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Team &amp; orientation to environment i.e. toilets, kitchen facilities, car parking.</td>
<td></td>
</tr>
<tr>
<td>Mentor / SOM Name………………………………. Date of last update………………………….</td>
<td></td>
</tr>
<tr>
<td>2nd Mentors Name…………………………………. Date of last update …………………….</td>
<td></td>
</tr>
<tr>
<td>Location of equipment and supplies. Explanation of key equipment used.</td>
<td></td>
</tr>
<tr>
<td>Provision of student induction pack. Pack last updated ………………</td>
<td></td>
</tr>
<tr>
<td>How to answer the telephone, make internal and external calls. Dealing with messages.</td>
<td></td>
</tr>
<tr>
<td>Student duty rota confirmed. Student identified on off duty/placement planner.</td>
<td></td>
</tr>
<tr>
<td>Off duty/placement planner clearly identifies student supervisor when mentor off duty</td>
<td></td>
</tr>
<tr>
<td>Explanation of key documentation used i.e. care pathways, assessment tools.</td>
<td></td>
</tr>
<tr>
<td>Student provided with individual computer log-in (accessed via IT new starter form)</td>
<td></td>
</tr>
<tr>
<td>Location of policy and procedures explained (<a href="http://www.shropshirecommunityhealth.nhs.uk">www.shropshirecommunityhealth.nhs.uk</a>)</td>
<td></td>
</tr>
<tr>
<td>Information governance training completed as per workbook forwarded to placement areas. Please note that this is mandatory for all students</td>
<td></td>
</tr>
<tr>
<td>Hand Hygiene Assessment completed. Email <a href="mailto:Alison.Davies@shropcom.nhs.uk">Alison.Davies@shropcom.nhs.uk</a></td>
<td></td>
</tr>
<tr>
<td>Emergency procedures</td>
<td></td>
</tr>
<tr>
<td>Safeguarding procedures</td>
<td></td>
</tr>
<tr>
<td>Health and safety responsibilities, including infection control, moving and handling. Use of datix to report untoward incidents.</td>
<td></td>
</tr>
<tr>
<td>Fire evacuation procedure</td>
<td></td>
</tr>
<tr>
<td>Professional behavior – uniform, ID, appearance, use of mobiles, expected values.</td>
<td></td>
</tr>
<tr>
<td>Timekeeping &amp; sickness and absence procedures</td>
<td></td>
</tr>
<tr>
<td>Initial interview and learning contract completed</td>
<td></td>
</tr>
<tr>
<td>Date of formative assessment agreed. Date planned ……………………………………….</td>
<td></td>
</tr>
<tr>
<td>Date of summative assessment agreed. Date planned …………………………………….</td>
<td></td>
</tr>
</tbody>
</table>

**Student Signature……………………………………………………….Date…………………………**

**Mentor/SOM Signature……………………………………………………….Date…………………………**

*Copy to be sent to Sarah Yewbrey (PEF) on completing the 1st week of Placement*

**Sarah Yewbrey, Corridor H, William Farr House, Mytton Oak Road, Shrewsbury, SY3 8XL.**
Discussion week 2
Discussion week 3
Discussion week 4
Discussion week 6
General Information

Mentor
You will be allocated a mentor (or Mentors); you should work with them as often as possible (minimum 40%), although it is important for you to work with other staff members.

Uniform
Students are requested to adhere to their uniform policy issued by the University.

Sickness & Absence
Students are requested to notify not only the University through the usual channels but also to notify your placement team. You will also be requested to notify the University on your return to work.

Useful contacts
Sarah Yewbrey, Practice Education Facilitator: 01743 277684 e-mail: sarahyewbrey@shropcom.nhs.uk
Address: H5, William Farr House, Mytton Oak Road, Shrewsbury, SY3 8XL

Student Induction Pack
01743 2661136/7

Staffordshire University Faculty Office (Staffordshire students)
01785 353760/6

Policies & Procedures
These are located on the trust website at www.shropshirecommunityhealth.nhs.uk

This information is yours to keep. If you can think of other useful information which could be included for future students please let us know.

We hope you enjoy your placement and gain a lot of experience from it.

Updating of Student Induction Pack

It is the responsibility of each placement area to ensure that the information they add to this Student Induction Pack is updated at least every 12 months. Additionally you will be sent any generic amendments that need to be made so you can make the necessary changes to your pack.