Pre-Registration Nursing

Student Induction Pack

School Nurses

The Trust template has been individualised to this team

By Lorraine Vine & Sandra Williamson (Practice Teachers)

Date: March 2017

Template amended by: Sarah Yewbrey, Practice Education Facilitator, Louise Owen, Quality Team
Administration support: Shropshire Community Health NHS Trust
Original Authors of School Nurse Documentation: Liz, Aspinall, Jo France, Helen Godding
Welcome to our School Nurse Team

School Nursing Philosophy of Care

A Commitment to working together to keep Shropshire and Telford and Wrekin children and young people healthy throughout their school years and beyond.

Student Name ..........................................................................

Mentor Name ............................................................................

Telephone no ............................................................................

Co–Mentor Name ....................................................................... 

Telephone no ............................................................................

Placement Dates: From ......................... To ....................... 

School Nurse Team Leader Contact Details:
Shropshire : Kirsten Ellmore, Tel : 01743 450800
Kirsten.ellmore@shropcom.nhs.uk

Telford: Sharon Fallon, Tel : 01952 621340
Sharon.Fallon@shropcom.nhs.uk

Practice Education Facilitator Contact Details:
Sarah Yewbrey, Tel: 01743 277684, Mobile 07896 233339
Sarah.yewbrey@shropcom.nhs.uk
Welcome to Shropshire Community Health NHS Trust
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.

Introduction to the Trust
Shropshire Community Health NHS Trust was formed on 1st July 2011; it provides a range of community-based health services for adults and children in Shropshire, Telford and Wrekin, and some services to people in surrounding areas, covering a geographical area of 1,235 square miles with 455,000 residents. The Trust currently employs some 1604 staff across the organisation. In-patient beds at the four community hospitals currently total 121.

Vision and Values
The Trust has a vision and objectives which guide the way we work and what we strive to achieve.

Our Vision
“We will work closely with our health and social care partners to give patients more control over their own care and find necessary treatments more readily available. We will support people with multiple health conditions, not just single diseases, and deliver care as locally and conveniently as possible for our patients. We will develop our current and future workforce and introduce innovative ways to use technology”.

Our Values
- Improving Lives
  We make things happen to improve people’s lives in our communities
- Everyone Counts
  We make sure no-one feels excluded or left behind- patients, carers, staff and the whole community
- Commitment to Quality
  We all strive for excellence and getting it right for patients, carers and staff every time
- Working Together for Patients
  Patients come first. We work and communicate closely with other teams, services and organisations to make that a reality
- Compassionate Care
  We put compassionate care at the heart of everything we do
- Respect and Dignity
  We see the person every time- respecting their values, aspirations and commitments in life for patients, carers and staff
Our Goals
This overarching vision will be delivered through four strategic goals agreed by the Trust Board, these are:

- To deliver high quality care
- To support people to live independently at home
- To deliver integrated care
- To develop sustainable community services

Community Placements
The overall aim of this community placement is to assist students in learning about multiple aspects of public health, preventative health care and multi-agency working. This induction pack provides background information that will 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). Further information and Trust policies may be accessed via the Trust website: www.shropshirecommunityhealth.nhs.uk

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.
- Your identified University Placement Handbook.
- How to access the Practice Education Facilitator / Personal Tutor.
- Nursing & Midwifery Council (N.M.C.) Code: Professional standards of practice and behaviour for nurses and midwives.
- 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 clinical placements is to enable you to integrate theoretical knowledge and skills within a practice setting. 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. Opportunities to develop clinical skills will be commensurate with your stage of training and as such your mentor will ensure that you have the necessary knowledge and skills to participate in care delivery within your scope as a student nurse. Whilst on placement, you will be allocated a mentor with whom you will work for at least 40% of your placement hours. Nurse mentors have undergone additional mentorship training in order to prepare for their role in supporting, teaching and assessing you in practice. Your mentor will work with you to agree your learning needs taking into account the following:

- Learning needs and reasonable adjustments required
- Learning styles
- Stage of training
- Feedback from previous mentors
- Requirements of the four domains and the essential skills clusters you must achieve
- Support you require to prepare for objective structured clinical examinations (OSCEs)
- Supporting you to integrate academic modules with practice settings i.e. community based modules

During your induction you are encouraged to undertake **SWOT Analysis** to support you in highlighting your learning requirements.

- You are encouraged to share any specific learning difficulties or disability with your mentor as early as possible in order that he/she can assist you in making reasonable adjustments in practice
- Should the need arise please complete an **Action Plan** along with your mentor to help you address your learning needs
- The above will contribute to your pre-registration **Portfolio** of evidence. Please share your portfolio with your mentor
- You are encouraged to be proactive in providing your mentor with “other evidence” to support your assessment. Other evidence helps to demonstrate your deeper understanding and how you have internalised learning and translated it into practice.
**Accessing learning opportunities within the wider community team**

Shropshire Community Health NHS Trust encompasses a range of community based services and as such, you may be able to negotiate with your mentor spending time with other services in order to gain a wider perspective on community health care; this could be particularly useful in helping you to collate evidence for your EU Directive. Any time spent with other services must be meaningful with a clear intent and purpose as to your learning objectives i.e. following a patient journey, working with the MDT to gain a holistic perspective on patient care. Time spent shadowing other services must not compromise the 40% of practice hours you are required to spend with your mentor.

**Access to Trust computers**

In all placement areas across the Trust students should be provided with their own individual Trust computer log-ins. This will enable you to access Trust Policies and procedures and evidence based practice resources whilst on placement. Please ask your mentor about a log-in if you haven’t been provided with one; the placement manager will need to send a “new starter” form to the IT department. [it.servicedesk@shropcom.nhs.uk](mailto:it.servicedesk@shropcom.nhs.uk)
# 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>
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<tr>
<td>Mentor / SOM Name…………………………………. Date of last update………………………</td>
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<tr>
<td>2nd Mentors Name…………………………………. Date of last update ………………</td>
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<tr>
<td>Location of equipment and supplies. Explanation of key equipment used.</td>
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<tr>
<td>Provision of student induction pack. Pack last updated …………………</td>
<td></td>
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<tr>
<td>How to answer the telephone, make internal and external calls. Dealing with messages.</td>
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<tr>
<td>Student duty rota confirmed. Student identified on off duty/placement planner.</td>
<td></td>
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<tr>
<td>Off duty/placement planner clearly identifies student supervisor when mentor off duty</td>
<td></td>
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<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>
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</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>
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<tr>
<td>Hand Washing Assessment completed within 1st week &amp; copy emailed to <a href="mailto:Alison.Davies@shropcom.nhs.uk">Alison.Davies@shropcom.nhs.uk</a> Please note that this is mandatory for all students</td>
<td></td>
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<tr>
<td>Emergency procedures</td>
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<td>Safeguarding procedures</td>
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<tr>
<td>Health and safety responsibilities, including infection control, moving and handling. Use of Datix to report untoward incidents.</td>
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<tr>
<td>Fire evacuation procedure</td>
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<tr>
<td>Professional behavior – uniform, ID, appearance, use of mobiles, expected values.</td>
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</tr>
<tr>
<td>Timekeeping &amp; sickness and absence procedures</td>
<td></td>
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<tr>
<td>Initial interview and learning contract completed</td>
<td></td>
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<tr>
<td>Date of formative assessment agreed. Date planned …………………………</td>
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<tr>
<td>Date of summative assessment agreed. Date planned ……………………………</td>
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</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 H6, William Farr House, Mytton Oak Road, Shrewsbury, SY3 8XL
Trust expectations whilst on placement

**Working Hours**
You are reminded that whilst on placement, you should negotiate your working hours with your mentor. You must mirror the off duty of your mentor for at least 40% of your practice hours. As a student working within the team, you should appear on the team off duty. Some community teams don’t use off duties, particularly teams where all staff work 9am -5pm; these teams will operate a placement planner detailing your activities for each day and the name of the person mentoring/supervising you. You are expected to maintain punctuality and let your placement area know if extenuating circumstances arise which will make you late for duty.

**Supernumerary status**
Whilst on placement, your supernumerary status will be respected, ensuring that you have the opportunity to experience appropriate learning opportunities. However, you will be expected to participate in providing holistic patient care, supporting the healthcare team and demonstrating effective team work as per your learning outcomes.

**Flexi-time**
Wherever possible, please negotiate flexi-time with your mentor prior to taking it. Please remember that flexi time must not be taken during the four weeks immediately prior to your summative assessment date.

**Reporting absence**
In the event of sickness whilst on placement, please remember to report your sickness to your mentor and the University office.

**Contact details**
Please provide your mentor/placement area with your contact details. This information will be treated in the strictest of confidence, will be held securely and will be used solely for the purpose of contacting you if concerned about your whereabouts/in extenuating circumstances when necessary to liaise with you.

**Adhering to Trust Policies and Procedures:**
[www.shropshirecommunityhealth.nhs.uk](http://www.shropshirecommunityhealth.nhs.uk)

Whilst on placement within Shropshire Community Health Trust, you will be expected to adhere to our Policies and procedures. In order to integrate theory and practice, your mentor will guide you to read specific policies appropriate to your scope of practice and clinical procedures. In addition you will need to be familiar with the following:
• The Code for nurses and midwives (NMC 2015)
• NMC Standards for Pre-registration nursing education (2010)
• NMC Guidance on using social media responsibly 2015)
• NMC Record Keeping: Guidance for nurses and midwives (2009)

Professional behaviour whilst on placement

Uniform
See Shropshire Community Health NHS Trust Uniform Policy for full details. Please be aware that facial piercings other than ear piercings are unacceptable. For those students on placement in areas where uniform is not worn, “Dress should be modest and respectable… Staff should wear safe, practical, clean footwear that is appropriate for their role and the environment they are working in taking account of Health and Safety regulations.”

Identification
Please ensure that you wear your student name badge whilst in uniform and carry your student ID badge at all times when on placement in an area not requiring you to wear uniform.

Mobiles and social media
Whilst on placement, mobile phones for texting/accessing social networking sites should only be used during break times. For those students on placement with community teams, time spent travelling with mentors between visits should focus on reflecting on patient visits and your learning needs and progress. Mobile phones should only be accessed in the event of an urgent situation other than during breaks.

As you will be aware, no details of your placement, patients and mentors must be shared on social networking sites as this could lead to fitness to practice investigations.

Information Governance
Ensuring the security of patient information is a high priority for Shropshire Community Health NHS Trust, indeed for the NHS as a whole. In order to assure the organisation that all staff, students and volunteers have baseline knowledge
and understanding of information governance, you will be required to complete an Information Governance "Refresher Training" Workbook which includes answering 10 multiple choice questions. This should be completed within the first week of your placement.

**Raising Concerns**

As a Trust, we foster an open culture and actively support those who need to raise concerns about poor practice they have witnessed. As a student, you are encouraged to discuss concerns with your mentor or placement manager in the first instance. If for any reason you are unable to do so, please contact the Practice Education Facilitator, Sarah Yewbrey (Tel: 01743 277684) or your personal tutor.

If you witness an issue or incident which raises Safeguarding concerns, you are encouraged to discuss immediately with your mentor/placement manager/personal tutor/Practice Education Facilitator. You can also seek advice and guidance by contacting one of our Trust Adult Safeguarding Leads: Andrew Thomas on 01743 277500; mobile 07890 542698 or Andrea Davies on 01743 444062; 07876 548852. Further information on making an adult safeguarding referral can be found at: [http://www.shropshire.gov.uk/adultcarer.nsf/open/ABA6AF49A3A7361E8025704004DB532](http://www.shropshire.gov.uk/adultcarer.nsf/open/ABA6AF49A3A7361E8025704004DB532).

Shropshire Community Health Trust Named Nurse for Safeguarding Children is Julie Harris who can be contacted on the following numbers: Tel: 01952 385656. Mob: 07794238303. Safeguarding Children referrals must be made by contacting the Local Safeguarding Children Board. In Telford and Wrekin, the contact number, Monday-Friday 9am - 5pm, is 01952 385385; out of hours is 01952 676500. In Shropshire, the contact number, Monday-Friday 9am – 5pm, is 0345 6789021 and out of hours is 0345 6789040.

**The role of the Practice Education 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. 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’
Your P.E.F is Sarah Yewbrey, Practice Education Facilitator, RN and Specialist Practitioner in District Nursing. Sarah may be contacted on Tel: 01743 277684 OR Email sarah.yewbrey@shropcom.nhs.uk

Whilst you are actively encouraged to discuss problems and concerns on placement with your mentor/the clinical team manager, please do not hesitate to contact Sarah if you have any unresolved issues or concerns.

**Evaluation of your learning experience**

Your feedback regarding your experiences as a student within our Trust is very important to us in terms of monitoring and maintaining the quality of the learning environment. Whilst out in practice, you are encouraged to give feedback about what is working well and any issues that need addressing; this way we can hopefully address and resolve issues in a timely manner whilst you are still on placement. Please also take the time to provide formal feedback by completing the **placement evaluation** once back in university following the completion of your placement. These evaluations provide individual mentors, teams and the Trust with invaluable feedback. Mentors really appreciate placement evaluations as they provide evidence for their triennial review of mentorship and can also be used by mentors as practice related feedback for NMC revalidation.
School Nursing: An Overview

Government policies acknowledge that school nurses are key professionals to support children and young people aged 5-19 years to have the best possible health and education outcomes (DH 2012) (HM Government 2010) (DH PHE 2014).

The objective of the school nurse role, to improve children and young people’s health and wellbeing, is achievable by:

- leading, delivering and evaluating preventative services and universal public health programmes (as set out in the HCP 5-19) for school-aged children and young people, within both school and community settings;

- delivering evidence based approaches and cost effective programmes or interventions that contribute to children and young people’s health and well-being e.g. reduction in childhood obesity, reduction in under 18 conception rates, reduction in prevalence of chlamydia and management of mental health disorders (such as depression and conduct disorder), coordinating services, referring to other agencies and delegating within the team to maximise resources and utilise the expertise of other skilled professionals;

- supporting a seamless transition into school, from primary to secondary school and transition into adulthood;

- managing the interaction between health and education so that the child or young person enjoys good health and well-being (including emotional health and wellbeing) therefore achieving optimal education;

- leading support for children and young people who have complex and/or additional needs including providing or coordinating support, education and training for families, carers and school staff;

- identifying children and young people in need of early help and where appropriate providing support to improve their life chances and prevent abuse and neglect. This includes working with children and young people at risk of becoming involved in gangs or youth violence;

- contributing as part of a multi-agency team, to the response for children, young people and families who have multiple problems

(DH 2012 p 16-17)
To achieve the aims set out by key policy drivers our role includes:

Providing information, advice and support about health issues such as diet, physical activity, emotional wellbeing, sexual health and smoking.

Carrying out health needs assessment to enable the development and support of initiatives that facilitate learning about healthy choices and managing risk.

Working in partnership with other agencies to assist in the reduction of health inequalities and tackling the determinants of ill health.

Working within a multi-disciplinary team to support child protection plans and lead or contribute to Early Help and support vulnerable children and their families.

All communities have a range of health services for children, young people and their families. School nurses help raise awareness of these services and also provide some of them.

School Nurses provide a universal service, which means that every child and young person can access support directly from us around common health issues.

Some children and young people need extra help from an expert. The School Nurse Service can give a quick response when you need it most.

For young people who have more complex issues the School Nurse service provides on-going help by working with lots of different organisations such as a nearby charity or your Local Authority.
History of School Nursing
During the Boer War, the Ministry responsible for the selection of new army recruits discovered that 60% of school leavers were unsuitable because they failed to meet the minimum height of 5’3”. Poor growth due to malnutrition and the presence of infectious diseases resulting from poor hygiene were deemed to be the cause.

This resulted in the appointment by the London School Board of the first School Nurse, Amy Hughes in 1892. Her role was to carry out inspections of school children to determine growth and detect illness and diseases such as scabies and lice, based on a medical model of care. “Defects” were identified and visits to the home undertaken to advise on hygiene and treatment of vermin.

The work of the School Nurse was enhanced in 1906 by the provision of school meals for the poorer children and compulsory medical examinations in 1907.

School Nursing continues to evolve as we move through the 21st Century, moving towards a child centred public health role, adapting to the changing needs of society.
Welcome to the Shropshire and Telford & Wrekin School Nursing Teams.

School Nurses are registered nurses with a special interest in the health and well-being of children. Some members of the team hold the SCPHN qualification (Specialist Community Public Health Nurse). The School Nurse Teams consists of school nurses, school staff nurses and school nurse support workers.

<table>
<thead>
<tr>
<th>Helen Godding / Jane Cook / Faye Middle / Melanie Pearce</th>
<th>Lorraine Vine / Debbie Harrop / Jackie Mellor-Jones / Mandy Tengwall / Raj Sahota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ludlow Community Hospital</td>
<td>Whitchurch Community Hospital</td>
</tr>
<tr>
<td>Gravel Hill</td>
<td>Clapit Street</td>
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<tr>
<td>Ludlow, SY8 1QY</td>
<td>Whitchurch, SY13 1NT</td>
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<td>01948 660806</td>
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<tr>
<td>Tracey Jones / Rebecca Heath (Maternity Leave)</td>
<td>Northgate Health Centre</td>
</tr>
<tr>
<td>Emma Quinn / Elspeth Adams / Amanda Roberts</td>
<td>Bridgnorth, WV16 4EN</td>
</tr>
<tr>
<td>Coral House</td>
<td>01746 711953</td>
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<tr>
<td>11 Longbow Close</td>
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<td>Harlescott Lane</td>
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<td>Shrewsbury, SY1 3GZ</td>
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<tr>
<td>Angela Scull / Rosie Cox / Sarah Harris / Helen Webster</td>
<td>Kirsten Ellmore</td>
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<tr>
<td>Oswestry Primary Care Centre</td>
<td>Coral House</td>
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<tr>
<td>Thomas Savin Road</td>
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<tr>
<td>Off Gobowen Road</td>
<td>Harlescott Lane</td>
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<tr>
<td>Oswestry, SY11 1GA</td>
<td>Shrewsbury, SY1 3GZ</td>
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<td>01691 663610</td>
<td>01743 450 800</td>
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<tr>
<td>Sandra Williamson / Rachel Osborne / Julie Fozzard</td>
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<td>/ Sharon Fallon / Emma Tomkin / Fiona Abbey</td>
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<tr>
<td>/ Tracey Parrish / Nicki Lloyd / Lydia Huison / Julie Tsang / Lynsey Allen / Samantha Sherlock / Zoe Rissbrook / Alison Nightingale / Katie Goodall</td>
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<tr>
<td>Unit 2</td>
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<tr>
<td>Montford House</td>
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<tr>
<td>St Georges Court</td>
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<tr>
<td>Donnington Wood</td>
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<tr>
<td>Telford, TF2 7BF</td>
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<tr>
<td>01952 621340</td>
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</tbody>
</table>
### Team Members, Designations including Areas of Special Interests:

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Designation</th>
<th>Area of Special Interest</th>
<th>Base</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kit Pool</td>
<td>SCPHN</td>
<td>Clinical Lead</td>
<td>Telford</td>
</tr>
<tr>
<td>Gwyneth Bowyer</td>
<td>SCPHN</td>
<td>Clinical Lead</td>
<td>Shrewsbury</td>
</tr>
<tr>
<td>Kirsten Ellmore</td>
<td>SCPHN</td>
<td>Team Leader, Young Carers, Asthma, Help2Quit</td>
<td>Shrewsbury</td>
</tr>
<tr>
<td>Sharon Fallon</td>
<td>SCPHN</td>
<td>Team Leader, LAC, SEN</td>
<td>Telford</td>
</tr>
<tr>
<td>Angela Scull</td>
<td>SCPHN</td>
<td>Continence Lead</td>
<td>Oswestry</td>
</tr>
<tr>
<td>Rosie Cox</td>
<td>SCPHN</td>
<td>Infection Control</td>
<td>Oswestry</td>
</tr>
<tr>
<td>Sarah Harris</td>
<td>School Staff Nurse</td>
<td>Enuresis, Anaphylaxis</td>
<td>Oswestry</td>
</tr>
<tr>
<td>Helen Webster</td>
<td>School Nurse Support</td>
<td></td>
<td>Oswestry</td>
</tr>
<tr>
<td>Lorraine Vine</td>
<td>SCPHN</td>
<td>Practice Teacher, NCMP</td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Debbie Harrop</td>
<td>School Nurse</td>
<td>Safeguarding</td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Laura Caldecott</td>
<td>School Nurse</td>
<td>LAC SEN</td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Jackie Mellor-Jones</td>
<td>School Staff Nurse</td>
<td>Records Management, Epilepsy</td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Mandy Tengwall</td>
<td>School Staff Nurse</td>
<td>SCPHN Student, Enuresis</td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Raj Sahota</td>
<td>School Nurse Support</td>
<td></td>
<td>Whitchurch</td>
</tr>
<tr>
<td>Julie Ann Beveridge</td>
<td>SCPHN</td>
<td>Tobacco Control, Patient Engagement, Young Health Champions, Mental Health First Aid Instructor</td>
<td>Central</td>
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<tr>
<td>Ros Jagoe</td>
<td>SCPHN</td>
<td></td>
<td>Central</td>
</tr>
<tr>
<td>Wendy Andrews</td>
<td>School Nurse</td>
<td>Safeguarding, Diabetes</td>
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<tr>
<td>Amanda Roberts</td>
<td>School Staff Nurse</td>
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<tr>
<td>Elspeth Adams</td>
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<tr>
<td>Rebecca Heath</td>
<td>School Staff Nurse</td>
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</tr>
<tr>
<td>Tracey Jones</td>
<td>School Nurse Support</td>
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<tr>
<td>Emma Quinn</td>
<td>School Nurse Support</td>
<td></td>
<td>Central</td>
</tr>
<tr>
<td>Lin Harper</td>
<td>SCPHN</td>
<td>Safeguarding, Internal Improvement</td>
<td>Bridgnorth</td>
</tr>
<tr>
<td>Karen Kerr</td>
<td>SCPHN</td>
<td>Paediatric Liaison, Alcohol, Substance Misuse</td>
<td>Bridgnorth</td>
</tr>
<tr>
<td>Lita Collins-Singh</td>
<td>School Nurse</td>
<td>Dental, Epilepsy</td>
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<td>Gayle Fitzpatrick</td>
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<tr>
<td>Helen Godding</td>
<td>SCPHN</td>
<td>Emotional Health</td>
<td>Ludlow</td>
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<tr>
<td>Jane Cook</td>
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<td>Fit Families, Healthy Weight Lead</td>
<td>Ludlow</td>
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<td>Fayre Middle</td>
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<td>Sandra Williamson</td>
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<tr>
<td>Rachel Osborne</td>
<td>SCPHN</td>
<td>Enuresis, Patient Engagement</td>
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<tr>
<td>Julie Fozzard</td>
<td>SCPHN</td>
<td>Sexual Health</td>
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<tr>
<td>Emma Tomkin</td>
<td>SCPHN</td>
<td>NCMP</td>
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<td>Fiona Abbey</td>
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<tr>
<td>Tracey Parrish</td>
<td>SCPHN</td>
<td>Crucial Crew</td>
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<tr>
<td>Julie Tsang</td>
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<td>Infection Control</td>
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<tr>
<td>Nicky Lloyd</td>
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<td>SCPHN Student, NCMP</td>
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<tr>
<td>Lydia Hudson</td>
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<td>Substance Misuse, Smoking Cessation</td>
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<td>Lynsey Allen</td>
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<td>Samantha Sherlock</td>
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<tr>
<td>Katie Goodall</td>
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</table>
Specific work within the school nurse role relates to:

- Safeguarding and Early Help support for children in need
- Secondary school drop-in sessions (CHAT & Health Zone)
- Support with individual health needs and long-term health conditions
- Anaphylaxis and asthma training for schools, children, young people and their families
- Audiology
- National Childhood Measurement Programme (NCMP) for reception and year 6 children
- Crucial Crew and Safety Scene health promotion
- Day and night time wetting (enuresis) clinics across Shropshire
- Health education and promotion
- Support with vaccination programmes
WORLD Model Framework

The W.O.R.L.D model framework (Channel 2002) will be utilised to facilitate your mentor/s to plan your placement experience. The letters represent five learning activities:

- Working clinically with mentor
- Observation of practice
- Research and reflection
- Learning packs
- Departmental visits away from the placement base

Please indicate, on your placement planner, which of the above activity you are undertaking. This can be done in conjunction with your mentor.

SWOT analysis, Reflection and Ongoing Achievement Record (OAR)

Please complete the SWOT analysis on page 14 to highlight any learning needs that you may have.

It is good practice for mentor/s and students to allocate some time weekly to reflect on practice experiences.

Please bring your OAR with you to the placement so that this can be completed when necessary.
School Nurse Placement Programme / Planner

Mentor Name: __________________________

Co-Mentor: ____________________________

Student Name: __________________________

Week Beginning: ________________________  *Mentors to copy and save completed planner pages for 3 years.*

<table>
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Learning Needs Analysis

(SWOT/B ANALYSIS)

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Further Reading


Useful Websites

www.shropscommunityhealth.nhs.uk/
www.shropscommunityhealth.nhs.uk/rte.asp?id=10072 (School Nurse web page)
www.dh.gov.uk/health/2012/08/backtoschool
www.education.gov.uk - Dept for Education.
www.eric.org.uk - Education and Resources for Improving Childhood Continence
www.gov.uk/government/organisations/public-health-england
www.healthforkids.co.uk
www.healthforteens.co.uk
www.nhs.uk – NHS Choices
www.nhs.uk/worthtalkingabout
www.nhs.uk/change4life

References


Possible Placement Opportunities

Audiology Clinics (01743 450800)

Compass (Shropshire) 01743 250400

Looked after Children’s Nurse (Laura Caldecott / Julie Ann Beveridge)

Education Access (01743 254397)

Orthoptist (01743 261000)

Selective Medicals (01743 450800)

Speech and Language Therapist (01743 450800)

Paediatric Occupational Therapist (01743 450800)

Paediatric Physiotherapist (01743 450800)

Immunisation sessions (01743 450800)

Enuresis clinics (01691 663623)

Children’s Centres Services

Health Visiting Service

Following discussion with your mentor you may identify specific areas that you are interested in learning more about.
Children Learn What They Live…..

If a child lives with criticism, she learns to condemn
If a child lives with hostility, he learns to fight
If a child lives with ridicule, she learns to be shy
If a child lives with shame, he learns to feel guilt
If a child lives with tolerance, she learns to be patient
If a child lives with encouragement, he learns confidence
If a child lives with praise, she learns to appreciate
If a child lives with fairness, he learns justice
If a child lives with security, she learns to have faith
If a child lives with acceptance and friendship, he or she learns to find love in the world
Activity 1:

During the course of your placement complete the following mind map of people or agencies with whom the School Nurse may liaise / collaborate with.
Activity 2: Parents and Carers

When School Nurses first meet new parents/carers it is an opportunity to promote their role. Some School Nurses often carry out “New Parent’s Talks” in the term before children start school to explain their role.

What would you include in such a talk? What would you like to know if you were a parent?
Activity 3:  
Selective Medical

During a child’s first school year she/he is offered health screening and may be considered for a Selective Medical by the Community Paediatrician. Using your knowledge of child development consider what sort of problems may be identified, which a Selective Medical may address.

Discuss these afterwards with your School Nurse mentor.
Activity 4: Audiology

Children who are identified as having hearing problems at school entry are referred to audiology clinics. Find out how hearing is assessed at these clinics. What do you consider to be the implications of hearing loss on a school child? What can be done to help?
Activity 5:
Enuresis

Enuresis (bedwetting) is a very common problem amongst school children, and is dealt with at several specialised clinics. You may have the opportunity to attend one of these.

Discuss the various options available to help overcome the problem. What problems does enuresis cause the child’s family? How may it affect the child physically, emotionally and socially?

Useful website: www.eric.org.uk

Access Enuresis care pathway through www.shropshire.nhs.uk
Activity 6: Public Health Nursing

With reference to current Government documentation name three initiatives that school nurses are doing to contribute to the teenage pregnancy strategy?

1. ______________________________
2. ______________________________
3. ______________________________

What does CDS stand for? ______________________________________________

How is this implemented?

Choose from the following to complete a display that can be used in a school.

Remember to take photographs as you can add this to your portfolio.

1. STI  5. Exercise
2. Smoking  6. Accident prevention
3. Healthy eating  7. Stress
4. Drugs  8. Healthy weight

You can work in alone or in pairs to complete.
Activity 7:
Healthy Child Programme

Healthy Child programme (HCP) Department of Health 2009 5 - 19 years old.

This evidence based programme recommends quality practice for all (universal service) to promote the best possible health and wellbeing to children and young people where ever they are commencing with a 'robust' needs assessment to aid appropriate resource allocation. This guidance for early intervention is aimed at multi-agencies not just the school nurse.

Using the above document as a guide, make notes to enable a discussion with your mentor with regard to the following:

1. A mother of a four and a half child, who is just about to start school, asks your advice regarding health monitoring in school. Using the HCP as a guide discuss what types of service the mother and child may anticipate.

2. A 14 year old girl attends the school health drop-in requesting support for sexual health. What issues may you consider; to promote evidence based practice, using the HCP 5-19 and sexual health?
Activity 8: Partnership Working

School nurses collaborate with many other professionals and agencies to support the health and wellbeing of children, young people and their families.

Aim

To have an understanding how partnership working can improve health outcomes for children and young people.

Objectives

1. Using ‘Getting it Right for Children and Young People’ (DH 2012) as a guide; identify key areas where school nurse may work in partnership with other agencies/professionals.

2. Discuss the school nurses role within ‘Early Help’ via Compass in Shropshire (Shropshire locality)

3. Reflect on a situation where you have seen evidence of effective partnership working. How did this benefit the child, young person or family?
Activity 9:
Child Protection

HANDLING DISCLOSURE

CASE STUDY

To be read and discussed with your Mentor

BACKGROUND

Claire is 11 years old and is about to move on to secondary school. She has a brother of 3 years and one of 9 years. Mother has frequent changes of partners. She shares her home with her present partner who Claire dislikes.

There is a history of emotional and physical needs of the children never having been met, and professionals have always had concerns regarding social problems within the family.

The 3 year old boy is showing behavioural problems in nursery class. The 9 year old boy is soiling and swearing and has tremendous behavioural problems. Claire discloses in school that her mother’s partner is sexually abusing her. She also tells you her mother knows.

Discuss the following points and the school nurses role in child protection.

1. What would your actions be?

2. What reports do you write?

3. Who do you discuss it with? (head teacher, class teacher, mother)

4. What is the school nurse’s role in ensuring confidentiality and yet still safeguard the child?
Activity 10:  
Mental / Emotional Health

School Nurses are often involved with mental health issues involving young people. Some are listed below, give a definition of each and how it would impact on young people, add any others you feel are relevant.

1. Self Harming

2. Eating disorders.

3. Depression.

4. Bullying.

5. Anger.


7. Post trauma, e.g. domestic abuse.

What services both voluntary and statutory are available to help young people?
Questions for Further Discussion

The following questions are intended to provide discussion material for school nurses and their learners to enable them to evaluate the effectiveness of various aspects of their community experience, and to highlight areas where practical experience is not possible for the learner but still requires discussion.

1. What health problems may the school nurse be first to identify in children?

2. Describe the pre-school and school immunisation programme and discuss why it is necessary.

3. What is the role of the school nurse in relation to monitoring the growth, development and health of the school age child?

4. How does the school nurse liaise with other professionals both within and outside his/her own organisation?

5. Compare the health problems of children from socially deprived and affluent families.

6. What are the causes of major accidents to school age children? How may the community school nurse help prevent these?

7. Discuss the importance of good record keeping in relation to school nursing.

8. What is the role of the school nurse with respect to promoting the health of school staff?

9. Discuss the role of the school nurse in relation to health teaching in school.

10. In what way may the school nurse act as advocate for the child?
11. How may a child be empowered to make informed decisions regarding health choices?

12. How may the school nurse’s own life experience help or hinder her work?

13. Discuss the work of the school nurse in relation to ethnic minority groups.

14. In what ways is the work of the school nurse in danger of being compromised in the educational setting?

15. What is the relationship between the school nurse and health visitor?

16. What is the relationship between the school nurse and the child’s general practitioner?

17. What is the relationship between the school nurse and the hospital?

18. What is the role of the school nurse in relation to the child with special needs within mainstream education?

19. What is the role of the school nurse in relation to the child with special needs within a special school?

20. Head lice are a community health problem, discuss.

21. Whose responsibility is it to deal with head infection?

22. What is the school nurse’s role in this?
Reflection

Has anything arisen during your placement, either negative or positive, which you would like to share with your mentor/tutor? Note any thoughts or feelings here:-

(You may prefer to record this in your own private reflective diary.)

Your mentor/tutor will arrange a clinical support session to discuss the above if required.
## Evaluation

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<th>Please rate the following:</th>
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Did you spend at least 40% of your placement with your mentor?  
[ ] Yes  [ ] No  

Do you have any further comments regarding your placement experience or suggestions to improve the practice placement? (please continue on a separate page if necessary)

Thank you for completing this evaluation.